

**Sample Successful Grant Application**

## **Language Resource Centers Program**

*Michigan State University  
Center for Language Education and Research*

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
Washington, DC 20006

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## Introduction

### Overview

Michigan State University (MSU<sup>1</sup>) seeks funding to continue the operation of its Title VI Language Resource Center (LRC), the Center for Language Education and Research (CLEAR). In its nearly fourteen productive years of operation, CLEAR has developed an outstanding national reputation in its project focus areas (i.e., materials and professional development, research in the teaching and learning of foreign languages [FLs]). Since its inception in 1996, CLEAR has become a leader in the application of technology to the teaching and learning of FLs, particularly less commonly taught languages (LCTLs). It has responded to requests for materials from institutions as diverse in their needs as public school systems, NASA, the World Bank, and the Defense Language Institute. CLEAR has become a leading provider of professional development for the nation's FL teachers and has made seminal contributions to second language acquisition research. CLEAR has also collaborated on a wide variety of projects with other Title VI centers, organizations, and institutions, both regionally and nationally.

During its years of operation, CLEAR has developed and disseminated a broad spectrum of language learning and teaching materials that have been well received by the language teaching community. Exemplary projects include: 1) *Rich Internet Applications (RIAs) for Language Learning*, a suite of online tools with which language teachers can easily create interactive multimedia activities for their students; 2) *Celebrating the World's Languages: A Guide to Creating a World Languages Day Event*, a comprehensive guide to assist educators in planning FL promotion and advocacy events; and 3) introductory business language and culture software for German, Chinese, and Korean. Over 17,000 language educators are using CLEAR's RIAs,

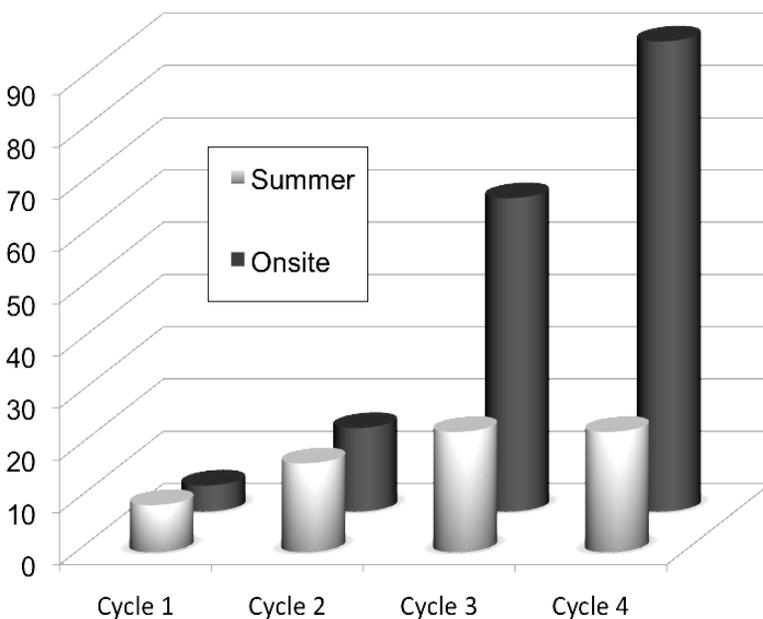
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<sup>1</sup> See p. 50 for a list of key acronyms used in the narrative.

with hundreds of additional users accessing our other web-based materials each month. In the 2008-09 reporting year alone, over 4,800 copies of our various print materials were downloaded, 485 copies of CD-ROMs distributed/purchased, and nearly 200 videos and DVDs requested.

In addition, CLEAR reaches a wide audience of K-16 FL educators and professionals through its biannual publication, *CLEAR News* (distributed to over 21,000 subscribed FL professionals via listserv and also available in PDF). Downloaded by educators across the nation, this newsletter offers articles on issues related to FL teaching and technology and includes updates on other Title VI LRCs. CLEAR has focused attention on the broadest possible dissemination of its products nationwide and on continuously improving its dissemination strategies throughout its funding cycles.

**Fig. 1 CLEAR's Continuing Commitment to Foreign Language Teacher Professional Development**



CLEAR has also excelled in seeking out new and better ways of providing professional development opportunities for FL teachers. Since 1997, CLEAR has hosted summer workshops (see Fig. 1) that focus on language methodology and pedagogy and on integrating technology

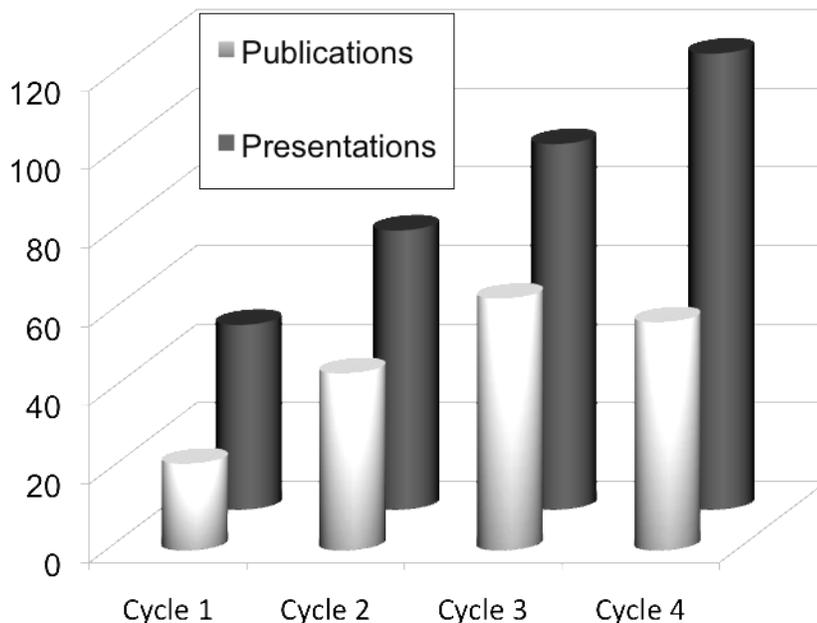
into language teaching. Teachers from nearly all fifty states have participated and have consistently praised their high quality. In response to increasing demand from FL educators, CLEAR also substantially expanded its onsite professional development workshop program (see Fig. 1), in which CLEAR's FL and technology trainers prepare workshops on topics requested at specific sites (ranging from school districts to community colleges and large universities), then travel to those locations to work with the teachers.

Participants in both types of workshops are asked to evaluate the workshops with respect to presenters' accessibility and preparedness; usefulness of group work/homework; length; meta-level organization; computer facilities, the extent to which the workshop met their expectations, and if they would recommend the workshop to colleagues. In the current funding cycle, over 99% of respondents answered "strongly agree" or "agree" to these questions. Many participants also provided helpful qualitative feedback that CLEAR has taken into consideration in its continuous formative evaluation of its workshop offerings.

CLEAR's recognized expertise in providing professional development opportunities for FL teachers, with particular attention to technology applications, is evidenced by the numerous times CLEAR personnel have been invited as workshop presenters and panelists at regional and national conferences, as well as the acceptance of their presentation proposals at major national and international peer-reviewed conferences. Venues include the Computer-Assisted Language Instruction Consortium (CALICO) symposium, the American Council on the Teaching of Foreign Languages (ACTFL) conference, the Centers for International Business Education and Research (CIBER) Language Conference, the American Association of Applied Linguistics (AAAL), the International Association of Applied Linguistics conference, the Sixth Annual

Conference on Internet Chinese Education, the Central States Conference on the Teaching of Foreign Languages (CSCTFL), and the Michigan World Language Association (MIWLA).

**Fig. 2 CLEAR's Scholarly Productivity**



CLEAR has demonstrated a successful record in research on FLs and language acquisition, including pedagogy and methodology. CLEAR-affiliated faculty and graduate students have produced 516 professional journal articles, presentations, and books. The productivity record of the first two funding cycles was far exceeded by the third; given the data from only the first three years of the current cycle (upcoming conference presentations and publications not included), it is evident that CLEAR-affiliated faculty and graduate students continue their excellent record of research productivity (see Fig. 2).

Through all project areas, CLEAR has been instrumental in developing cross-institutional and collaborative activities locally, regionally, and nationally. Locally, CLEAR has supported and hosted the Japanese Teachers Association of Michigan's Japan Quiz Bowl and provides

logistical, pedagogical, technical, and administrative support to Asian language schools in the Lansing area. CLEAR supplies logistical support for the MIWLA annual conference, and recently provided substantial expertise to the organizers of the Second Language Research Forum, which MSU hosted in fall 2009. On the national level, CLEAR has collaborated, using a modified RIA tool, since 2008 with ACTFL to manage their student video contest as part of a national public awareness campaign to build public support for language education.

Also on the national level, CLEAR has established productive collaborative relationships with its sister LRCs. CLEAR is the host for the highly respected online journal *Language Learning and Technology (LLT)*, a joint effort with the University of Hawai'i's LRC. One of CLEAR's Co-Directors is an Advisory Board member for the journal. CLEAR has also played an important role in bringing all LRCs together to work collaboratively in the interest of national needs. One of CLEAR's Co-Directors organized the directors of the LRCs into a Council of Directors, served as the Council's first Chair and has occupied the position again since 2008. She urged that the Council join the Coalition on International Education and that it work together with other national organizations. CLEAR initiated and maintains the common LRC web portal<sup>2</sup>, designed to be a user-friendly means for constituents throughout the country to search in one place for products and professional development opportunities offered by all LRCs. In addition, CLEAR personnel played a pivotal role in the creation of a 50-page brochure overview of the LRCs, published in 2008 and distributed to constituents nationwide and on Capitol Hill. CLEAR has established collaborative relationships with other Title VI entities as well, through MSU's area studies centers; CLEAR also continues its strong ties with the CIBER community through its collaborative development and dissemination of business language projects.

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<sup>2</sup> <http://nflrc.msu.edu>

In addition to the CIBER collaborations, CLEAR has worked closely with MSU's Title VI Asian Studies Center on its annual Chinese-Japanese-Korean Teachers Conference as either a co-host or sponsor each year since 2001. Finally, CLEAR's collaboration with several Title VI centers and numerous other campus units is also evidenced by CLEAR's leadership role in planning and implementing World Languages Day, held annually since 2005.

This broad spectrum of activities has helped establish CLEAR's strong local, regional, and national reputation. Beyond the information already provided, CLEAR's national (and even international) presence is reflected by the over 24,000 registered users of CLEAR's website in the US alone, with members in every state.

### **Institutional Support**

Much of CLEAR's success can be attributed to the supportive environment at MSU. CLEAR's ability to function as an LRC and to carry out its proposed projects has been and will continue to be supported by MSU's commitment to 1) FL education and research, 2) outreach, 3) international education, 4) technology infrastructure support and expansion, 5) instruction in LCTLs, 6) K-12 FL instruction, and 7) collaborative teaching and research.

### ***Foreign Language Education and Research.***

Instruction in FLs, cultures, and literatures at MSU is located in three departments: the Department of Linguistics and Germanic, Slavic, Asian, and African Languages; the Department of Spanish and Portuguese; and the Department of French, Classics, and Italian. Twenty-two languages are taught regularly, while up to 30 are taught on demand; the departments have enrollments of approximately 12,000 students a year in their broad spectrum of undergraduate and graduate courses and programs, led by nationally and internationally respected faculty. These three departments have a combined annual budget of approximately \$6.4 million,

instructional capacity of 66 faculty members, and 60 graduate teaching assistants. MSU has an extraordinary institutional commitment to LCTLs, as demonstrated by the budget allocated to LCTLs as well as the number of languages taught. Additionally, MSU has made a recent commitment to Arabic language instruction, adding two new tenure track faculty members and introducing an Arabic major and minor.

As a further indication of its commitment to FL education, MSU has an entry-level language requirement, the primary purpose of which is to promote the study of FLs at the K-12 level. In addition, new monies were committed to create the Center for Language Teaching Advancement (CeLTA) in 2008. CeLTA supports language teaching on campus and serves as a link between MSU and the community. Co-curricular and outreach activities offer service learning experiences for language students and create awareness in the community about the importance of language learning and cross-cultural competence. CeLTA also provides language students with opportunities to improve their skills through a variety of extracurricular activities.

Beyond the larger context of university support for FL teaching and learning, CLEAR is fortunate to be housed in the College of Arts & Letters with its long-standing commitment to FL education and research. The current Dean is an FL educator whose deep commitment to language, to language learning research, and to language teaching permeates numerous College-level initiatives. The Dean has been instrumental in advocating for a new four-story building dedicated to FL teaching and learning, which will be completed by fall 2012. A further commitment to FLs is the dedication of funds for the development of a new online Master's degree in the Teaching of Foreign Languages designed primarily for future LCTL teachers.

MSU made another highly demonstrable commitment to the research area of second language learning by creating a new Ph.D. program in Second Language Studies (SLS) in 2004.

Considerable support has been and will continue to be committed to this area, which currently includes ten tenure track faculty positions, a new commitment to an eleventh faculty member to arrive in fall 2010, and ten graduate assistantships. This highly selective program continues to attract a large number of international students from a wide variety of language backgrounds – a pool of expertise from which CLEAR draws for its projects.

### ***Outreach***

As a land-grant institution, MSU's mission places a strong emphasis on widely disseminating innovative instructional techniques and research. MSU's unique outreach model, with its significant commitment of financial resources, its tradition of decentralization, its insistence on a scholarly base for outreach efforts, and its emphasis on the integration of teaching and research, provides an excellent foundation for many of CLEAR's dissemination efforts.

### ***International Education.***

MSU has an outstanding national reputation for its commitment to international education and the extensive infrastructure that facilitates international initiatives. Of these, study abroad activities have become quite prominent. Currently, MSU offers over 260 study abroad programs in more than 60 countries and has been the nation's leader in study abroad among public universities for five years running. In the 2008-09 academic year, 2,610 MSU students studied abroad. This reflects a growth rate of 42% since 2001 (and an astonishing growth rate of 71% since 1997). While only 2-3% of college students nationally participate in study abroad programs, the figure is 29% at MSU, and 39.5% in the College of Arts & Letters. The strength of study abroad and other internationalization activities is a reflection of MSU's ongoing commitment to the study of language and culture.

### ***Technology Infrastructure Support and Expansion.***

MSU continues to be a leader in technological innovation. Beyond its regular general fund allocation, MSU receives an additional \$10.4 million annually from the State of Michigan in support of technology. Since the vast majority of CLEAR's projects are based on new and emerging technologies, CLEAR has developed a close working relationship with MSU's Academic Technology Services. MSU's extensive technology infrastructure supports CLEAR in accomplishing its proposed projects. CLEAR can rely not only upon its in-house technology staff, but also upon the considerable pool of technological expertise and large, well-equipped computer labs run by the university. This is particularly true when further refining and beta-testing computer-based products with large numbers of FL students, and when conducting computer-based second language acquisition research. CLEAR's success in putting on the market software and web-based products that function reliably and successfully from the outset has much to do with its ability to thoroughly test products before making them available to the public.

One of the computer facilities in MSU's technology infrastructure is the Language Learning Center (LLC). This facility is devoted to language teaching and learning and is administered by CLEAR's Associate Director for Technology. The LLC maintains a state-of-the-art computerized language lab staffed by full-time employees, and provides hardware and software support to language instructors. As the technology hub for CeLTA, and the physical home to most of CeLTA's facilities, the LLC promotes best practices in applying technology to language teaching and learning. As part of CeLTA, the LLC interfaces with all language departments, serving as a common gathering place and forum for issues common to instruction in all languages. The LLC is a resource for other departments and colleges in MSU as well, consulting

with departments and support units on issues related to multi-lingual computing and the integration of technology into instruction.

The LLC has been instrumental in bringing together teachers of all languages (commonly taught as well as less commonly taught) from K-12 through post-secondary levels with its extensive year-round workshop offerings and dissemination efforts. The LLC has developed several innovative programs to support distance learning, and is currently on the forefront in using innovations in networking technology to support language teaching in ways previously possible only within the confines of a language lab. LCTLs have especially benefited from these innovations, and these programs have become an integral part of many LCTL programs at MSU.

### ***Instruction in the LCTLs.***

In response to its own internal interests and to the national need to focus on LCTLs, MSU's Title VI National Resource Centers (NRCs) and the College of Arts & Letters collaborated in creating the unique position of LCTL coordinator. The coordinator is responsible for developing new models for LCTL instruction and supervising LCTL instructors. A new LCTL initiative has brought a large number of Fulbright Foreign Language Teaching Assistants (FLTAs) to MSU under the coordinator's supervision. In the 2009-10 academic year, MSU has more Fulbright FLTAs than have ever been assigned to a single institution, due in large part to the fact that MSU so strongly supports LCTL teaching. In addition, MSU has been awarded a grant to run one of the eight FLTA orientations taking place nationwide in August 2010; CLEAR's technology products will be featured in this three-day training program.

LCTL instruction, instructional design, and materials development projects have grown so rapidly that MSU hired a second person in 2007 to assist with LCTL coordination, teacher training, and mentoring. MSU's commitment to two LCTL coordinators with extensive SLS

expertise provides yet more indication of the intense focus MSU places on FL education, and particularly upon the needs of students studying LCTLs.

### ***K-12 FL Instruction.***

MSU places great value on the teaching of FLs at the K-12 level. CeLTA now administers the Community Language School (CLS) in addition to its on-campus language support activities. CLS is an outreach division that has offered community-based language and culture outreach programs on campus and at area schools since 2002. Programming has expanded over the years to include a variety of programs for K-12 students as well as professional development opportunities for K-16 teachers. CLS currently offers programs in Chinese, French, German, Italian, Russian, and Spanish. In addition, MSU has strong ties to a large Michigan school district through its Arabic Flagship program. This collaboration focuses on developing a national articulated K-16 model for Arabic FL instruction.

### ***Collaborative Teaching and Research.***

MSU also encourages the development of a culture of collaborative teaching and research that draws on its solid background of integrative, interdisciplinary education. MSU's Provost actively encourages interdisciplinary and intercollegiate collaboration on teaching and research. CLEAR is a model for such collaboration and, as such, has fit well within the university's structure.

MSU is institutionally committed to collaborative interdisciplinary teaching and research, innovative instruction in LCTLs, technology infrastructure support and expansion, international study and research opportunities, outreach, and FL teaching. These key factors have provided a solid foundation for CLEAR's emergence as a truly national FL resource center.

## **Summary**

This description of CLEAR's successful activities and MSU's resource-rich environment shows that CLEAR is well positioned to provide continuing leadership in improving FL teaching and learning in the United States, with particular attention to LCTLs. In this proposal, CLEAR envisions a new set of projects that will not only take advantage of the experience gained and expertise developed since its inception, but also the sound conceptual foundation that has served CLEAR so well to date, that is, its fundamental principle of collaboration across disciplinary and institutional boundaries. CLEAR's FL and technology experts will continue to reach out to work collaboratively on projects that meet the needs of many different constituent groups. These groups include: innumerable FL educators and students at all levels; business language instructors and students through our projects with CIBER; other LRCs; NRCs; and regional and national organizations such as ACTFL, AAAL, the International Association for Language Learning Technology, CALICO, and CSCTFL.

## **I. Plan of Operation**

### **I.A. Plan of Management**

#### ***I.A.1. Overview***

Our proposed organizational structure and plan of management is similar to the one CLEAR has had since its inception in 1996. CLEAR's remarkable grant productivity record (see "Likelihood of Achieving Results," p. 42) is a result of CLEAR's effective and efficient plan of operation. This plan emphasizes not only accomplishment of the mission, but also the assessment and evaluation that ensure attention to quality products and professional development activities.

While utilizing resources and expertise from units throughout the university and collaborating where appropriate with other institutions and organizations, CLEAR plays a

leadership role by initiating, designing, and coordinating activities that respond to national needs. One of CLEAR's strengths has been in bringing together MSU FL faculty and Title VI center faculty and staff to discuss national needs while calling for project proposals. As a result, faculty often adjust their projects to be more responsive to national needs. This has resulted in projects that are not only needs-oriented, but also projects in which faculty themselves are invested, thus contributing to CLEAR's high project completion rate. Once the products are in place, CLEAR takes responsibility to see that products are appropriately evaluated and disseminated.

Serving as Co-Directors of the center, and reporting to the Dean of the College of Arts & Letters, are Drs. Susan Gass and Patricia Paulsell. They are supported by a full time Executive Associate Director, an Associate Director for Technology, an information technologist, a specialist in assessment and evaluation, a secretary, faculty project leaders, project team members (including faculty and graduate assistants), and a student worker. The Executive Associate Director oversees the daily operation of the center (e.g., organizing and disseminating materials, managing conferences and workshops, overseeing all publicity). Duties of the Associate Director for Technology include giving technology workshops, designing and overseeing the programming for software and web-based projects, and overseeing the integration of technology into CLEAR's projects. Faculty qualifications are given in Appendix A. In addition, CLEAR personnel are guided by a National Advisory Board (NAB) (see Appendix A).

#### ***1.A.2. NAB and Project Leader Responsibilities***

The NAB brings together individuals of international reputation with a strong commitment to FL and LCTL education. Members, selected with attention to CLEAR's project areas and emphases, provide advice, evaluate CLEAR's activities, and ensure integration of national priorities. They

receive minutes from staff meetings to keep them informed on all CLEAR activities. We will also solicit more formal input based on teleconferences and an annual progress report.

Additionally, the Co-Directors and the Executive Associate Director communicate regularly with project leaders to ensure that all projects are being carried out efficiently and in a timely fashion (see Appendix B, *Timeline of Project Activities*). The full CLEAR staff meets on a monthly basis, allowing for an exchange of information to avoid duplication of efforts, facilitate collaboration, and guarantee that staff members are aware of the status of all projects.

## **I.B. Description of Projects**

### ***I.B.1. Primary Objective of CLEAR: Meeting National Needs***

CLEAR's primary objective is to help meet the need for improving the nation's capacity for teaching and learning FLs effectively. This national need is clearly reflected in the Title VI authorizing legislation itself, as well as in the competitive and invitational priorities for this cycle, namely, an emphasis on priority languages and collaboration with other Title VI centers to produce Americans with advanced proficiency in those specific languages. Given the successful fourteen-year history of CLEAR's productivity in both of these areas, CLEAR proposes to continue to function in the most effective and efficient manner possible, as outlined below.

### ***I.B.2. Projects***

The proposed projects build upon the considerable strengths of our past successes as well as the institutional strengths at MSU in language teaching and learning and FL teacher training. The projects have many elements in common, among which are the following:

1. **Less Commonly Taught Languages.** For many years MSU has provided leadership in teaching LCTLs. With two LCTL coordinators (see p. 10), MSU's LCTL program is one of the strongest in the country. Not only is there a wide range of LCTLs being taught, but

MSU's pioneering efforts in teacher support, teacher training, and assessment bring much needed strength to the teaching of LCTLs.

2. **Evaluation/Assessment.** CLEAR's in-house specialist in evaluation and assessment oversees specific evaluation criteria for each project (see Section VII and Appendix D); he also directs projects that focus specifically on issues of evaluation and assessment.
3. **National Needs and Collaboration.** Through maintaining close contact with both the language teaching community and governmental and professional organizations, CLEAR has established a record of identifying national needs and responding with appropriate products and professional development opportunities. Through communication with national leaders, active research, and participation at national conferences, CLEAR proposes to continue this plan of action to ensure that it meets national needs and demands.
4. **Educational Technology.** Many of CLEAR's projects are technology-based and/or are distributed electronically. This is made possible in many instances by CLEAR's association with the LLC and by MSU's commitment to innovative technology based on sound language teaching methodology.
5. **Professional Development/Teacher Training.** Mindful of the need to help teachers develop professionally and implement pedagogically appropriate materials in their classrooms, CLEAR offers workshops and webinars to teachers from around the US.
6. **Dissemination.** CLEAR's current emphasis on dissemination of products to the widest audience possible will continue to be a high priority (see Section VI.).

7. **Building upon Past Successes.** While the majority of proposed projects in this funding cycle are new, in order to make our LRC as cost-efficient as possible, some projects, particularly technology-based ones, take advantage of templates created in past cycles.

### ***I.B.3. Project Areas***

CLEAR has long dedicated itself to a philosophy of supporting all language teachers at all levels as they move their students toward increased levels of proficiency. CLEAR's professional development workshops, webinars and technology-based products are designed such that teachers of any language or level can take advantage of them. For example, CLEAR was on the forefront of creating tools that allow teachers of right-to-left (e.g., Arabic, Hebrew) languages to develop computer-based classroom activities. Similarly, CLEAR products such as the RIAs provide teachers of a wide range of LCTLs the opportunity to create materials for non-Roman alphabet languages (e.g., Arabic, Chinese, Japanese, Korean, Hindi, Russian). CLEAR bases its proposed projects for 2010-14 on the same philosophical foundation.

CLEAR's proposed projects fall into four main areas: 1) Collaborative Projects, 2) Professional Development Projects, 3) Web-based Materials Development Projects, and 4) Assessment and Research Projects. These divisions are mainly for expository purposes and do not capture the overlap between and among them. Following are descriptions of proposed projects. Evaluation methods for the projects are explained in Section VI below, and in Appendix D we provide detailed objectives for each project. Where relevant, CLEAR will seek the permission of MSU's Institutional Review Board; no projects involving human subjects will be initiated until permission has been granted.

#### **I.B.3.a. COLLABORATIVE PROJECTS (Project Leader: Paulsell)**

##### **I.B.3.a.1. Business Asian Language Institute (Paulsell)**

**Background:** America’s ability to provide appropriate instruction in the business languages and cultures of Asia and Southeast Asia has not kept pace with the opportunities to enhance American business involvement in these venues. CLEAR’s expertise in business language, instruction in LCTLs, technology-based FL instruction, FL teacher training, and connectivity to the CIBER and Asian Studies communities puts us in a unique position to develop and implement teacher training and business language courses that provide opportunities for advanced business language training in important LCTLs.

**The Project:** Three of MSU’s Title VI centers (CIBER, CLEAR, and Asian Studies) will collaborate to design and implement a summer Business Asian Language Institute (BALI) at MSU. The proposed Institute will be ten weeks in duration, consisting of two weeks for teacher training in Business Language course and materials development and eight weeks of instruction for students who have had at least two years of university level instruction. In Year 1, the three centers will design the Institute and the teacher training materials. In Year 2, CLEAR will implement a two-week training period for three LCTL teachers (Chinese, Korean, and Japanese), who will begin to develop the materials for their Business Language courses. At the end of this intensive training period, teachers will teach their Business Language courses with students enrolled for each eight-week intensive language course. The Asian Studies Center and CIBER will be responsible for marketing the courses and providing stipend support. In Years 3 and 4, CLEAR will train an additional teacher of a language outside the East Asian area (e.g., Hindi, Indonesian) and additional courses will be added, at the introductory or intermediate level.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.a.2. *Language Learning & Technology (LLT) (Wilson-Duffy)***

**Background:** Since July 1997, CLEAR has co-sponsored and co-funded *LLT* with the University of Hawai'i's LRC. This refereed online journal disseminates research to FL and second language educators in the US and around the world on issues related to technology and language education. A December 2009 article in the *Modern Language Journal* states “There was wide consensus among [computer-assisted language learning] experts that [*LLT*] stands out as our field’s top journal.<sup>3</sup>” *LLT* is ranked fourteenth among linguistics journals in the Social Sciences Citation Index, a notable achievement, as all the higher-ranked journals are older, subscription based, hard copy publications. It is similarly ranked fourteenth among education journals based on the 2007 impact factor as indexed by Thomson Reuters in its *Journal Citations Report*. There are currently 15,735 *LLT* subscribers. The University of Hawai'i is responsible for the editorial content and CLEAR is responsible for preparation of the journal, distributing offprints, and hosting the website.

**The Project:** CLEAR will continue to co-sponsor and co-fund *LLT* by hosting its website, preparing all issues for publication, distributing offprints, offering editorial support, and contributing toward the cost of subscription management software and the annual board meeting. In addition, in this funding cycle a special issue of *LLT* will focus on the use of technology to further advanced language proficiency in LCTLs.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.a.3. Business Language/Culture Institute for Community Colleges (Paulsell)**

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<sup>3</sup> Smith, B., & Lafford, B. (2009). The evaluation of CALL scholarly activity. *The Modern Language Journal*, 93, 868-883.

**Background:** As community college enrollments rise dramatically, there is also a growing interest, on the part of both community college students and faculty, in business language and culture instruction. However, there has been no assessment of the needs of community college students and faculty in this area. Anecdotally, we know that these needs are quite different from those of four-year colleges because 1) students study languages for only two years, 2) students tend to be highly focused on specific career goals and their interests in studying language are much more Language for Specific Purposes (LSP) oriented, 3) community college faculty rarely have experience in LSP curriculum and course development, 4) there are no professional development workshops in LSP directed specifically at the needs of community college faculty, and 5) there are no business language and culture teaching materials designed specifically for community colleges.

**The Project:** MSU CIBER and CLEAR join with Lansing Community College to propose a multi-phase project, beginning with a needs assessment survey, the results of which will drive teacher training institutes and materials development activities. Based on MSU CIBER's reliable database stemming from its long history of international business education summer programs for community college faculty, in Year 1 CIBER will survey 1,200 community colleges nationwide concerning their perceived needs in the area of business language and culture teacher training and curriculum/course development. In Years 2 and 4, based on the results of the needs assessment survey, MSU CIBER and CLEAR will develop institutes to meet the specific professional and program development needs of community college language faculty. These institutes will occur simultaneously with MSU CIBER's bi-annual Advanced International Business Institute for Community College Business Faculty. This allows for parallel programming for the language professionals, while at the same time affording opportunities for

interaction between them and their business faculty colleagues. The program topics will include Business Language Program Development, Principles of Content-Based Instruction, and Best Practices in LSP Pedagogy. In addition, in Years 2-4 CLEAR will select Business Language Institute participants to develop, with the assistance of native speaker graduate students, a set of modules based on important business and economics themes at language levels and with tasks that are appropriate for community college students. CLEAR can use previously developed module templates for the Business Language materials packets.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### **I.B.3.a.4. World Languages Day (Campbell)**

**Background:** The record of low high school and college/university enrollments in FLs in the US in contrast to other industrialized nations has been cited frequently for at least the last 25 years, since the now-famous *Nation at Risk* document. In this time of increasing globalization, it is in the national security interest of the US to raise its citizens’ level of awareness and knowledge of world languages and cultures. World Languages Day (WLD) has served as a successful model for creating interest and enthusiasm around the study of world languages, particularly LCTLs, and cultures. The program, designed for students, teachers, and parents, attracts some 750 participants and consists of sessions taught by MSU faculty and guest speakers on topics of international interest. The main focus is on broadening students’ world view through over 90 session choices. In addition, parents learn about the value of language education and international study and teachers attend sessions on how to incorporate languages and cultures into their classrooms. In CLEAR’s last funding cycle the WLD coordinators at MSU, the University of Wisconsin-Madison, and the University of Minnesota created a best practices

guide for the development of WLD events which has subsequently become CLEAR's most popular downloadable product.

**The Project:** In addition to continuing its support of the local event, CLEAR proposes to undertake an impact study on the effectiveness of the best practices guide. Those who have downloaded the guidebook will be contacted and asked to complete a survey on how they have implemented the ideas from the guide. Select respondents who have run full WLD events based on the guide will also be interviewed. The results of the survey will be published as a follow-up to the guide, and the project coordinator will give presentations at regional and national conferences in Years 3-4 on the effectiveness of the WLD guide as an outreach tool.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### **I.B.3.a.5. Research into Methods for Teaching Business Language/Culture (Paulsell)**

**Background:** Scanning the base of second language acquisition literature, one finds scant attention devoted to the teaching and learning of languages for specific purposes, including business languages. This knowledge base must be expanded in order to design the most effective models for teaching and learning LSPs.

**The Project:** Building on the successful research projects of past CLEAR and CIBER funding, which resulted in academic presentations and papers on topics such as "Instructor's Language Use in Traditional and Business German Courses" and "The Use of Media Interviews in Teaching Business Language and Culture," we will design new projects that integrate research in SLS and important questions in the area of the teaching and learning of business language and

culture. In particular, we will focus on individual differences (e.g., aptitude, working memory capacity, approaches to language learning) as they relate to students in business language classes.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### **I.B.1.a.6. Collaboration on Joint LRC Website & Publicity (Staff)**

**Background:** CLEAR has been instrumental in efforts to promote the LRCs collectively. As mentioned above, CLEAR initiated and maintains the common LRC web portal, where FL educators and other constituents can search for products and professional development opportunities offered by all LRCs. CLEAR also played a crucial role in the creation of a 50-page overview of the LRCs, published in 2008 and distributed nationwide and on Capitol Hill.

**The Project:** CLEAR will continue to maintain and improve the LRC website, collaborate on a revision of the joint brochure to reflect the LRCs’ 2010-14 funding cycle, and continue to partner with other LRCs on appearances at regional and national conferences.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Collaborative Projects.** The journal *LLT* is available online, as is the collaborative LRC Joint Website. Information on all collaborative projects with CIBER will be available on the CLEAR and CIBER (and Asian Studies Center for BALI) websites, and the various teacher training modules and language-specific materials packets will be made available for download. The results of the two studies will be made public through professional conferences and appropriate publications. Product launches and Institute advertising will be done via CLEAR’s website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites when appropriate (e.g., CIBER).

## **I.B.3.b. PROFESSIONAL DEVELOPMENT PROJECTS (Project Leader: Campbell)**

### **I.B.3.b.1. Professional Development Webinars (Staff)**

**Background:** Based on our strong record of face-to-face outreach and professional development, this project will expand CLEAR's capacity to the Internet. By offering online workshops for technology and methodology, we will be able to reach more people, with more flexibility in time and space, than is possible in our campus or onsite workshops.

The primary audience for this project is K-12 language teachers who need continuing education units to maintain their certification. Unlike other content areas, there are few professional development opportunities especially designed for language teachers. CLEAR can meet these needs and provide learning resources at the same time.

**The Project:** We will create online workshops, or "webinars," that will consist of short modules focusing on specific topics. These webinars will be offered in an on-demand format, accommodating participants' schedules. The first wave of webinars will offer training in general technology skills for language classrooms and CLEAR's technology tools. Later, we will add modules on general language pedagogy, assessment, and language-specific modules for LCTL teachers as personnel availability allows.

Webinars will complement our other professional development offerings. They will be narrower in scope and definition than face-to-face professional development and they will largely be self-directed and self-paced, so they will appeal to the independent learner and those who cannot participate in regularly scheduled workshops. Participants taking on-demand webinars will be able to leave messages and ask questions within the program for a response from a facilitator. In addition, there will be moderated webinars offered at advertised times (e.g., last week of the month) where facilitators will be standing by for live feedback via online chat,

Skype, or phone call for learners who feel the need for more immediate support. Select webinars will also be linked to workshops that we will offer at regional and national conferences, and to CLEAR summer workshops. This tie-in will offer additional learning opportunities for participants, and enhance face-to-face training experiences.

The structure of a webinar will consist of recorded demonstrations, screen movies, and short lectures that will deliver the content. This will be followed by guided hands-on practice. The final step for all webinars, whether on-demand or moderated, requires the facilitator's involvement. In order to satisfactorily complete the webinar and receive credit, participants will have to complete a set task that will be reviewed by the webinar convener.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### ***I.B.3.b.2. Video Assistance for Understanding Language Teaching Techniques (Baker/Steider)***

**Background:** One well-documented challenge related to producing students who speak a critical language is the lack of trained language teaching professionals. LCTL programs often depend on native-speaker teachers who do not have sufficient pedagogical training. Currently available materials demonstrating language teaching techniques using video are lengthy, frequently part of semester-long courses, and produced in English.<sup>4</sup> These materials are also not appropriate for quick reference to teaching techniques.

**The Project:** Video Assistance for Understanding Language Teaching Techniques (VAULTT) aims to provide training on language teaching techniques for LCTL teachers through the

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<sup>4</sup> Annenberg Media language teaching videos; BBC language-teacher training videos; University of Wisconsin training videos for credit-bearing courses.

production of short video clips and accompanying pedagogical materials that illustrate best practices in language teaching techniques. These clips will cover techniques for teaching all four language skills (reading, writing, speaking, and listening).

We will develop short (<5 minute) videos which demonstrate language teaching techniques such as error correction, eliciting and explaining vocabulary, giving instructions, checking comprehension, and building schema. Each video will be supplemented with information explaining the techniques and relating them to best practices in language teaching. Video provides the most immediate understanding of language teaching techniques, and producing these materials in the target language will make them more relevant for language teachers.

VAULTT will be based on a project currently being conducted with support from CLEAR and MSU's Department of Linguistics and Germanic, Slavic, Asian, and African Languages. Eight of these videos have already been produced, and four were piloted in graduate-level language teaching pedagogy courses in fall 2009. In the proposed cycle, we will focus on one language each year: Arabic, Chinese, Korean, and Hindi/Urdu. We will collaborate with MSU's Title VI Center for Advanced Study of International Development and Asian Studies Center.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### ***I.B.3.b.3. Summer Professional Development Workshops (Staff)***

**Background:** For the past thirteen summers, CLEAR has presented workshops on MSU's campus for K-16 FL teachers. These workshops have focused on using technology in FL teaching, pedagogical issues such as the teaching of writing, using communicative activities in grammar-based curricula, and promoting student motivation for FLs. The workshops have been well-received and serve a broad community of FL teachers.

**The Project:** For this funding cycle, CLEAR proposes four to five workshops each summer to be led by CLEAR's faculty along with selected guest presenters. Topics will vary from year to year based on feedback from the participants and a needs analysis conducted after Year 1.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### ***I.B.3.b.4. Future Faculty Development with SLS/CIBER (Gass/Paulsell)***

**Background:** CLEAR and MSU's CIBER recognize the compelling need to develop faculty/scholars in the area of research and teaching in the LCTLs and LSP. It is evident from discussions with our NRC, CIBER, and community college colleagues, as well as from national conferences on LCTLs and LSPs, that the nation lacks a sufficient number of appropriately trained second language acquisition professionals in most LCTL and LSP areas. There has been a clear call to build our doctoral level capacity in research on and teaching of LCTLs and LSPs.

**The Project:** MSU's SLS program and MSU's CIBER have committed to supporting Ph.D. level students who will be assigned to appropriate CLEAR and CIBER projects, mentored in their professional development, and provided opportunities to become involved in CLEAR's rich scholarly and materials development environment. They will complete degrees and enter the job market as highly qualified scholar/teachers able to contribute to and train future scholar/teachers in the teaching of LCTLs and LSPs.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Professional Development Projects.** The webinars and VAULTT projects detailed above will all be accessible online, both from CLEAR's website and other partner websites. Summer workshops and the Future Faculty Development program are carried out on

MSU's campus. Product and workshop/webinar advertising will be done via CLEAR's website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites and print materials when appropriate (e.g., CALICO, *Language Magazine*).

**I.B.3.c. WEB-BASED MATERIALS DEVELOPMENT PROJECTS (Project Leader: Hoopingarner)**

***I.B.3.c.1. Language Instructional Management System and Rich Internet Applications Expansion (Hoopingarner/Bansal)***

**Background:** The RIA initiative has been one of CLEAR's most successful projects to date, with over 17,000 registered users. The RIA suite is comprised of free tools that teachers of any language can use to create online language teaching materials—or have their students themselves create activities. The applications provide functionality that is aligned with mainstream language instruction, second language acquisition theory, current practices in assessment, and they allow teachers to perform activities that are not possible or practical in conventional classrooms. The nine current RIAs include a podcasting tool, a process writing application, a video repository with functionality such as subtitling, and a character formation tool that allows teachers of non-Roman script languages to teach stroke order and character formation to their students. Users need no programming skills to use these tools, and are able to enter their own content for any language (including character-based and right-to-left languages) and any level.

**The Project:** CLEAR proposes to develop, leveraging the RIA technology, our own experience, and feedback from users, a new Language Instructional Management System (LIMS) within which RIA tools can be used more systematically. In addition, CLEAR will continue to maintain and support current RIA tools, and develop new tools within these design parameters.

Most course management systems (CMS), such as Blackboard, WebCT, Moodle, and Desire2Learn, are suited for the delivery and management of information. However, they are not particularly good at delivering or managing language instruction.

CLEAR's LIMS will provide the essential features of traditional CMS systems, and add some of the multimedia and interactivity functions of conferencing systems, enabling teachers, for instance, to assign tasks and give feedback to students within the system and enabling students to have individual workspaces to create, save, share and submit files to the teacher.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### *I.B.3.c.2. Mobile Telephony and Applications (Hoopingartner/Bansal)*

**Background:** Recently we have seen the smart phone begin to replace the notebook computer as the technology of choice. The distinctive features of mobile telephony are mobility and speed; using a cell phone, users have instant access to communication and information from anywhere, at any time. Smart phones are always switched on and always connected to the Internet, and programs written for these devices can take advantage of the continual connectivity to create an environment in which students can access and share information with other learners. In addition, applications for a smart phone have easier learning curves and require none of the additional hardware (e.g., microphone, webcam) that a desktop or notebook computer does.

The potential for these devices as language learning aids has only begun to be appreciated, but if language programs want to take better advantage of students' working and learning styles, then these newer technologies should be explored. Smart phone technology can be used to reach

not only traditional classroom language learners, but also non-traditional students such as business people, government employees, or the non-profit sector. Insofar as many non-traditional learners are studying LCTLs, this mobile technology can be especially advantageous to the on-the-go learner. A new set of services can be envisioned, that lend themselves well to smaller devices and take advantage of instant voice-based, in addition to email-based, communication.

**The Project:** CLEAR will create mobile phone applications for language learning. Similar to the RIA initiative, this will be a research and development project that will explore the capabilities of the technology, and develop applications for multiple smart phone platforms (e.g., iPhone, Android), while also mirroring the apps in a traditional web-based format that can run from any mobile or traditional browser. Some of the programs to be developed are:

1. *Conversations* for smart phones. The first project will transfer one of our most successful RIAs, *Conversations*, to a mobile app. In this app, teachers can upload video or audio prompts or questions for their students to answer. The program can be used to simulate conversations, role plays, or for virtual interviews. We have received feedback indicating that students who do not have access to at-home webcams and microphones have trouble completing online homework assignments, but many have smart phones and would be able to use this app.
2. Language essentials for LCTLs. This project would entail a corpus-driven collection of phrases that can be called up on demand using a key word search. This would be of particular use to non-traditional learners (and even travelers) who need instant access to situation-specific language.
3. Self-assessment for the autonomous learner. Again based on a current RIA, this mobile app will draw from a collection of interactive language tasks for LCTLs that test users'

understanding of a video or short text and provide instant feedback, allowing the learner to self-correct. CLEAR already has item and video banks for Arabic, Chinese, Korean, Vietnamese, and Russian.

As we pilot and release new apps, we will seek feedback from users and work to continually improve the tools, as we have successfully done for RIAs through our online user forum, conferences, and workshops.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### ***I.B.3.c.3. Advanced Level Language Interaction in Virtual Worlds (Hoopingarner/Bansal)***

**Background:** “Virtual worlds” are computer-based networked 3D environments in which users control an avatar and interact with the environment and other users’ avatars. Although virtual worlds can be structured as games, they can also be used far more expansively. Pictures, audio, and video can be imported into the world and combined with new 3D objects. A virtual world can contain models of famous places such as architectural sites, museums, and natural wonders. Virtual worlds can benefit different types of language instruction. Distance learning classes taught in virtual worlds can literally take on a new dimension, moving up from a web-based format. Conventional language courses, particularly at the intermediate and advanced levels, can use the world for more immersive activities. Because users can enter the same virtual world, they can interact through text chat, voice, and body language. Including virtual worlds in the language curriculum can be a mechanism to augment the amount and type of interaction between and among learners.

Language learning in a virtual world can happen anywhere: in simulated conventional classrooms, at the Great Pyramids, or in a chai shop in Hong Kong. Virtual worlds have the

additional benefit of not requiring physical space on a campus. Institutions can provide numerous virtual classrooms equipped with state-of-the-art equipment for a fraction of the cost of adding physical space. It is a low-cost method of providing quality instruction. However, teachers who want to use virtual worlds must either pay for private space on commercial networks or set up their own servers, and must create their own virtual worlds and avatars, which few instructors have the ability and time to do.

**The Project:** CLEAR will promote this promising technology by building a customized virtual world infrastructure, supporting LCTL instructors across the country, and making server software and documentation to anyone available at no cost. We will provide access to its servers to a limited number of instructors, based on the number of users that CLEAR's network can support. CLEAR will also create versions of open-source virtual world server software that are configured for language instruction, and make the software available on a turn-key basis to any institution that wants to install it on its network.

For example, we will create pre-made instructional spaces that look like comfortable rooms for students to "sit" in. These will contain standard classroom equipment such as PowerPoint projectors, whiteboards, media players and storage space for electronic resources (handouts, websites), all of which can be manipulated by instructors and students. CLEAR will provide technical support to instructors as they learn the technology, and help communicate the emerging best practices of using the technology to support language learning. In addition, CLEAR will create pre-programmed avatars with which students can interact in limited ways as they complete tasks in-world. These avatars will be customizable by instructors for language and content.

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Web-based Materials Projects.** The products developed in the projects above will all be accessible online, both from CLEAR's website and via other websites (e.g., Second Life, iPhone App Store). Product launches will be done via CLEAR's website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites and print materials when appropriate (e.g., CALICO, ACTFL's *The Language Educator*).

### **I.B.3.d. ASSESSMENT AND RESEARCH PROJECTS (Project Leaders: Reed/Gass)**

#### ***I.B.2.d.1. Online Listening and Speaking Tests for LCTLs (Reed)***

**Background:** In its fourth funding cycle, CLEAR developed a model for the creation of online, video-based oral proficiency tests for LCTLs with companion rater-training modules. The model incorporated templates and English-based components to facilitate adaptation to a wide range of languages. Preliminary applications of the model produced oral proficiency tests for Korean, Mandarin, and Swahili and generated nationwide interest. These global measures of oral language proficiency are valuable complements to ACTFL Oral Proficiency Interviews in terms of their pedagogical value, cost-effectiveness, and their easy accessibility for schools, businesses and government agencies. However, the CLEAR project also highlighted three additional needs: similar tests for other critical languages, multiple forms of each test, and companion listening proficiency tests to enable a complete oral-aural assessment for each language.

**The Project:** The proposed project will extend the CLEAR assessment model just described to four other, critical LCTLs (Arabic, Hebrew, Japanese, and Russian). For each language, an online video-based oral proficiency test will be developed with both examinee and rater modules, as well as companion rater-training modules. The rater-training modules will include both generic benchmarks in English and a complete set of language-specific samples that cover all ACTFL levels from Novice-High through Superior. In addition, online video-based listening

proficiency tests will be developed for the same languages to assess listening comprehension ability at the Intermediate through Superior levels.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### ***I.B.3.d.2. Interaction and Corrective Feedback in the LCTL Classroom (Loewen)***

**Background:** Interaction is considered to be crucial for L2 (second language) learning. In addition, corrective feedback, provided in response to learners’ oral production errors, is argued to be beneficial for L2 learning, particularly when it occurs during communicative activities.

**The Project:** The aim of the current study is two-fold: 1) to examine the occurrence of corrective feedback in LCTL classes; and 2) to investigate if corrective feedback is beneficial for L2 learning in LCTL contexts, and to determine if there are differences due to variables such as class size and target language. This project will be conducted over four years by replicating the main aspects of the design for different LCTLs (Korean, Arabic, Chinese, and Japanese).

Procedures used in the study will include: 1) a short background questionnaire; 2) observation and audio/video-recording of classroom activities; 3) identification of corrective feedback in the classroom interaction; 4) individualized, tailor-made post-tests targeting the linguistic items corrected in class; and 5) optional stimulated recall sessions in which learners view their interaction and comment on their thoughts at the time.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### ***I.B.3.d.3. Development of L2 Oral Interaction Ability During Study Abroad: Role of Engagement Factors and Communication Anxiety (Hardison)***

**Background:** Studies have shown a relationship between L2 contact (in a general sense) and oral fluency ratings based on brief narrative excerpts. They have also shown a relationship between continued first language use and L2 accentedness based on short sentences. Finally, research has shown a relationship between L2 writing and acoustic measures of fluidity based on brief segments from oral proficiency interviews. However, oral proficiency may not improve with study abroad if the level of L2 engagement is relatively low. Recent work conducted by the project leader has investigated the contributions of several variables to participants' scores on various aspects of interaction ability: pronunciation, fluency, grammatical accuracy, vocabulary/lexical range, and communication skills/strategies.

**The Project:** This project will investigate factors contributing to the development of the oral interaction ability of learners of L2 German and Japanese following study abroad. These initial languages were selected because there are sufficient enrollment numbers for study abroad programs in Germany and Japan, and also because of the differing perceptions between a European language and an Asian one. These environments offer a contrast in terms of the American English learners' perception of cultural distance and facility for L2 use in electronic communication (email, chat, text messaging). They will also provide sufficient participants over a period of two or three study abroad sessions. The focus is the relationships among communication anxiety, language engagement factors, and competence in L2 oral interactions. Raters (native speakers of the L2) will assess the component skills of each participant's recorded oral interactions with a native-speaking interlocutor of the L2 on two occasions before study abroad (i.e., a time-series design to assess any change among these participants as a result of classroom study), and two occasions afterwards (i.e., immediate and delayed samples).

**Objectives and evaluation:** See Section VII, "Evaluation Plan," p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### ***I.B.3.d.4. Use of Audio Portfolios in Oral Language Development (Winke)***

**Background:** Students have been shown to benefit tremendously in their efforts to develop their FL proficiency when they understand the trajectory of their own learning and can self-monitor and evaluate their development. Thus, it is essential to teach students how to monitor and reflect upon their own FL learning and provide them the tools and knowledge with which to do so. At the advanced levels of FL instruction this is especially important. Self-evaluation of oral skills development helps to empower and motivate students to embark on language learning pathways that promote oral development.

**The Project:** The goal of this project is to provide upper-level language students and their instructors the tools and skills needed to monitor longitudinally the students' oral language development. The study will employ online oral assessment materials (developed with *Conversations*, a CLEAR RIA) and students' self-evaluations of their own oral performance. Twice a semester during their second, third, and fourth years of FL instruction, including periods of study abroad, students will respond orally to four pre-recorded online prompts. They will play back their own responses and self-evaluate their production. The project will have three outcomes: 1) documentation (i.e., an audio portfolio with recordings of oral tasks) for each student of his or her progress in the target language over the course of three years of learning; 2) evidence of development for instructors and external stakeholders (program coordinators, department chairs, etc.); and 3) oral data for research. The oral data with self-assessment scores and a few select background variables will be used to undertake important research questions.

This project will be implemented in select classes of Arabic and Chinese in Year 1, adding Japanese and Korean in Year 2. It will then be extended to additional LCTL programs, which

may include classes in a dozen other LCTLs, including Hindi, Indonesian, Tagalog, Thai, Farsi, Kazakh, Turkish, and Hebrew.

**Objectives and evaluation:** See Section VII, “Evaluation Plan,” p. 44, and Appendix D.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Assessment and Research Projects.** The results of the projects and studies above will be shared through scholarly publications and presentations at conferences aimed at teachers, curriculum developers, language program administrators, and study abroad coordinators, among others. The online assessment tools developed in the first project (*Online Listening and Speaking Tests for LCTLs*) will be made available online; CLEAR will provide training to teachers in the use of the tools through summer workshops and/or webinars. Product launches will be done via CLEAR’s website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites when appropriate.

### **I.C. Center Objectives and Purposes of Authorizing Legislation**

CLEAR’s model for bringing together respected SLA and FL professionals from a broad spectrum of interests and a wide variety of institutional types and levels has created a rich cross-fertilization environment that has resulted in high quality innovative products and professional development activities that support the strengthening, improving, and expanding of FL education in the US. CLEAR’s objectives and activities presented in this proposal are congruent with the statute in terms of strategic language needs, audiences targeted, activities and programs offered, Title VI collaborative engagement, and materials and services disseminated. All of CLEAR’s proposed projects meet one or more of the LRC authorized activities. By building on past successes, by utilizing the strengths already in existence at MSU, and by capitalizing on MSU’s

generous support, CLEAR is well-positioned to continue and augment its strong national presence in the fields of language learning and language teaching.

#### **I.D. Efficient and Appropriate Use of Resources**

CLEAR will continue to draw on the abundant human and material resources available at a large land-grant Association of American Universities (AAU) institution such as MSU. CLEAR has accumulated the necessary physical equipment (e.g., copier, furniture), and general resources are amply described in the Introduction and in Section III of this document. The university will supplement the federal assistance (see *Itemized Budget and Narrative*) and has the physical plant and support systems to create a scale of operations essential to this agenda. Lastly, MSU's College of Arts & Letters will continue to provide appropriate space for CLEAR.

#### **I.E. Non-Discriminatory Selection of Participants**

MSU is committed to principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to age, color, gender, disability, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight. The university is an affirmative action/equal opportunity employer. The quality and effectiveness of the university's affirmative action program are validated through review by external agencies as well as by internal monitoring processes, which include an annual report to the MSU Board of Trustees. As a part of the greater MSU community, and in accordance with Section 427 of the General Education Provisions Act, CLEAR will provide equal access to the center's programs, and equal treatment by the center's staff, of members of groups that have been traditionally underrepresented.

## II. Quality of Personnel

CLEAR's projects are designed by CLEAR personnel/MSU faculty who provide the pedagogical and methodological foundations for each project. Project leaders are assisted by native speaker graduate assistants (Ph.D. students in SLS) with extensive language teaching backgrounds.

### II.A. Center Directors

Susan M. Gass (BA, UC Berkeley [Italian]; MA, Middlebury [Italian]; MA, UCLA [Linguistics]; Ph.D., Indiana University [Applied Linguistics]) is a University Distinguished Professor in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. She directs the English Language Center, the SLS Ph.D. program, the Arabic Flagship, CeLTA (Co-Director), and has served as CLEAR's Co-Director since its founding. Gass has published widely in the field of second language acquisition and is the co-author of *Second Language Research: Methodology and Design* (with A. Mackey) and the author of *Input, Interaction and the Second Language Learner*. Other books include *Second Language Acquisition* (with L. Selinker), *Stimulated Recall* (with A. Mackey), and *Interlanguage Refusals* (with N. Houck). Her numerous awards include the Distinguished Faculty Award at MSU, the Ralph Smuckler Award for International Studies at MSU, the Paul Pimsleur Award for Outstanding Research from ACTFL, the Michigan Association of Governing Boards Award, and the AAAL Distinguished Service & Scholar Award. She has served as the President of the American Association for Applied Linguistics and of the International Association of Applied Linguistics. She serves on numerous editorial boards and is the current Associate Editor of *Studies in Second Language Acquisition*.

Patricia R. Paulsell (BA, MA, Ph.D., University of Michigan) is a Professor in the Department of Linguistics and Germanic, Slavic, Asian and African Languages and served as Associate Dean in the College of Arts & Letters from 1998-2006. She has served as Co-Director

of CLEAR since 1996. Since 1990 she has also served as Director for Business Language Initiatives in MSU's CIBER. Paulsell is a nationally and internationally recognized expert on German and language for business and has published widely on materials and methods development, cross-cultural discourse analysis, content-based instruction, experiential learning, and computer-aided learning. Central to this focus was the development of a textbook with interactive CD-ROM software, *German for Business and Economics* (1994), a revised second edition of which was released in 2000. In the last funding cycle she published *Introductory Business German* (2008), a self-paced multimedia CD-ROM. Based on this template, *Introductory Business Chinese* is in production under her direction. In addition, *Critical Incidents for Business Culture Learning: Korean* is being developed for online publication. Paulsell's writing has appeared in professional journals such as *Foreign Language Annals*, *Die Unterrichtspraxis*, and *German Studies Review*. She serves on the Language Advisory Board for Georgetown University Press and as a referee for *The Modern Language Journal*, *Die Unterrichtspraxis*, and *Journal of International Marketing*. She has served on the editorial boards of the *Journal of Language in International Business* and *Global Business Languages*.

## **II.B. Other Key Personnel**

The key faculty and administrators whose time commitments to CLEAR are listed below represent a unique pool of professionally active individuals with a broad spectrum of experience and expertise. All are thoroughly committed to collaboration across disciplinary and institutional boundaries. Biographical sketches and an organizational chart are provided in Appendix A.

CLEAR demonstrates a wide range of language expertise in affiliated personnel who will be instrumental in conducting the proposed projects. In addition, CLEAR will continue to draw on the language backgrounds and expertise of faculty and students in the SLS Ph.D. program.

## II.C. Time Commitment of Key Personnel

Below is a chart showing the time commitment of key personnel on CLEAR projects.

Susan Gass, Co-Director	50%
Patricia Paulsell, Co-Director	50%
Joy Campbell, Executive Associate Director	100%
Dennie Hoopingarner, Associate Director for Technology	50%
Vineet Bansal, Information Technologist	100%
Daniel Reed, Coordinator of Assessment and Evaluation	10%
Joan Reid, Secretary	75%
Anne Baker, LCTL Coordinator	10%
Debra Hardison, Associate Professor	10%
Shawn Loewen, Assistant Professor	10%
Danielle Steider, LCTL Coordinator	10%
Paula Winke, Assistant Professor	10%

## II.D. Non-Discriminatory Employment Practices

As explained in Section I.E., MSU strictly pursues nondiscriminatory employment practices. In accordance with this strong MSU tradition, and with Section 427 of the General Education Provisions Act, CLEAR will ensure that its personnel are selected for employment without regard to age, color, gender, disability, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

### **III. Quality of Resources**

MSU holds the distinction of being both a land-grant and an AAU “Research I” institution. As such, it is committed to intellectual leadership and to excellence in both developing new knowledge and sharing that knowledge with its students and the public. As a land-grant institution, MSU strives to discover practical uses for theoretical knowledge and to speed the distribution of information to residents of the state, the nation, and the world.

CLEAR’s mission as an LRC fits well into MSU’s AAU and land-grant mission and allows it to tap into the teaching, research, outreach and technology resources of the university. MSU, as is obvious from the degree of match in this application (\$112,000/year), has been generous in its support. Beyond financial support, MSU provides CLEAR with 1,700 square feet of space in the heart of MSU’s campus, which includes several offices, a dedicated conference room and workshop space, and well-equipped graduate student workstations. The state-of-the-art LLC has also figured in CLEAR’s development and dissemination efforts.

### **IV. Need and Potential Impact**

CLEAR is dedicated to being responsive to national needs in strategic languages, language learning and teaching, and in tools and systems that support that learning. It assesses national needs by communicating with the language teaching community nationally through its own surveys and by paying close attention to and participating in the discussions carried out by national professional organizations, the NRC community, the CIBER and business communities, and federal government constituencies. CLEAR strives to meet the specific needs of these constituencies by designing, developing, and implementing a broad spectrum of activities that focus primarily on LCTLs, application of cutting-edge technology to language teaching, and teacher training. The languages selected for CLEAR projects are ones in which MSU has both

the student and faculty capacity, as well as the national and international reputation in research and teaching, to support the objectives of the center.

There is a need to ensure that there is sufficient national capacity for the teaching and learning of all languages, but, given the current geo-political situation, there is an even greater need to ensure that there are trained professionals with the pedagogical skills required to provide competent instruction in LCTLs. That competency must be based on increased research in the area of LCTL learning and teaching. CLEAR addresses these needs in a multitude of ways, from the readily available technology tools that it makes available to teachers of all languages at all levels, to its future faculty development models, to its professional development workshops and webinars, to its materials specifically designed for LCTL teachers, to its research projects designed specifically for LCTLs.

Throughout its existence, CLEAR has demonstrated its ability to 1) bring a wide variety of SLA and language professionals together to work on nationally significant projects, 2) complete quality projects consistent with the expectations for a national LRC, and 3) disseminate the products widely. In the Introduction, CLEAR demonstrated its growing impact during the past fourteen years. The likelihood of CLEAR continuing to achieve tangible results is very high and CLEAR is dedicated, through its evaluation and assessment methods, to maximizing its impact.

## **V. Likelihood of Achieving Results**

The likelihood of achieving CLEAR's stated objectives may be seen in its previous project completion rate. By the end of the 2010 grant year, CLEAR will have completed over 96% of its proposed projects. We are confident in CLEAR's ability to continue to meet its goals for reasons given below.

1. CLEAR has shown remarkable success in the completion and dissemination rates of projects, as evidenced through qualitative and quantitative data;
2. CLEAR's Co-Directors have been with CLEAR since its inception. Both are well-respected researchers, materials developers, and teacher trainers and both have demonstrated the ability to ensure successful completion of their own projects and to provide the leadership necessary for successful completion of others;
3. CLEAR's Executive Associate Director has demonstrated capability and efficiency during over six years with CLEAR in organizing the center's activities, overseeing its projects, and managing their dissemination;
4. The Associate Director for Technology has been with CLEAR since its inception and has directed the completion of all of its technology-related projects. Furthermore, he is also the Director of MSU's LLC and in that capacity is able to promote collaboration and lend support to CLEAR;
5. There is strong monetary and personnel commitment from MSU's Office of the Provost, Office of the Vice President for Research and Graduate Studies, Office of the Associate Provost for University Outreach, as well as the College of Arts & Letters;
6. Proposed projects are based on faculty interests and expertise;
7. CLEAR's support staff consists of talented and experienced people who are committed to CLEAR's success and to their own professional development;
8. All members of CLEAR's NAB have national reputations in CLEAR's project areas.

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

CLEAR's activities will continue to result in products and services designed to support, strengthen, and improve the teaching and learning of FLs in the US. The activities will focus on

developing materials and providing professional development for instructors of LCTLs. A large number of the projects will utilize innovative technology in the development of the materials and also in the training of teachers through summer workshops and webinars. CLEAR will also continue to build on its foundation of collaborative activities and dissemination strategies both at MSU (particularly with its NRCs and CIBER) and with the other LRCs.

Dissemination of CLEAR's activities will continue to be multifaceted; the audiences we reach are diverse and diverse methods of contact are necessary. Written publications, conference presentations and exhibits, workshops, and the Internet (including CLEAR's active RIA forum and Facebook presence) will be the main methods of dissemination. CLEAR will work with its collaborative units to promote its activities in that manner. CLEAR will also utilize professional listings obtained through national directories and societies in order to reach unique populations of language professionals. Through CLEAR's newsletter and website, as well as through the common LRC website, information about CLEAR, its products and services will continue to be made known to a wide audience. Conference presentations and maintaining booth space at state, regional, and national conferences (e.g., MIWLA, CSCTFL, ACTFL, and CALICO) put CLEAR in contact with active members of professional groups. In addition, CLEAR will continue to distribute informational brochures and pamphlets as well as complimentary products to interested groups through mailings.

## **VII. Evaluation Plan**

### **VII.A. Evaluation of CLEAR**

CLEAR recognizes the critical importance of carrying out systematic evaluation of its projects and products during all stages of their development, as well as in follow-up phases. CLEAR's ongoing implementation of evaluation tools and CLEAR's NAB play crucial roles in this regard.

Moreover, in order to ensure leadership and guidance in evaluation, CLEAR created a position for an evaluation/assessment specialist in 2004. This assessment coordinator has thoroughly integrated internal and external review measures throughout this proposal.

The plan for the evaluation of projects, products, and services employs a multiplicity of approaches in order to assess the full range of associated outputs and outcomes. By outputs we mean products/services that can be counted (e.g., materials, program activities, and numbers of workshop participants). By outcomes we mean changes and benefits to individuals, such as teachers teaching better (e.g., due to their use of CLEAR language teaching materials and methods) and learners learning more (e.g., attaining higher levels of proficiency). The assessment and evaluation techniques in CLEAR's evaluation plan include tabulations, observations and surveys.

#### ***VII.A.1. Specific Evaluation Techniques***

*Measuring Outputs.* As in the past, CLEAR will continue to undertake tabulations that track outputs such as the numbers of copies of language-learning materials created and disseminated, the numbers of participants in workshops, the numbers of users of web-based and other products, the numbers of published reports and journal articles, and the approximate circulation of published materials. Users of web-based products are and will continue to be tracked through an electronic reporting component established through CLEAR's server.

CLEAR's administrative staff will continue to monitor and evaluate outputs of the projects and to compile quantitative data of professional development services, presentations given, accounts created for RIAs, subscriptions to the online journal *LLT*, and materials produced and disseminated. These findings will be reported to MSU's Contract and Grant Administration as

well as the Title VI International Education Programs Service (i.e., through required reports) on a semiannual or as-needed basis.

*Measuring Outcomes.* CLEAR is proposing the expansion of its observation and survey techniques to effectively evaluate outcomes such as the extent to which CLEAR products, services, and teaching methods are actually implemented in language programs and classrooms, and the degree of satisfaction of the end-users. These evaluations will apply uniformly to web-based materials, downloads such as PDF files, and products distributed in response to orders such as CD-ROMs. In the case of professional development activities, follow-up surveys (beyond the satisfaction surveys carried out at the end of workshops, for instance) will also be conducted to document the impact that CLEAR products have on teaching practices after a period of time (cf. follow-up activities in Appendix D for *Professional Development Webinars* as well as surveys described below in Sections VII.B.1a and VII.B.2 for *Collaborative Projects* and *Professional Development*, respectively).

Finally, CLEAR's performance will also be evaluated qualitatively by its NAB, with whom regular contact is maintained. CLEAR will continue its practice of providing monthly written reports to the NAB members in order to keep them updated on recent activities and will solicit more formal input from the NAB based on teleconferences and annual progress reports.

## **VII.B. Evaluation of Each CLEAR Project**

Each of the four project areas has its own set of evaluative criteria, as follows:

1. *Collaborative Projects.* These diverse projects will be evaluated with their own criteria, appropriate to the type of project.
  - a. Participants in the *Business Asian Language Institute* and *Business Language/Culture Institute for Community Colleges* will fill out pre- and post-Institute questionnaires,

- which will be studied to make improvements in subsequent iterations of the Institutes. Follow-up surveys will be conducted to establish the impact on participants' professional development and any institutional changes that result from the Institutes. The downloadable Business Language Materials Packets will be evaluated according to the criteria described in the *Web-based Materials Development* section below.
- b. CLEAR will continue to monitor *LLT*'s readership in terms of new subscribers and website visitors, as well as the citations to *LLT* articles, a standard measure of evaluation for peer-reviewed journals.
  - c. The accepted criteria of peer-reviewed articles, publications, and/or conference presentations will be the markers of evaluation for the *Research into Methods for Teaching Business Language/Culture* and *World Languages Day* impact study projects.
  - d. *Collaboration on Joint LRC Website and Publicity* will be evaluated through guided discussions at annual LRC Directors' meetings. We will also implement a user response review function on the joint website for easier review by users.
2. *Professional Development*. Participants will fill out evaluations at the end of summer workshops and webinars in order to determine participant satisfaction and whether learning objectives have been achieved. In addition, follow-up surveys of participants will be conducted during the subsequent school year to ascertain the ways in which the new knowledge and skills are applied. For the *VAULTT* project (see p. 24), users will be asked to evaluate the videos as in *Web-based Materials Development*, below. The Future Faculty Development evaluation program will consist of the common criteria of scholarly development, as noted above, and placement of Ph.D. students.

3. *Web-based Materials Development.* Prior to accessing the materials, users will be asked to volunteer contact information that is automatically sent to CLEAR. CLEAR will ask users to complete a quantifiable evaluation of the product, in the spirit of the “reviews” by users that one typically sees on web pages that link to books, movies and other web pages. Quantifiable results and users’ comments will help guide subsequent updates of these CLEAR materials. For the implementation of the LIMS (see p. 26), CLEAR will work closely with a K-12 language teacher advisory panel that will provide formative evaluation before the LIMS is formally launched.
4. *Assessment and Research.* The accepted criteria of peer-reviewed articles, publications, and conference presentations will be the markers of evaluation for these projects.

An important feature of the overall evaluation plan is that assessment and evaluation aspects are built into all phases of projects, including the design stages. For example, in terms of technology, advance planning includes the use of an electronic reporting component that will be utilized to track web-based products. As for the evaluation of language learning materials and activities, during design and before implementation an index of their difficulty will be established and incorporated into the documentation that accompanies each product. This indexing activity is an evaluation that should facilitate making an appropriate match of products to the proficiency levels of learners. In addition, the projects focused on developing assessment instruments (see p. 31, p. 34) will produce initial plans and blueprints that will be subjected to a rigorous process of internal and external review before production phases begin.

### **VIII. Budget and Cost Effectiveness**

The *Itemized Budget and Budget Narrative* for the operation of CLEAR for each year of the four-year grant cycle is presented immediately after the project narrative. This budget is

recommended in view of the comprehensive nature and scope of the proposed projects and activities. MSU will provide funds that go beyond the usual in-kind contributions; they include monetary contributions for CLEAR salaries, and material and human resource support, thereby maximizing the use of human and material resources already available through MSU. Criteria used in selecting projects ensure that faculty strength is utilized effectively. Because initial capital expenditures are not necessary, the bulk of the budget is for human resources to carry out the various projects. Further, CLEAR has made an effort 1) not to duplicate strengths of other LRCs, when known, and 2) to collaborate with other Title VI NRCs, CIBERs, and LRCs.

## **IX. Priorities**

### **IX.A. Competitive Priority**

CLEAR's proposed projects, as well as its track record, show that CLEAR is responsive to national needs by developing materials for numerous LCTLs. In the current grant proposal, CLEAR plans research and materials development projects dealing with several languages of focus, namely Arabic, Hindi, Chinese, Japanese, and Korean. CLEAR has been successful in using its template methodology to transpose materials developed in one language into similar materials for other languages and cultures, drawing upon MSU's broad base of expertise in world languages and cultures. Thus other projects are planned involving Farsi, Urdu, Kazakh, Turkish, Russian, Hebrew, Indonesian, Tagalog, Vietnamese, and Thai, and potentially further LCTLs as time and personnel allow. In addition, all of CLEAR's proposed technology projects are adaptable for use by teachers of any language, including LCTLs with non-Roman logographic fonts or languages that read from right to left.

### **IX.B. Invitational Priority**

CLEAR has maintained long-standing collaborative relationships with Title VI NRCs, LRCs and CIBERs that are well documented in the Introduction and elsewhere. CLEAR proposes to continue collaborations that increase the nation's capacity to produce Americans with advanced proficiency in the less and least commonly taught languages (specifically, many of the 78 priority languages identified in the competitive priority) and an understanding of the societies in which those languages are spoken. Specific collaborations include:

1. Four projects with MSU's Title VI CIBER, many of which are related to specific LCTLs in the priority list (e.g., Chinese, Korean, Japanese, Hindi, Indonesian);
2. Two collaborative projects with MSU's Title VI NRC Asian Studies Center, both focusing specifically on LCTLs (e.g., Arabic, Chinese, Korean, Hindi/Urdu);
3. Two projects with MSU's Title VI NRC Center for Advanced Study of International Development, both focusing specifically on LCTLs, including those listed in #2, above;
4. Two projects involving other Title VI LRCs, one the collaborative journal with the LRC at the University of Hawai'i at Manoa and the other involving all current LRCs; and
5. One project involving MSU's Title VI NRC African Studies Center, focused on LCTLs.

## X. List of Key Acronyms

<b>AAAL</b>	American Association of Applied Linguistics	<b>FLTA</b>	Fulbright Foreign Language Teaching Assistantship
<b>AAU</b>	Association of American Universities	<b>L2</b>	Second Language
<b>ACTFL</b>	American Council on the Teaching of Foreign Languages	<b>LCTL</b>	Less Commonly Taught Language
<b>BALI</b>	Business Asian Language Institute	<b>LIMS</b>	Language Instructional Management System
<b>CALICO</b>	Computer Assisted Language Consortium	<b>LLC</b>	Language Learning Center
<b>CeLTA</b>	Center for Language Teaching Advancement	<b>LLT</b>	<i>Language Learning &amp; Technology</i>
<b>CIBER</b>	Center for International Business Education and Research	<b>LRC</b>	Language Resource Center
<b>CLEAR</b>	Center for Language Education and Research	<b>LSP</b>	Language for Specific Purposes
<b>CLS</b>	Community Language School	<b>MIWLA</b>	Michigan World Language Association
<b>CMS</b>	Course Management System	<b>MSU</b>	Michigan State University
<b>CSCTFL</b>	Central States Conference on the Teaching of Foreign Languages	<b>NAB</b>	National Advisory Board
<b>FL</b>	Foreign Language	<b>NRC</b>	National Resource Center
		<b>RIA</b>	Rich Internet Application(s)
		<b>SLS</b>	Second Language Studies
		<b>VAULTT</b>	Video Assistance for Understanding Language Teaching Techniques
		<b>WLD</b>	World Languages Day