

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE
84.017A-3
CFDA # 84.017A
PR/Award # P017A090297
Grants.gov Tracking#: GRANT10259082**

OMB No. 1840-0795, Expiration Date: 08/31/2010

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U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Regents of the University of Min...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 60,040	\$ 66,889	\$ 42,594	\$ 0	\$ 0	\$ 169,523
2. Fringe Benefits	\$ 42,960	\$ 45,879	\$ 20,970	\$ 0	\$ 0	\$ 109,809
3. Travel	\$ 3,082	\$ 3,082	\$ 3,082	\$ 0	\$ 0	\$ 9,246
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 400	\$ 0	\$ 0	\$ 0	\$ 400
6. Contractual	\$ 22,800	\$ 12,000	\$ 14,000	\$ 0	\$ 0	\$ 48,800
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 12,080	\$ 8,000	\$ 0	\$ 0	\$ 20,080
9. Total Direct Costs (lines 1-8)	\$ 128,882	\$ 140,330	\$ 88,646	\$ 0	\$ 0	\$ 357,858
10. Indirect Costs*	\$ 30,100	\$ 33,429	\$ 24,957	\$ 0	\$ 0	\$ 88,486
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 158,982	\$ 173,759	\$ 113,603	\$ 0	\$ 0	\$ 446,344

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2011 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Dept of Health and Human Services
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

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Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-Abstract_AsianLearnerLanguage_FNL.pdf**

University of Minnesota
CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

Asian Learner Language: Tools for Teachers

International Research and Studies Program
Materials Development: Competitive Preference #1: Chinese, Japanese, Korean, Persian

PROJECT ABSTRACT

While more and more materials are being developed to teach important critical languages, there has been very little investment in the skills and knowledge of those who teach these critical languages. Without appropriate preparation of and support for critical languages instructors, even the most brilliant materials will be underutilized or even misused. The *Asian Learner Language - Tools for Teachers* project uses the theoretical framework of Exploratory Practice in an innovative approach to critical foreign language teacher education. Using this approach, field-tested for ESL teacher development in Tarone & Swierzbin (2009), the proposed project will produce multimedia materials on learner language for teachers of four critical Asian languages taught in the U.S.: Chinese, Japanese, Korean and Persian.

Designed for use in self-study as well as in teacher development and second language acquisition courses, the *Asian Learner Language - Tools for Teachers* materials include professionally-produced and edited video clips of 8 learners performing a set of speaking tasks. Accompanying transcripts and activities guide teachers through the process of identifying key elements of each learner's language, and relating those insights to their pedagogical practice. These activities are specifically designed to prepare teachers of these critical Asian languages to understand the learner language that is produced in their own classrooms, and its implications for pedagogy.

The *Asian Learner Language - Tools for Teachers* project will improve the overall quality of language instruction and learning by investing in the development of the skills of critical language teachers, helping them realign their teaching to better meet the learner language development needs of their students.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1240-Narrative_Asian Learner Language_FINAL.pdf**

Asian Learner Language: Tools for Teachers

International Research and Studies Program
Materials Development: Competitive Preference #1: Chinese, Japanese, Korean, Persian

I. NEED FOR THE PROJECT

At the heart of this proposal is the development of *Asian Learner Language-Tools for Teachers (ALL-TT)* – a set of materials for teachers of four Asian languages designated as critical to the security of the U.S.: Chinese (Mandarin), Japanese, Korean and Persian. These materials apply a radically new approach to language teacher education, showing teachers how they can maximize the impact of their pedagogical activities by aligning them with learner language. Why are these materials needed? Over the last eight years there has been growing demand in the U.S. for more speakers of languages critical to national security and economic survival. Yet while there has been a fair amount of funding support for materials development in some of the critical languages, there has been very little done to improve the *skills and knowledge of those who teach these critical languages*. Instructors of critical languages represent a huge reservoir of potential that has heretofore not been sufficiently tapped; there is a need for more investment in training those instructors if they are to realize their full potential. Without appropriate preparation of critical languages instructors, even the most brilliant materials will be underutilized or even misused. We believe that this lack of preparation constitutes not only a waste of time and taxpayer money, it also squanders the potential language learning that could be achieved with well-prepared instructors.

Second language acquisition research has conclusively shown that no matter what materials are used, learners of all languages have their own “built-in syllabus,” a common cognitive sequence of learner language development¹. Well-prepared, successful language teachers know how to fine-tune their use of teaching materials to maximize the development of this evolving learner language. Unfortunately, there are many language teachers who do not know how to observe or analyze learner language. The situation is most dire with regard to teachers of critical languages, the majority of whom have very little pedagogical training of any sort. This project will develop a set of multimedia online materials that will greatly improve the teaching of these four critical languages by demonstrating to teachers the power of an instructional approach that develops their ability to focus on learner language in their classrooms and gives them tools to do so.

The need for this project is great and is based on three basic premises:

1. Americans need to learn Chinese, Japanese, Korean and Persian because these languages are important to our national security and economic viability, BUT there is a need to improve the skills and knowledge of those who teach these critical languages. Critical language teacher education is a neglected field in general. The growing national need for improved and stronger instruction in languages and cultures that are critical to U.S. security and success has been documented by a number of new state and federal initiatives². Yet, in spite of their importance to the U.S., too often the *individuals hired to teach critical languages like Chinese, Japanese, Korean, and Persian have had very little pre-service preparation in language pedagogy*, particularly in post-secondary settings. Teachers of the less-commonly-

¹ Corder, S.P. (1967). The significance of learners’ errors. *International Review of Applied Linguistics*, 5: 160-170.

² Oleksak, R. (2007). Ensuring America’s place in the global economy by building language capacity in the schools: Testimony of ACTFL to the Senate Subcommittee on Oversight of Government Management, the Workforce and the District of Columbia. <http://www.actfl.org/files/public/testimonyoleksak.pdf>

taught critical languages typically do not receive the same level of professional preparation as their counterparts who teach other languages. Without this preparation, we know that beginning language teachers tend to just “teach the materials” without monitoring learning results³. If this comparative lack of professional preparation were not bad enough, teachers of these less-commonly-taught critical languages have additional *specific and practical* issues to confront that do not confront teachers of more commonly-taught second languages like English, Spanish or French. One of the most important of these issues is that there are fewer commercially produced and validated proficiency-oriented teaching materials designed for critical language learners. Teachers of the less-commonly-taught languages (LCTLs) often are asked to create many of their own teaching materials; in doing so, they are in additional need of training and support⁴. There is a need for more educated, expert teachers of these critical languages.

2. It is important for teachers of Chinese, Japanese, Korean and Persian to understand the developmental processes and sequences of learner language likely to occur in their classrooms, BUT there are NO resources currently available to provide information on second language acquisition appropriately targeting teachers of Chinese, Japanese, Korean and Persian. Such teachers are typically unacquainted with second language acquisition (SLA) research findings about the languages they teach. Introductory textbooks on SLA⁵ focus mostly on the acquisition of English, Spanish, French, or German as a second language rather than on the acquisition of languages like Chinese, Japanese, Korean and Persian. Because they have so little

³Tarone, E. (2009). Equipping teachers to be language explorers: Exploring language in the classroom. In M.E. Anderson & A. Lazaraton (eds.), *Bridging Contexts, Making Connections*. Minneapolis, MN: CARLA.

⁴ Johnston, B., w/ L. Janus (2007). *Developing Classroom Materials for Less Commonly Taught Languages*. Minneapolis: Center for Advanced Research on Language Acquisition.

⁵ See, e.g. Doughty & Long 2005; Ellis 1994; Gass & Selinker 2008; Lightbown & Spada 2006, reviewed below in ‘Account of Related Material.’

initial training, so little guidance from high-quality commercial textbooks, and because they are unacquainted with publications on the acquisition of these critical languages, these teachers are in special need of targeted language teacher education materials that lay out what is known about SLA research on the acquisition of Chinese, Japanese, Korean and Persian by English speakers.

3. Teachers of Chinese, Japanese, Korean and Persian need to learn how to attend to the learner language produced in their own classrooms in order to align their use of teaching materials with student learning, BUT there are NO resources enabling them to develop the hands-on skills they need to monitor the growth of learner language in their own classrooms. All language teachers need to go beyond general SLA books presenting research facts and findings about the languages they teach; they need to look at their own learners' language, and tailor their pedagogy to that. A skill-oriented approach is needed to teach language teachers to analyze their own learners' developing language. Allwright's Exploratory Practice for language teachers⁶ is increasingly being implemented as a framework within which language teachers learn to study life and learning in their own classrooms, identify learning needs as they arise, and adjust their pedagogical practice to address those needs. Exploratory Practice provides a theoretical rationale for an intensive summer institute called "Basics of Second Language Acquisition" offered by the Center for Advanced Research on Language Acquisition since 2002⁷, as well as for a book for teachers of English as a second language, *Exploring Learner Language*⁸. The *Asian Learner Language – Tools for Teachers* materials will be the first to offer teachers of Chinese, Japanese, Korean and Persian the skills they need to observe learner language development so they can align their pedagogy with it in their own classrooms. This

⁶Allwright, R. & Hanks, J. (2009). *The Developing Language Learner: An introduction to exploratory practice*. Basingstoke, UK: Palgrave Macmillan.

⁷ For detailed information about the summer institute: <http://www.carla.umn.edu/institutes/2009/schedule.html>.

⁸ Tarone, E. & B. Swierzbin (2009). *Exploring Learner Language*. Oxford: OUP. ISBN 978-0-19-442291-8

skill is a prerequisite if they are to tailor their use of teaching materials to the developing learner languages in their own classrooms, in order to foster higher levels of proficiency in these critical languages.

II. POTENTIAL FOR USE OF MATERIALS IN OTHER PROGRAMS

The materials in *Asian Learner Language - Tools for Teachers* have an excellent potential for use, both in courses and workshops in second language acquisition for language teachers, and in self-study by critical language teachers who need to understand the intricacies of language learning in their own classrooms. The materials will be of tremendous value to critical language programs at the post-secondary level that commonly staff their programs with native-speakers of a critical language who have little or no pedagogical training. While there has been much call for teacher education program support for critical language teachers, and while some LRCs have made gains in providing educational opportunities for them, there are still few in-service materials available and none that specifically address the key need for critical language teachers to be able to apply the principles of second language acquisition to their classroom instruction. In Appendix B, we offer letters of support from colleagues in such programs.

More generally, the *ALL-TT* materials will also be useful as a component of all kinds of introductory SLA classes: those for pre-service teachers or in-service teachers, or for teacher self-study. Since SLA courses are now routinely required in all pre-service language teacher education programs across the country, the proposed website will be directly and immediately useful for all such classes, as well as those that are increasingly offered to graduate students in linguistics and applied linguistics for the purpose of preparing them to carry out their own research studies. In such courses, there is great interest in moving beyond the exploration of English L2, to equipping students to study samples of many other learner languages: Chinese,

Japanese, Korean and Persian learner languages among them. In Appendix B, we offer letters from colleagues who teach second language acquisition research courses at other universities, testifying to the potential usefulness of the proposed materials in such courses. The *ALL-TT* materials will be useful when SLA course instructors: (a) want to give students in their SLA classes more access to different kinds of learner language for analysis to supplement the content of SLA textbooks and lectures; (b) seek examples of authentic, discourse-embedded learner language that go beyond the predominantly context-free ESL examples typically provided in SLA textbooks; and (c) value the immediacy and attractiveness of presenting a range of learner language samples in on-line video format, to enliven the content of existing textbooks and course curricula. As shown in the next section, nothing like these video materials exists for use in the development of foreign language teachers. We predict that many language teacher educators will use the free *ALL-TT* website in working with their critical language teachers, as it will provide a rich multimedia resource on learner language for class and homework activities.

III. ACCOUNT OF RELATED MATERIALS:

a) Existing similar materials

This section will examine the materials on SLA research for teachers that are currently available in the field. In considering these, it is important to remember that most critical language teachers are not formally trained in established teacher education programs and they would rarely, if ever, have any contact with any of these materials. A quick Google search on “LCTL Teacher Preparation” leads to several articles that outline the problem with the lack of LCTL teacher preparation, one of which was a report published in 2003 by CARLA. The University of Wisconsin-Madison is concluding its work with IRS funding⁹ on an online teacher development site for teachers of less-commonly-taught languages (LCTLs). The 12-lesson program covers many important basics

⁹ http://languageinstitute.wisc.edu/content/projects/national_online_teacher_training_initiative.htm

of language teaching, but as mentioned above, does not include any component on second language acquisition, or any training in learner language analysis for teachers of LCTLs.¹⁰

Traditional face-to-face introductory courses on second language acquisition in language teacher education programs typically assign one of several published textbooks providing general introductions to second language acquisition research¹¹. These books summarize different subfields of general SLA research, typically focusing on the acquisition of English, Spanish, French or German as a second language, and typically do not include much about the four critical languages of interest here. An added problem is that such SLA course books and materials typically are not designed for language teachers, nor do they help the teacher develop skills for analysis of learner language or help them consider implications for pedagogy.

Two sets of SLA materials are specifically intended for language teachers. *How Languages Are Learned*¹² is a book designed to present SLA research to language teachers; however it does not aim to provide them with skills that might enable them to actually carry out learner language analysis themselves. At best, it provides only limited practice examining transcripts (typically English-French, or French-English language samples), with no audio or video component. *The Second Language Acquisition Case*, a DVD set¹³ designed for ESL public school teachers, sets up an ‘ethnographic’ analysis of videos of middle school learners of English as a second language (native languages: Spanish, Portuguese and Japanese). Teachers do not analyze the learner language on the DVDs (although the videos can be used this way, as in the CARLA summer institute on SLA).

¹⁰With Title VI Language Resource Center funding, CARLA is also developing a website entitled “Virtual LCTL Teachers’ Center,” containing a free online version of a CARLA book on developing LCTL teaching materials. While that website will provide the perfect home for *ALL-TT*, the present site does NOT focus either on second language acquisition or learner language analysis.

¹¹For example, Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: OUP; Gass, S. & L. Selinker (2008). *Second Language Acquisition: An Introductory Course*, 3rd ed. Mahwah, NJ: Lawrence Erlbaum Ass.

¹²Lightbown, P. & N. Spada (2006) *How Languages are Learned*, 3rd ed. Oxford: Oxford University Press.

¹³Teemant, A. & S. Pinnegar (2002). *The Second Language Acquisition Case: A video ethnography of second language learners, Parts I, II, III*. Provo, UT: BYU. Available at <http://creativeworks.byu.edu/office>

Because this is not the DVDs' original purpose, no guidance is provided to teachers on how to analyze learner language.

Only *Second Language Learning Data Analysis*¹⁴ provides practice looking at learner language, but it is designed for SLA researcher training, not for teachers. Exercises focus on heavily edited data sets from previously published SLA studies, where the target is typically English, French or Italian. These exercises, overall, are neither accessible nor useful to language teachers, and could not be used as a self-study tool, or guide teachers in tailoring their instruction to identified elements of learner language. Thus, none of these related materials offers hands-on opportunities to observe and analyze learner language that are designed for the designated audience of post-secondary critical Asian language teachers, an audience with minimal professional preparation.

b) Critical commentary

*Exploring Learner Language*¹⁵ is most similar, in terms of approach, to the proposed *ALL-TT*, although it focuses on English rather than Chinese, Japanese, Korean or Persian. To be published in July 2009 by Oxford University Press, this book and CD set is designed to teach ESL teachers how to analyze the language of English language learners. It contains videos (transcribed) of six university-age learners of English L2, and workbook-type activities guiding teachers in analyzing their learner language, and reflecting on ways to fine-tune instruction accordingly. At national conferences considerable pre-publication interest is being expressed in this book by teachers of SLA courses for language teachers, but it has as yet received no official critical commentary from the field. However, Oxford University Press, a major international publishing company with substantial experience in language teacher education, collected pre-publication critical reviews from several

¹⁴ Gass, S., A. Sorace & L. Selinker (1999). *Second Language Learning Data Analysis*, 2nd ed. Mahwah, NJ: LEA focuses on English, French or Italian learner language; there is only a bit of Chinese learner data (on reflexives).

¹⁵ Tarone, E. & B. Swierzbin (2009). *Exploring Learner Language*. Oxford: Oxford University Press. ISBN 978-0-19-442291-8

language teacher educators (anonymous to the authors). It was based on their feedback that OUP decided to invest its considerable resources, time and effort in launching this flagship book. This decision indicates that those critical reviews were positive.

c) Duplication of existing materials

The proposed materials for *Asian Learner Language - Tools for Teachers* do not duplicate any other materials, existing or in progress: no materials exist that are designed to show teachers of critical languages such as Chinese, Japanese, Korean and Persian how to analyze learner language in their classrooms, let alone materials using videos of actual language learners performing communication tasks. As detailed in the “Plan of Operation” below, the proposed *ALL-TT* exercises focused on the unique characteristics of each type of learner language, each exhibiting its own distinctive and unique characteristics, will be unparalleled anywhere. There are no existing materials anything like these for teachers of these four critical Asian languages, designed to give them the ability to analyze the sorts of learner language occurring in their own classrooms, and to reflect on the implications for their pedagogy.

IV. LIKELIHOOD OF ACHIEVING RESULTS

a) Objectives

The overall goal of the *ALL-TT* project is to improve the instruction and learning of critical Asian languages through the development of online materials to help teachers of those languages learn how to monitor the development of learner language in their own classrooms.

The specific objectives are:

1. To give teachers of Chinese, Japanese, Korean and Persian a deeper understanding of, and ability to use, the findings of SLA research on these languages.

2. To give teachers practical, hands-on practice analyzing the learner language produced by learners of Chinese, Japanese, Korean or Persian, in terms of language transfer, developmental sequence, interactional use, referential function, complexity.
3. To provide these teachers the opportunity to reflect on the learner language in their own classrooms, and adjust their classroom pedagogy to improve its development.

b) Practicability of methods and procedures

Similar materials have already been used in practice with ESL teachers, and produced excellent results. As indicated in the section above, Professor Tarone, the project director, has already used the proposed framework and approach both to teach SLA courses and to create a book for teachers of English as a second language (ESL). The book and DVD will be published in June 2009, with a first run of 4,000 copies. It was successfully field tested in Fall 2008 in an SLA course required for ESL teachers at the University of Minnesota. Two students in this class were not ESL teachers: one taught Korean and the other Spanish at the U of M, but all the students gave the materials and the course a positive evaluation at the end of the term¹⁶.

c) Knowledge of pertinent areas

Elaine Tarone, who will serve as the project director and the preparer of the proposed materials, is deeply knowledgeable about the teaching of SLA to language teachers. With almost 30 years of experience at the University of Minnesota educating teachers of many different languages, not just ESL, Professor Tarone proposes to tailor the *ALL-TT* materials to the needs of teachers of four critical languages taught in the U.S., thereby ensuring strong likelihood of achieving results. For seven years, she has taught a popular summer institute for language teachers at the CARLA, called “Basics of SLA for Teachers” which has always enrolled teachers

¹⁶ With a 90% response rate, the students in this class strongly agreed with the statements: ‘I have a deeper understanding of the subject matter as a result of this course’ (5.78 out of 6.0) and ‘My interest in the subject matter was stimulated by this course’ (5.78 out of 6.0).

of a wide range of foreign languages. In teaching this course she has refined the use of the commercial *Second Language Acquisition Case* videos of junior high ESL learners to teach the rudiments of learner language analysis, along with a standard SLA textbook. She has achieved very good results, and strong teacher commendations, with this approach. For example, one high school French teacher who took this CARLA summer institute went on the next Fall to carry out a small study in his classroom of two different ways of teaching French questions. Using the skills of learner language analysis he had learned in the CARLA summer institute, he observed that one of these approaches clearly fostered better student learning of French questions than the other. In fact, the successful approach was one that closely fit the learners' developmental stages of acquisition of second-language questions. Such observed successes in training and empowering language teachers to do learner language analysis in their own classrooms, and the confident investment by OUP in *Exploring Learner Language* using this approach with ESL teachers, offer excellent prospects for the success of the proposed *ALL-TT* materials in preparing teachers of Chinese, Japanese, Korean and Persian.

Of course, the support provided to the proposed project by the experienced staff and substantial resources of CARLA and by the same expert videographer who created the videos for *Exploring Learner Language*, will also greatly strengthen the project's likelihood of achieving results. Equipped with decades of experience, CARLA's reputation for quality and success in meeting and even exceeding its goals in its past funded projects is unmatched.

V. EXPECTED CONTRIBUTION TO STRENGTHENING OTHER PROGRAMS

The proposed *Asian Learner Language - Tools for Teachers* project will significantly contribute to strengthening instructional programs in the four critical languages targeted. It will offer a practical, useful set of materials designed to make research on second language

acquisition both more accessible and more useful to teachers of Chinese, Japanese, Korean and Persian in their classroom practice. The *ALL-TT* project will support teacher self study AND will bolster the efforts of formal language teacher education programs in the U.S., as noted in Section II. There is increasing demand among the Title VI Language Resource Centers for materials like these that meet the preparation needs for LCTL teachers and an even greater need for quality information for critical language teachers on how learners acquire language. The proposed project is designed to offer a practical, useful approach to solve this problem, and to make the field of second language acquisition both more accessible and more useful to teachers of these critical Asian languages in their classroom practice. The proposal to disseminate the *ALL-TT* materials by posting of them on the popular CARLA website (which had 1,058,630 visitors last year) will make them widely and freely available to all these other language teacher education programs, and also to individual language teachers who are interested in self-study to improve their instructional abilities. The major contribution of the project will be to offer a means for teachers of four Asian critical languages in the U.S. to develop skills of learner language analysis that will enable them to truly see language learners differently, help them better understand some of the specific language learning issues their particular students face, and provide them an opportunity to integrate that learning into their own reflective practice as language teachers. Such teachers will have a major, positive impact on the successful learning and teaching of these languages.

VI. PLAN OF OPERATION

a) Design of the project

The *Asian Learner Language - Tools for Teachers* project will contain an original set of online, accessible materials to develop the learner language analysis skills of Chinese, Japanese,

Korean and Persian teachers, to enable them to maximize the SLA processes of their students. As outlined above, the *ALL-TT* materials will use an Exploratory Practice approach embodied in *Exploring Learner Language*, a workbook with videos of ESL learners¹⁷. Using the same approach, the proposed project will develop language-specific on-line multimedia materials in second-language analysis for teachers of four critical Asian languages. The materials will be designed as stand-alone units for language teacher self-study that can also be used for in-service workshops for teachers, and practice in SLA classes in language teacher education programs.

A central feature of the *ALL-TT* materials will be video clips of the language produced by learners of Chinese, Japanese, Korean and Persian in performing the same five communicative tasks. The learner language samples produced will be posted on the CARLA website along with transcripts and exercises guiding teachers of these critical languages to analyze each learner language sample in terms of native language influences, developmental stages, interactional features, and other important characteristics documented in the published research. The *ALL-TT* materials will then show teachers how to fine-tune their use of instructional materials and methods to fit the learner language profiles observed.

Specifically, each video clip will show the language learner completing five tasks entirely through the medium of the second language (Chinese, Japanese, Korean or Persian):

1. **Interview Task.** Answering questions in an interview focusing on the learner's language learning history and experiences they've had using this language.
2. **Question Task.** Asking questions about what is happening in a series of pictures.
3. **Narration Task.** Telling a story depicted by a second series of pictures.

¹⁷ The English Language Teaching Division of Oxford University Press has approved the extension of the book's approach for use with critical Asian language teachers in the proposed *ALL* project.

4. **Jigsaw Task.** Interacting with another learner, each learner has a photo of a different house, and the partners must find 3 things about the houses that are the same, and 3 that are different.
5. **Inference Task.** Both learners look at the two houses, and make inferences about the inhabitants of the two houses: number, socioeconomic status, cultural values.

The learners' language shown on each video clip will be accompanied by professional transcriptions of their speech and a contrastive analysis comparing relevant features of the four languages with features of English. A set of analytical activities will be developed by four Graduate Research Assistants (GRAs) who are native speakers of the four Asian languages, under the supervision of the project director. These activities will show the language teacher how to analyze the learner language produced by each learner, and identify implications for pedagogy. These activities will focus on:

- **Error Analysis.** Teachers will be asked to do an analysis of some errors made by the learner, identifying examples of transfer from English (pronunciation, morphology, word order, vocabulary) in the learner language, and possible pedagogical responses.
- **Stages of Development.** Teachers will identify the developmental level of the interlanguage questions asked by the learner, using a commonly accepted reference framework in SLA¹⁸, and consider pedagogical responses.
- **Interaction.** Teachers will examine each speaker's use of learner language in interaction, including his or her ability to effectively complete the jigsaw task, and respond to corrective feedback on any errors made. Teachers will be asked to consider pedagogical responses.

¹⁸ Pienemann, M. (1998). *Language Processing and Second Language Development*. Philadelphia: John Benjamins.

- **Referential Communication.** Teachers will look at learner use of referential expressions, including the expressions used to identify new and old information in the discourse, and their use of communication strategies for managing lack of vocabulary, identifying pedagogical responses.
- **Complexity:** Teachers will examine whether the expression of abstract content in the inference task results in use of more complex syntax and vocabulary in the target language. Pedagogical implications will be drawn.

An example of the activities to accompany the videos and transcripts is found in Table A.

Table A: Activities for Teachers on Learner Language (from Tarone & Swierzbis, 2009)

Activity on finding errors due to native language transfer in learner language:

Exercise 2.1 Transfer in Rodrigo’s Speech

Watch a segment of Rodrigo’s interview, to identify linguistic elements in his speech that might be caused by his transfer of Spanish rules into his English. Refer to Rodrigo’s Interview transcript (lines 32–46) to help you. You may want to refer to a contrastive analysis (CA) between English and Spanish, such as Coe (2001) in Further reading at the end of this chapter. Do you think that Rodrigo is transferring some Spanish into his IL? How should a teacher treat this kind of error?

Activity on learner language used to make inferences and justify them, with implications for teaching:

Exercise 7.4 The Language of Inference and Justification

In the same way that we looked at the NSs’ expressions for inference and justification above, analyze the expressions of one pair of learners in the Comparison Task (DVD Segment 6). Read the transcripts and watch the video as you do so since opinions may also be expressed nonverbally. Use Table 7.2 to fill in your answers. Discuss your answers with a partner in class.

1. What expressions does the pair of learners use to infer?
2. Do the learners give evidence for their inferences? What expressions do the learners use to justify their inferences?
3. What expressions, if any, do they use to signal that they are making an inference or giving a justification?
4. Given the answers to 1 and 2 above, what are some ways you, as these learners’ teacher, could provide scaffolding for their development of expressions used for inference and justification?

b) Plan of management

The main tasks in each of the three project years (2009-2012) are outlined below. Twenty percent of project director Professor Tarone’s time over the full course of the grant will provide substantial oversight to ensure the academic integrity and overall quality of project deliverables.

The plan of management for the *ALL-TT* project is laid out in detail, semester by semester for each of the three years of the grant, in Table B and C below, and provides a precise calendar indicating exactly who will be doing what at any given time on the grant. The budget narrative provides additional information on the way these activities relate to specific budget requests.

Table B: Plan of management

Year I: 2009-2010	
Fall 2009	<p>Four graduate research assistants (GRAs), one for each language, will be hired at 25% time for the 2009 and 2010 Academic Years. In Fall 2009, the project director will train the GRAs. This team, with the guidance of the project director, will target aspects of learner language to be elicited, design the elicitation tasks, and recruit 8 learners, two for each language.</p> <p>At the end of Fall semester, the videographer in UMN’s OIT Video Solutions will conduct video recording sessions of the 8 learners. On camera, using the target language, each GRA will administer five tasks to each language learner, the last two (interactive) tasks with two learners speaking to each other using the target language.</p>
Spring 2010	<p>In Spring 2010, the GRAs will transcribe the video-recorded learner language, guided by the project director, and target learner language segments likely to be useful in further analysis. These will be identified to the videographer for use in creating the final video clips by March 2010. The videographer will create edited videoclips with titles and subtitles by May 2010.</p>
Summer 2010	<p>In summer 2010, the project director will invite four external SLA researchers, one for each language, to consult on the research project. She will send them the transcripts and videos on a CD, and ask them to verify transcript accuracy, and identify possible learner language elements for teachers to focus on in the exercises. The project director begins work on written support materials for the website.</p>

	Year II: 2010-2011
Fall 2010	During Fall 2010, each GRA will work with one external SLA researcher and the project director to select a set of learner language elements to be the focus of the materials activities for teachers of that language. Guided by the project director, using the activities in <i>Exploring Learner Language</i> as a model, and consulting with the SLA researcher as needed, each GRA will develop those activities, developing suggested answers and possible pedagogical responses. Draft activities, answers, and pedagogical responses will be completed by the end of Fall 2010. The project director will develop a written introduction to the website; summarize relevant research findings on each language; and write a contrastive analysis resource section comparing the relevant features of English and each of the featured languages. The CARLA technology coordinator will create a development server on the CARLA website on which to mount the materials.
Spring 2011	At the beginning of Spring semester 2011, the CARLA technology coordinator will post the developed materials (introduction, contrastive analysis, research review, videos, transcripts, activities and answers) on a development server so the external SLA researchers can provide feedback and suggestions. Selected critical Asian language instructors across the nation will also be asked to comment on the materials. Based on this ongoing formative feedback, the research team will revise the transcripts, activities and answers.
Summer 2011	In summer 2011, the project director will field-test the materials in a CARLA summer institute for 8 practicing language teachers teaching Chinese, Japanese, Korean or Persian. As a pre and post test, a survey on teacher beliefs about language learning and teaching will be administered to these teachers. With the four GRAs, the project director will field test the activities in the classroom, and ask the 8 teachers to help her identify problems and suggest changes.
	Year III: 2011-2012
Fall 2011	In Fall 2011, NCEO will analyze the pre- and post- survey data gathered in the summer institute, evaluative comments on the institute gathered from the language teacher participants, and in November, administer a questionnaire to the 8 practicing language teachers asking them to assess the impact of the materials on their own pedagogical practice in teaching the four critical languages. Also during Fall, the project director will offer a pre-conference workshop at ACTFL for SLA researchers, Asian language teachers and teacher educators, to seek feedback and request further evaluation of the materials.
Spring 2012	In February 2012, NCEO will submit its evaluation report to the project director. Based on that report, and on all feedback and data received, the project director will supervise the four GRAs' thorough revision of the <i>ALL-TT</i> materials. The final version of the materials will be mounted on the website in June 2012, and made freely available to the public. Continuing feedback from website users will be solicited on the website.

Table C: Plan of management at a glance:

Fall 2009	Spring 2010	Summer 2010	Deliverables
<ul style="list-style-type: none"> • 4 GRAs hired-25% time • GRAs trained by Tarone • Target aspects of learner language and design tasks • Recruit 8 learners (2 for each language) • Videographer records sessions with learners 	<ul style="list-style-type: none"> • GRAs transcribe segments & meet with Project Director • GRAs identify segments for the final video clips • Videographer creates segments with titles 	<ul style="list-style-type: none"> • SLA researchers invited to consult on the project • Tarone sends researchers CD with videos and transcripts • SLA Researchers verify transcripts & identify likely language elements for focus of activities 	<ul style="list-style-type: none"> • Fully edited clips in Chinese, Japanese, Korean, Persian • Feedback from SLA researchers on transcripts & learner language elements of interest
Fall 2010	Spring 2011	Summer 2011	Deliverables
<ul style="list-style-type: none"> • Each GRA creates draft activities for 1 language • Tarone writes intro, contrastive analysis, research summary • Johnshoy creates development server 	<ul style="list-style-type: none"> • Draft activities and written materials made available to SLA researchers & selected instructors for feedback • All materials revised based on feedback 	<ul style="list-style-type: none"> • Eight language teachers take CARLA institute taught by Tarone & GRAs, using the materials • Teachers take survey, provide feedback 	<ul style="list-style-type: none"> • Once-revised set of activities and materials for each language, on development server • Survey & feedback data from classroom field-testing of materials
Fall 2011	Spring 2012	Summer 2012	Deliverables
<ul style="list-style-type: none"> • NCEO evaluates data from summer institute, gathers impact data from participants in their classrooms • Materials field-tested in selected programs • Feedback from researchers, language teachers in ACTFL pre-conference workshop 	<ul style="list-style-type: none"> • NCEO delivers final evaluation • Tarone & GRAs revise all materials based on all feedback • Final version of <i>ALL-TT</i> mounted on CARLA website, opened for free access to language teaching community 	<ul style="list-style-type: none"> • <i>ALL-TT</i> materials used in the CARLA summer institute on SLA • Trouble-shoot use of materials on website using on-line feedback form 	<ul style="list-style-type: none"> • <i>ALL-TT</i> materials for teachers of Chinese, Japanese, Korean and Persian free on CARLA website: videos & transcripts of learner language, activities to train teachers in language-specific learner language analysis

c) Relationship to Section 605 IRS Program Purpose

The objectives of the *ALL-TT* project — to develop set of online, accessible materials to develop the skills of Chinese, Japanese, Korean and Persian teachers in supporting the second language acquisition of their students --are directly aligned with the purposes of the International Research and Studies Program as delineated in Title VI legislation: *to develop specialized materials for use by students and teachers of identified foreign languages, particularly those that*

are critical to the national interest. The critical foreign languages of focus in this project are Chinese, Japanese, Korean and Persian.

d) Use of resources and personnel

The “Plan of Operation” shows how CARLA resources and personnel will be used to meet the objectives of the *ALL-TT* project. The scope of the plan and requested resources is based on experience with similar and successful curriculum development projects as outlined in Section IV: “Likelihood of Achieving Results”.

VII. QUALITY OF KEY PERSONNEL

a) Professional competence of director

The project director, Professor Tarone, is both an internationally-recognized SLA researcher and skilled language teacher educator with more than 30 years of SLA research publication to her credit. The author of numerous research reports in refereed journals, and 8 books on SLA and applied linguistics, she is most recently co-author (with Bonnie Swierzbin) of the new Oxford University Press book *Exploring Learner Language*, which was selected to be the first in its brand new series of workbooks for language teacher learners. She is also co-author (with George Yule) of *Focus on the Language Learner* (Oxford University Press), which interprets SLA research for language teachers. She has conducted research on second language acquisition since the early 1970’s, and has published her findings in refereed journals and edited volumes since 1972. Widely known for her expertise on learner language analysis, particularly task-based interlanguage variation, she been invited to lecture in language teacher education programs and conferences in the U.S., Canada, the U.K., Korea, Spain, Taiwan, and New Zealand. Her yearly CARLA summer institute course, “Basics of SLA for Teachers”, continues

to attract language teachers from around the country. She is a member of the Academy of Distinguished Teachers at the University of Minnesota. In addition, she has written extensively about problems involved in language teacher education, and was the keynote speaker at the last biennial international Language Teacher Education conference. A short CV is included in Appendix A.

b) Qualifications of other key personnel

The other key personnel on *ALL-TT* project are also well-qualified for this work. The four SLA researchers consulting on the grant are selected by the project director based on their own research publication record, and documented experience teaching the critical languages that are the focus of this grant. All are researchers on SLA, with publications focused on the acquisition of the identified language; their short CVs may be found in Appendix A:

- In Chinese, Professor Zhao-Han Hong (Teachers' College Columbia University), with a long publication record, including books focused on fossilization in second language acquisition.
- In Japanese, Professor Noriko Ishihara (Hosei University, Japan), Ph.D. in Second Languages and Cultures, University of Minnesota (2006); she publishes research on second language pragmatics, and teaches annually with Prof. Andrew Cohen in a popular CARLA summer institute on pragmatics for language teachers.
- In Korean, Dr. Jihyeon Jeon (Ewha Woman's University, Korea), Ph.D. in Second Languages and Cultures, University of Minnesota (1995); as current managing editor of *AsiaTEFL Journal* (Prof. Bernard Spolsky, Editor-in-Chief), she is intimately acquainted with SLA research not just in Korea but across the whole of Asia.

- In Persian, Mahmoud Sadrai, Ph.C., Linguistics, University of Minnesota (expected 2009); with years of experience teaching Persian and a graduate class on second language acquisition for teachers, he is completing the only research project in the U.S. to date, to our knowledge, on English speakers' acquisition of Persian L2.

The four graduate research assistants, each hired at 25% for each year of the grant, will be fluent speakers of the 4 languages of interest in the project, and will have experience teaching those languages. The GRAs selected will be of the highest quality, chosen on the basis of their GPAs, background in second language acquisition, research background, and teaching evaluations in teaching the language.

Marlene Johnshoy will be the Web Manager for this project. She has created and worked on many different web sites, including CARLA, the CLA Language Center, MWALLT, and other professional organizations. She is currently the membership coordinator for IALLT and is working toward her Ph.D. in Education in Professional Studies with a focus on Technology, Faculty Development and Online Learning through Capella University, and has won awards for her work with CALICO.

c) Budgeting of time

The amount of time budgeted to carry out the different elements of the *ALL-TT* project are adequate for the task; decisions about the time-line were made by the project director based on her experience creating a similar set of materials for teachers of ESL, with 6 pairs of language learners rather than the 8 proposed here.

d) Ensuring equal access to the center's programs

The Center for Advanced Research on Language Acquisition's commitment to diversity and non-discriminatory employment practices is unsurpassed at the University of Minnesota, and

the center has enthusiastically embraced all University policies regarding non-discrimination. Whenever possible, individuals known to our staff from underrepresented populations are contacted personally and encouraged to apply, and the university makes certain that the pool is as racially, ethnically, and gender diverse as possible.

VIII. BUDGET AND COST EFFECTIVENESS

a) Adequacy of budget

The budget for the *ALL-TT* project is both adequate to support the proposed activities and reasonable for the anticipated outcomes. Funding is included to engage the expertise of Professor Tarone, the project director, at 20% time to oversee the project over the life of the grant, and for four Graduate Research Assistants who are proficient teachers of each of the targeted critical languages to work 25% time during the first two years of the grant. In the first year, funding will support a videographer from the University of Minnesota to tape the language segments based on current University rates, which are considerably lower than those charged to the off-campus Oxford University Press for the book *Exploring Learner Language*. The grant also includes support for Marlene Johnshoy, CARLA Web Manager, who will spend 10% of her time in the development of the website in YII and YIII. The National Center for Educational Outcomes (NCEO) at the University of Minnesota will oversee the evaluation of the project in Year III, with adequate resources budgeted for this purpose. Additional funding is allocated for modest stipends for SLA research consultants to review and provide input on improvement to the site in Year II. Support is requested for travel to conferences for dissemination purposes. A detailed line-item budget and budget narrative can be found in the Appendices.

b) Reasonableness of costs

This project takes advantage of the extensive prior knowledge of the project director and the overall support of the CARLA office to assist with managing various aspects of the project. Because the project will be done as a team the project will be both strengthened by the collaboration and will result in an end product for four critical languages, rather than just one.

IX. EVALUATION PLAN

a) Periodic evaluation

Periodic evaluations of the production of the materials, and of the materials themselves will be carried out or overseen by Professor Tarone, as project director throughout the life of the grant. During Fall of Year I, she will meet regularly with the four GRAs to design the tasks, consulting with four SLA researchers to ensure that the tasks are well designed to elicit appropriate language from the learners. During Spring of Year I, she will supervise the GRAs' language transcription, consulting with the four SLA researchers to ensure that the finished transcriptions are of very good quality. In Summer of Year I, participants in the CARLA Summer Institute on SLA, local teachers of the four languages, and the four external SLA researchers will be asked to review the videos and transcriptions of the learners and suggest topics for further exploration during materials development in Year II.

During Year II of the grant the project director will supervise the GRAs' construction of the learner language analysis activities, using the suggestions thus provided; as these activities are created, she will share them with language specialists in the Language Resource Centers and the four SLA researchers to ensure that they follow the models provided in Tarone & Swierzbina (2009) and the principles of Exploratory Practice for language teachers. In summer of Year II, a

draft of all learner language analysis activities will be posted on the CARLA website and a week-long intensive summer institute for teachers of Chinese, Japanese, Korean and Persian will be held, to field-test the *ALL-TT* materials in an in-depth manner.

During Year III, the National Center on Educational Outcomes (NCEO) at the University of Minnesota will conduct an independent evaluation of the effectiveness of the website materials developed to that point. They will analyze the pre- and post-institute surveys of the language teachers in the summer intensive institute who have used the site, examining the teachers' responses to Lightbown & Spada's (2006) survey 'Popular opinions about language learning and teaching' both before and after using the materials, in order to identify changes in the teachers' beliefs about language learning and teaching. During Fall in Year III, using specially constructed questionnaires, NCEO will solicit impact data from these same language teachers on their subsequent use in their own classrooms of the skills of learner language analysis they have developed through their use of the *ALL-TT* materials.

The NCEO evaluation report will be delivered to the project director at the beginning of February 2012. During the remainder of the Spring semester of Year III, the project director will work with the GRAs to thoroughly revise the materials in light of the evaluative feedback, and with the CARLA technology coordinator, will post the revised materials on the website in August 2012. Also during Year III, the project director will offer a workshop at the biennial Language Teacher Education conference, inviting language teacher educators from across the nation who have expertise in Chinese, Japanese, Korean and Persian to provide feedback on the developed materials.

b) Time schedule

The time schedule outlined above is realistic, as it is based on the project director's just-completed experience developing *Exploring Learner Language* for teachers of English L2, on the same campus and using the same videographer and studio.

X. ADEQUACY OF RESOURCES

a) Facilities

The resources of the Center for Advanced Research on Language Acquisition (CARLA) are well-prepared to sustain the project. The CARLA website is well-known nationally as a resource for teachers of all foreign languages. With over one million hits per year, the website is extremely popular; it is constantly maintained at a high level of productivity by the CARLA technology coordinator. The project's core management and research staff will occupy CARLA's offices in the University International Center, a centrally located building on the East Bank of the Twin Cities Campus of the University of Minnesota. CARLA's offices-- an estimated 1,520 square feet on the first floor of the building—are located next to CARLA's parent administrative unit--the Office of International Programs--where its office equipment and supplies are maintained and where accounting and payroll systems are located. This proximity boosts the efficiency of the work of CARLA, as central support needed for the success of this project will be close at hand.

The Office of Information Technology at the University of Minnesota, which houses OIT Video Solutions, serves as a catalyst for innovatively leveraging technology to advance and support extraordinary education, breakthrough research, and dynamic public engagement. With an annual budget of some \$78 million, its staff, hardware and infrastructure are more than

adequate for this project. OIT Video Solutions offers many video services to the University community, with a video production process that includes consultation, digitization, editing, duplication, captioning and compression, onsite production with either single- or multi-camera production, and either onsite or studio production for a wide range of purposes. The videography services involved in this project would be substantially more expensive from an off-campus provider.

The language program resources on the campus of the University of Minnesota are also excellent. There are strong programs in all four of the languages selected for inclusion in the project, with solid numbers of teachers and graduate students interested in language learning in each program. In addition, there are two highly regarded graduate programs on campus with graduate students who can be drawn upon as resources: the Second Languages and Cultures Program in the College of Education and Human Development, and the Second Language Studies Program in the College of Liberal Arts.

b) Equipment and supplies

All graduate assistants and professional and administrative staff located in the CARLA offices are equipped with computers (both Mac and PC platforms), and have access to all needed office equipment and supplies, telephone, E-mail, the Internet, a fax machine, and a copy machine. Most importantly, CARLA is supported by the Office of International Programs with professional staff who provide technical support as needed. The videography equipment to be used for the creation of the videos in the *ALL-TT* project belongs to the Office of Information Technology and is described above.

XI. DESCRIPTION OF FINAL FORM OF MATERIALS

The final format of the materials will consist of a section of the CARLA website entitled *Asian Learner Language - Tools for Teachers*. In that section, language teachers will find:

- An introduction to the website, written in English, explaining the Exploratory Practice approach, and providing suggestions on how to use the materials
- Four learner language sections: English-Chinese, English-Japanese, English-Korean, English-Persian.
- In each learner language section: video clips of two learners performing five tasks using the target language (interview, questions, narrative, jigsaw, inference), a short written introduction, a transcript of learner language on those clips, a set of activities inviting the language teacher to analyze the learner language in terms of evidence for language transfer, developmental stages, referential expressions, interaction (including response to corrective feedback), and complex syntax, and an answer key with possible answers to the questions posed in the activities. Throughout, teachers will be asked to explore the implications of those analyses for classroom instruction, and the answer key considers possible pedagogical responses. (Each of the tasks and activity types is described in detail in “Plan of Operation”, and model examples of the tasks and activities taken from materials for teachers of English as a second language are provided in Table A.)
- An on-line evaluation survey that users will be invited to fill out, documenting the usefulness of the *ALL-TT* materials, and the impact of the knowledge gained on the site on the users’ classroom pedagogy.

All these materials will be available on-line free of charge to anyone who finds them useful. The website will be continuously maintained by CARLA’s web technology team.

XII. PROVISIONS FOR PRETESTING AND REVISION

The *ALL-TT* materials will undergo a rigorous, cyclical process of pretesting and revision throughout the grant cycle. During Phase One, materials creation, as outlined in Section VI: “Plan of Action” and Section IX: “Evaluation” above, the *ALL-TT* project will set up a cyclical process of formative feedback, seeking ongoing input and evaluation from expert stakeholders: native speaker researchers on second language acquisition, language teacher educators, and teachers of the languages. In Year I, four external SLA researchers with experience in language teacher education will be asked to review the videos and transcriptions of the learners and provide feedback on the learner language features selected for focus in the creation of the materials activities. Feedback will also be solicited in Year II, as the activities are created, both from practicing local language teachers for feedback from a “real world” perspective, and from the external SLA researchers for a theoretical perspective. Based on feedback from both groups, the materials will be extensively revised during the second year of the grant. At the end of Phase I, the materials will have been revised once, and be ready for classroom pre-testing.

In Phase Two, the revised materials will be pre-tested with language teachers in an experimental class offered during Summer of Year II. Eight practicing teachers, two each of Chinese, Japanese, Korean and Persian, will be recruited to help us test these materials in a week-long intensive summer institute classroom to be taught by Professor Tarone, with the assistance of the four GRAs who produced the materials. The grant will fund these teachers’ travel to Minnesota, their housing and per diem costs. Each pair of teachers will be assisted by the GRA who created the language-specific activities the teachers are working with. As they work together under Professor Tarone’s supervision, the teachers will provide each GRA with feedback on the materials, along with suggestions for improvement. Both before and after the

institute, Professor Tarone will administer a survey to gather data documenting any changes in the teachers' beliefs about language learning and teaching as a result of the use of the materials. Upon completion of the institute, all 8 teachers will be interviewed in pairs by Professor Tarone using standard focus group methodology, and asked to provide a detailed evaluation of the materials, along with suggestions for their revision. The teachers will then return to their home institutions and resume their teaching of the four languages of focus in this grant. By the end of Phase Two, considerable data will have been gathered during the intensive classroom pre-testing of the materials.

Phase Three of pre-testing of the *ALL-TT* Materials will take place during Fall of Year III, in two parts. *Part One:* During Fall of Year III, the data gathered during the in-class pre-testing in the summer institute of Year II will be provided to the National Center on Educational Outcomes (NCEO) at the University of Minnesota, which will conduct an external evaluation of it during the Fall semester. Specifically, NCEO will analyze (1) the language teachers' responses to the pre-course and post-course survey described above, to identify any changes in their beliefs about language learning and teaching due to the use of the materials during the summer institute; and (2) the teachers' tape-recorded focus group interviews with Professor Tarone, providing feedback on the materials used in the institute. In addition, during November, NCEO will create and distribute questionnaires to the same eight teachers in their diverse teaching locations, in order to solicit self-reported impact data. These questionnaires will probe whether the teachers are making use of *ALL-TT* tools in their own classrooms, using the skills developed through their pre-testing of the *ALL-TT* materials. In January, NCEO will submit to the project director a report containing the results of their analysis, and make recommendations for further revision of the materials. *Part Two:* Also during Fall of Year III, Professor Tarone will invite all University

of Minnesota teachers of Chinese, Japanese, Korean and Persian who have not yet taken part in the project to enroll in her graduate-level introductory second language acquisition course, along with graduate students learning to teach other foreign languages. (The Asian language teachers will be encouraged to enroll using the “Regents’ Scholarship” to which all full-time employees of the University of Minnesota are entitled, covering their tuition for one course each semester.) All students in this SLA class will use the *ALL-TT* materials along with the assigned text (Tarone & Swierzbis 2009), doing all assignments focusing on the languages they themselves teach, and discussing their findings with the instructor and each other. At the end of the semester, their course evaluations and recommendations for revision of the *ALL-TT* materials will be gathered.

During the final semester of the grant period (Spring of Year III), armed with the recommendations provided by NCEO as well as the feedback from language teachers enrolled in the Fall of Year III SLA course, the project director will work with the GRAs to thoroughly revise the *ALL-TT* materials. At the end of Spring semester of Year III, this revision will be complete. The CARLA technology coordinator will post the pre-tested, revised *ALL-TT* materials on the website, where they will be freely available thereafter to all teachers of Chinese (Mandarin), Japanese, Korean and Persian, as valuable resources supporting their ongoing professional development.

XIII. COMPETITIVE PREFERENCE PRIORITY

This grant meets the competitive preference priority for this competition in that the materials to be developed will improve language instruction in four critical Asian languages: Chinese, Japanese, Korean and Persian.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-IRSP09_AppendixA_CV.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-TOC_Asian Learner Language.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-IRSP09_AppendixB_Support.pdf**

University of Minnesota
CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

**Asian Learner Language:
Tools for Teachers**

Appendix A: CVs

CURRICULUM VITAE (SHORT)

Elaine Elizabeth Tarone

etarone@umn.edu

Director, Center for Advanced Research on Language Acquisition (CARLA),
Office of International Programs, University of Minnesota
Distinguished University Teaching Professor in Second Language Studies
University of Minnesota, Twin Cities, Minneapolis, Minnesota 55455

EDUCATION

- Ph.D.** Speech Science; University of Washington, Seattle, 1972
M.A. Speech Science; University of Washington, Seattle, 1970
(Interdisciplinary Program in Applied Linguistics)
Diploma Applied Linguistics; Edinburgh University, Scotland, 1969
Secondary Teaching Credential (Lifetime) in English & Spanish
University of California at Berkeley, 1967
B.A. English, Spanish. Phi Beta Kappa. University of California at Berkeley, 1966

PROFESSIONAL HONORS & AWARDS

- Member, Academy of Distinguished Teachers, University of Minnesota, 2000
- Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education, University of Minnesota, 2000.
- 2007 TESOL/Heinle Distinguished Research Award (with Martha Bigelow, Bob delMas, & Kit Hansen)

PUBLICATIONS

BOOKS

- Elaine Tarone and Bonnie Swierzbin. (2009). *Exploring Learner Language*. Oxford: Oxford University Press.
- Elaine Tarone, Martha Bigelow, and Kit Hansen (2009). *Literacy and Second Language Oracy*. Oxford: Oxford University Press.
- Bonnie Swierzbin, Frank Morris, Mike Anderson, Carol Klee and Elaine Tarone (Eds.) (2000). *The Interaction of Social and Cognitive Factors in SLA: Proceedings of the 1999 Second Language Research Forum*. Somerville, MA: Cascadilla Press.
- Susan Gillette, Karin Goettsch, Jenise Rowekamp, Nima Salehi and Elaine Tarone. (1999). *Connected! Using Audio, Video and Computer Materials in the Communicative Classroom: An Interactive Manual for ESL/EFL Teachers*. Edina: Master Communication Inc. (ETS Book Award, 1999)
- Elaine Tarone, Susan Gass and Andrew Cohen, (Eds.). (1994). *Issues in Second Language Acquisition Research Methodology*. Hillsdale, NJ: Lawrence Erlbaum.
- Elaine Tarone and George Yule. (1989). *Focus on the Language Learner: Approaches to Identifying and Meeting the Needs of Second Language Learners*. Oxford: Oxford University Press.
- Elaine Tarone. (1988). *Variation in Interlanguage*. London: Edward Arnold.
- Larry Selinker, Elaine Tarone and Victor Hanzeli (Eds). (1981). *English for Academic and Technical Purposes: Studies in Honor of Louis Trimble*. Rowley, Mass: Newbury House Publishers.

SELECTED RECENT PUBLICATIONS:

- Tarone, E. (2009). Equipping teachers to be language explorers: Exploring language in the classroom. In M. Andersen and A. Lazaraton (Eds.), *Bridging Contexts, Making Connections: The Proceedings of the Fifth International Language Teacher Education Conference*. Minneapolis: CARLA Working Papers.
- Rau, D.V., Chang, H.A., and Tarone, E. (exp. 2009). Think or sink: Chinese learners' acquisition of the English voiceless interdental fricative. *Language Learning*.
- Tarone, E. (2009). A sociolinguistic perspective on interaction in SLA, in A. Mackey & C. Polio (Eds.), *Multiple Perspectives on Interaction: Second language research in honor of Susan M. Gass*. (pp. 41-56). New York: Routledge.
- Tarone, E. (2007). Sociolinguistic approaches to second language acquisition research, 1997-2007. *Modern Language Journal, Focus Issue: Second language acquisition reconceptualized: The impact of Firth and Wagner (1997)*, 91: 837-848.
- Tarone, E. and M. Bigelow (2007) Alphabetic print literacy and processing of oral corrective feedback in L2 interaction, in Alison Mackey (Ed.), *Conversational interaction in second language acquisition: A series of empirical studies*. Oxford University Press.
- Bigelow, M. B. DelMas, K. Hansen and E. Tarone, (2006). Literacy and the processing of oral recasts in SLA, *TESOL Quarterly* 40, 1-25.
- Tarone, E. B. Swierzbins, and M. Bigelow (2006). The impact of literacy level on features of interlanguage in oral narratives. *Rivista di Psicolinguistica Applicata* VI, 3: 65-77.

SELECTED RECENT PRESENTATIONS:

- Invited keynote:** "History and impact of Title VI on language learning in the U.S.", Title VI 50th Anniversary Conference, Washington D.C. March 20, 2009.
- Invited public lecture:** "Engaging teachers in the study of learner language," Welsh Centre Public Lecture on the 150th anniversary of Cardiff University, Cardiff, Wales, March 5, 2009.
- Invited keynote:** (with Martha Bigelow) "Alphabetic print literacy and oral L2 processing." Annual Conference, TESOL, New York, NY, April 4, 2008.
- "CARLA: One of 15 language resource centers in the U.S.," presentation at the Conference on Cultural and Linguistic Diversity, World Language Centre, University of Iceland, Reykjavik, Nov. 2, 2007.
- Invited plenary**, International Conference: "Social and Cognitive Aspects of Second Language Learning and Teaching", The University of Auckland, New Zealand, April 12-14, 2007. <http://www.arts.auckland.ac.nz/sites/index.cfm?P=9209>
- "Sociolinguistics and sociocognition", **Invited Keynote Paper** for Symposium on Sociocognition, The University of Auckland, New Zealand, April 11, 2007.
- "English for Specific Purposes and the Native Speaker", **Invited Plenary** lecture, Second Annual Conference, *Asia TEFL*, Seoul Korea, Nov. 7, 2004. (*AsiaTEFL* is a new pan-Asia professional association of English professionals, with a growing membership drawn from Korea, Japan, PRC, Taiwan, Malaysia, Thailand, Vietnam, India, Pakistan, Israel, Iran, UAE, Slovenia, Russia and others. 800 attended this conference.)

ZhaoHong Han

Work Address:

Teachers College, Columbia University
TESOL and Applied Linguistics
Box 66, 525 West 120th Street
New York, NY 10027
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Tel: 212 678 4051

ZhaoHong Han is Associate Professor of Language and Education at Teachers College, Columbia University. Her research interests are in second language learnability and teachability. She has published quite extensively in applied linguistics and second language teacher education. Her recent publications include *Understanding Second Language Process* (Multilingual Matters, 2008) and *Second Language Reading Research and Instruction: Crossing the Boundaries* (with Neil Anderson, University of Michigan Press, 2009). She was the recipient of the 2003 International TESOL Heinle and Heine Distinguished Research Award. Dr. Han has also been serving as reviewer for scholarly journals such as *Applied Linguistics*, *Language Learning*, *Language Teaching*, *Modern Language Journal*, *Second Language Research*, and *TESOL Quarterly*, and currently sits on several editorial boards including *Applied Linguistics* (Oxford). In addition to research and teaching, she also develops teacher education programs. She is the founding co-director of the Certificate Program in Teaching Chinese to Speakers of Other Languages (TCSOL) at Teachers College, Columbia University (<http://www.tc.columbia.edu/tcsol>).

Education

- Ph.D. Applied Linguistics** (specializing in second language acquisition)
Birkbeck College, University of London, UK, 1998
- M.A. TESOL** (Teaching English to Speakers of Other Languages)
Moray House Institute of Education, University of Edinburgh, UK, 1990
- B.A. English Language and Literature**
Central China Normal University, P.R. China, 1982

Recent Honors and Awards

- Teachers College Provost's Grant for Tenured Faculty Research (2007)
- Teachers College, Columbia University Outstanding Teacher Award (2005-2006)
- Teachers College, Columbia University Outstanding Teacher Award (2004)
- Certificate of Appreciation for Serving the International TESOL Association (2004)
- Teachers College, Columbia University Outstanding Teacher Award (2003)
- International TESOL/Heinle and Heine Distinguished Research Award (2003)

Recent Publications

Han, Z.-H., & Anderson, N. (Eds.) (2009). *Second Language Reading Research and Instruction: Crossing the Boundaries*. Ann Arbor: University of Michigan Press.

- Han, Z.-H., Park, E. S., & Combs, C. (2008). Textual input enhancement: Issues and possibilities. *Applied Linguistics*, 29(4), 597-618.
- Han, Z.-H., & Kim, J. H. (2008). Recasts: What teachers need to know? *Language Learning Journal*, 36(1), 35-44.
- Han, Z.-H. (Ed.). (2008). *Understanding Second Language Process*. Clevedon: Multilingual Matters.
- Han, Z.-H. (2008). On the role of meaning in focus on form. In *Understanding Second Language Process* (pp. 45-79). Clevedon: Multilingual Matters.
- Kwon, E. Y., & Han, Z.-H. (2008). Language transfer in child SLA: A longitudinal case study of a sequential bilingual. In J. Philp, R. Oliver & A. Mackey (Eds.), *Child's Play? Second Language Acquisition and the Younger Learner*. Amsterdam: John Benjamins.
- Han, Z.-H. & Peverly, S. (2007). Input processing: A study of *ab initio* learners. *International Journal of Multilingualism*, 4(1), 17-37.
- Kim, J. H., & Han, Z.-H. (2007). Recasts in communicative EFL classes: Do teacher intent and learner interpretation overlap? In A. Mackey (Ed.), *Conversational Interaction in Second Language Acquisition: A Series of Empirical Studies*. Oxford: Oxford University Press.
- Han, Z.-H. & Odlin, T. (2006) (Eds.). *Studies of Fossilization in Second Language Acquisition*. Clevedon: Multilingual Matters.
- Han, Z.-H. (2004). *Fossilization in Adult Second Language Acquisition*. Clevedon: Multilingual Matters.

Recent keynote addresses/plenary speeches/invited talks:

- Han, Z.-H. (2009, March). Invited panel: Learner spontaneous processing of input. GURT 2009. Washington, DC.
- Han, Z.-H. (2008, November). Error correction: Towards a differential approach. The Fourth QCC Colloquium on Second Language Acquisition. New York, New York.
- Han, Z.-H. (2008, March). Demystifying fossilization for foreign language teaching and learning. The 3rd International Conference on Foreign Language Teaching. Shanghai, China.
- Han, Z.-H. (2008, March). Sensitivity is the key to second language teaching and learning. Peking University, China.
- Han, Z.-H. (2007, December). INFO: Optimizing conditions for instructed learning of Chinese as a second/foreign language. The 2nd International Forum on the Teaching and Learning of Chinese as a Second/Foreign Language. Guangzhou, China.
- Han, Z.-H. (2006). Fossilization: Second language acquisition is not doomed to failure. Nanjing University, China.
- Han, Z.-H. (2006). Recasts and grammatical morphemes. Georgetown University, Washington, D.C.

NORIKO ISHIHARA
E-mail: n-ishihsara@hosei.ac.jp

EDUCATION

- May 2006 **University of Minnesota, MN**
Ph.D. in Curriculum and Instruction, Second Languages and Cultures Education
College of Education and Human Development, GPA 4.0
Outstanding Dissertation Award from American Educational Research Association Second
Language Research Special Interest Group (April, 2007)
University of Minnesota Doctoral Dissertation Fellowship Award (2005-6)
- May 2001 **University of Minnesota, MN**
M.A. in Teaching English as a Second Language, College of Liberal Arts, GPA 3.9
- March 1995 **Waseda University, Tokyo, Japan**
B.A. in the English Language and Literature, School of Education

EMPLOYMENT HISTORY

- April 2009-
current **Associate Professor of English as a Foreign Language.** Faculty of Business
Administration, Hosei University, Tokyo
- April 2008-
March 2009 **Assistant Professor of English as a Foreign Language.** Faculty of Business
Administration, Hosei University, Tokyo.
- July 2006-
July 2009 **Lecturer.** Center for Advanced Research on Language Acquisition/Department of
Curriculum and Instruction, College of Education and Human Development, University of
Minnesota. Summer Institute for language teachers, CI 5660 Special Topics in Second
Languages and Cultures (SLC) Education: Language and Culture in Sync: Teaching the
Pragmatics of a Second Language.
- Winter 2008 **Distinguished Lecturer of Teaching English to Speakers of Other Languages.**
Graduate College of Education, Temple University Japan. Seminar in Class Research
Section 801 (Tokyo), Section 802 (Osaka).
- Fall 2007
Meiji **Adjunct Professor of English as a Foreign Language.** Department of Arts and Letters,
University, Tokyo.
- Fall 2006 -
Spring 2007 **Visiting Assistant Professor of TESOL.** Department of Language and Foreign Studies,
College of Arts and Sciences, American University.
- Spring 2006 **Graduate Instructor.** Department of Curriculum and Instruction, University of Minnesota.
Graduate course *CI 5660 Special Topics in SLC: Teaching English as an International
Language*. Instructor of record.
- Fall 2005 **Graduate Instructor.** Department of Curriculum and Instruction, University of Minnesota.
Graduate course *CI 5646: Understanding and Teaching English Grammar*. Instructor of
record.

Experience in ESL/EFL instruction, curriculum writing for Japanese-as-a-foreign language, assisting and conducting research, and translation (details available upon request).

SELECTED PUBLICATIONS

- Ishihara, N. (in press). Teacher-based assessment for foreign language pragmatics. *TESOL Quarterly*, 43(3).
- Ishihara, N. (in press). Assessing learners' pragmatic ability in the classroom. In D. Tatsuki & N. Houck (Eds.), *TESOL classroom practice series: Pragmatics volume*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Ishihara, N. (in press). Maintaining an optimal distance: Nonnative speakers' pragmatic choice. In A. Mahboob (Ed.), *TESOL Nonnative English Speaking Teacher Resource Book*. Alexandria, VA: TESOL.
- Ishihara, N., & Cohen, A. D. (in press). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson Longman.
- Ishihara, N. & Maeda, M. (in press). Communication in context ことばと文化の交差点: 文化で読み解く日本語 [Kotobato bunkano kousaten: Bunkade yomitoku nippongo]. London: Routledge.
- Ishihara, N. & Tarone, E. (in press). Emulating and resisting pragmatic norms: Learner subjectivity and foreign language pragmatic use. In N. Taguchi (Ed.), *Pragmatic competence in Japanese as a Second Language*. Berlin: Mouton de Gruyter.
- Ishihara, N. (2008). Transforming community norms: Potentials of L2 speakers' pragmatic resistance. *Temple University Japan Applied Linguistics Colloquium Proceedings*, Temple University Japan.
- Ishihara, N. (2007). Web-based curriculum for pragmatics instruction in Japanese as a foreign language: An explicit awareness-raising approach. *Language Awareness*, 16(1), 21-40.
- Lazaraton, A. & Ishihara, N. (2005). Understanding second language teacher practice using microanalysis and self-reflection: A collaborative case study. *Modern Language Journal*, 89 (4), 529-542.
- Ishihara, N. (2005). Intercultural challenges and cultural scaffolding: The experience of a nonnative English-speaking student teacher in a US practicum in second language teaching. In M. Bigelow & C. Walker (Eds.), *Creating teacher community: Selected papers from the Third International Conference on Language Teacher Education* (pp. 153-173). Minneapolis, MN: Center for Advanced Research on Language Acquisition.
- Ishihara, N. (2003). Curriculum components of the practicum in ESL. *Minnesota and Wisconsin Teachers of English to Speakers of Other Languages*, 20, 1-20.
- Ishihara, N. (2003). "I wish I would have known!": The usage of *would have* in past counterfactual *if-* and *wish-*clauses. *Issues in Applied Linguistics*, 14(1), 21-48.

SELECTED CONFERENCE PRESENTATIONS

- Ishihara, N. (2009, March-a). *Critical pragmatics and intercultural communication: Subjectivity in pragmatics and intercultural communication*. Paper presented at the Intercultural Communication Academic Session at the 43rd Annual TESOL Convention, Denver, CO.
- Ishihara, N. (2009, March-b). *Use of narratives in pragmatics-focused teacher education*. A paper presented in the teacher education colloquium, "Finding new stories in TESOL teacher education". Paper presented at the 43rd Annual TESOL Convention, Denver, CO.
- Ishihara, N. (2009, March-c). *Assessment of EFL learners' pragmatic development by the teacher, for the teacher*. Paper presented at the Annual Conference of American Association for Applied Linguistics, Denver, CO.
- Ishihara, N. (2008, October). *The pragmatics of identity negotiation: What is the relevance of native-speaker norms for L2 use?* Paper presented at the annual conference of the Second Language Research Forum, University of Hawai'i at Manoa, HI.
- Ishihara, N. (2008, April). *Incorporating instructional pragmatics into teacher education*. Paper presented at the 42nd Annual TESOL Convention, New York.
- Ishihara, N., Aoshima, S., & Akikawa, K. (2008, April). *Assessing pragmatic competence: A study of authentic assessment for foreign language pragmatics*. Paper presented at the Annual Conference of American Association for Applied Linguistics, Washington DC.

Jihyeon Jeon

Department of International Office Administration

College of Business

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Education

1995	Ph.D.	Second Language Communication and Culture Education, College of Education, University of Minnesota
1992	M.A.	Second Language Communication and Culture Education, College of Education, University of Minnesota
1989	B.A.	English Language and Literature, Korea University

Working Experiences

2004~present	Associate Professor	Dept. of International Office Administration, College of Business, Ewha Woman's University
2000~2004	Assistant Professor	Dept. of International Office Administration, College of Business, Ewha Woman's University
1998-1999		English Language & Culture, College of Language & Culture, Catholic University of Korea
1996~1998	Research Associate	Institute of Language and Information, Korea University
1990~1994	Instructor	Korean class, Dept. of East Asian Studies, University of Minnesota

Awards

2009 Selected for the 2009 Edition of MARQUIS Who's Who in the World

2002 Won the Award for the Best Lecture of Year, Ewha Woman's University

2002 Won the Award for the Best Paper of Year. KATE

Professional Activities

2007-present, Managing editor, The Journal of AsiaTEFL

2000-2002, 2004-2006, Editor, English Education, KATE

2003-2007, Associate editor, The Journal of AsiaTEFL

2005-2007, Editor-in-chief, Journal of Secretarial Studies

Selected Publication

1. Journal articles

Jihyeon Jeon (2008). A study on item type and item difficulty: A case of qualifying exam for Business English. *Journal of Secretarial Studies*, 17(1), 141-156,

Hyewon Ahn & Jihyeon Jeon (2007). Workplace communication tasks required at non-domestic financial organizations of Korea. *The Sociolinguistic Journal of Korea*, 15(1), 175-194.

Jihyeon Jeon & Eunju Kim (2006). Exploring L2 motivational factors in college English classrooms. *Foreign Languages Education*, 13(2), 91-106.

Jihyeon Jeon. (2006). ESP: Current trends and future directions. *English Teaching*, 61(Special issue), 201-217.

Eunju Kim & Jihyeon Jeon. (2005). A comparative study of the national English curricula of Korea, China, and Japan: Educational policies and practices in the teaching of English. *English Teaching*, 60(3), 27-48

Jihyeon Jeon (2005). A study on oral presentation anxiety and confidence: A comparison between L1 and L2 presentations. *The Journal of AsiaTEFL*, 2(2), 89-115.

2. Conference Presentations

Jihyeon Jeon (2008). Facing the multidimensional context and realities of Asian classrooms. Paper presented at the 6th AsiaTEFL International Conference at Bali, Indonesia (8.1-3).

Jihyeon Jeon (2008). Educational issues in global business communication. Paper presented at the Spring Conference of The Korean Society for Corporate Education: Strategy for training global leaders and the role of HR experts.

Jihyeon Jeon (2007). Business communication: Issues and future directions. Paper presented at the 5th AsiaTEFL International Conference at Kuala Lumpur, Malaysia.

Jihyeon Jeon (2006). A study on English employment interviews. 4th Asia TEFL

3. Projects

Jihyeon Jeon & Heekyung Lee (2009). Performance assessment of TaLK (Teach and Learn in Korea) program. National Institute for International Education. Ministry of Education and Technology.

Jihyeon Jeon & Jeeyon Paik (2008). Developing performance evaluation system of English Education Policies. Korean Ministry of Education and Technology

Jihyeon Jeon (2005). Developing UI communication guidelines for phone context, Samsung Anycall

MARLENE JOHNSHOY
Web Manager, Technology Instructor
Center for Advanced Research on Language Acquisition
University of Minnesota
140 University International Center
331 17th Avenue Southeast
Minneapolis MN 55455
johnshoy@umn.edu
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EDUCATION

- ABD PhD, Education, Professional Studies, CAPELLA UNIVERSITY, Minneapolis MN
Focus: Faculty Development for Online Teaching (expected December, 2009)
- 2000 PhD, Education, Curriculum and Instruction, UNIVERSITY OF MINNESOTA, Minneapolis
Coursework Concentration: Second Languages and Cultures
finished Supporting Field: Instructional Systems and Technology
- 1984 MA, Hispanic Linguistics, UNIVERSITY OF MINNESOTA, Minneapolis MN
Related Field: Music
- 1975 BA, Music Education, CONCORDIA COLLEGE, Moorhead MN
Minor: Spanish

RECENT ADDITIONAL TECHNOLOGY EDUCATION

- 2008 Virtual Worlds and Language Teaching: Real Ideas for a Virtual Classroom (6 hours)
- 2004-2005 TEL: Fostering Online Communication and Collaboration (3 hours)
Flash MX: Creating Learning Objects (9 hours)
Relational Database Design Basics (3 hours)
Breeze Presenter: Publishing Presentations on the Web (2.5 hours)
- 2002-2003 Flash MX: Using ActionScript (3 hours)
Beginning Flash (3 credits)

HONORS

- 2007 Finalist, HENDERSON PLENARY AWARD COMPETITION, International Association for Language
Learning and Technology Biennial Conference, Boston MA
- 2005 Recipient of the PRESIDENT'S AWARD, International Association for Language Learning and
Technology

SELECTED PROFESSIONAL PRESENTATIONS

- 2009 *Helping Teachers Learn: Best Practices for Professional Development*
BIENNIAL CONFERENCE of the INTERNATIONAL ASSOCIATION OF LEARNING
LABORATORIES AND TECHNOLOGY (**IALLT**)

- 2009 CARLA/LC MINI-INSTITUTES, University of Minnesota, Minneapolis MN (1-day institutes)
Co-facilitated with instructors from the CLA Language Center, University of Minnesota
A Classroom NewsWiki: Using Wikis for Group Projects
Web Tools for Digital Storytelling
Collaboration on Research Projects: It's Googleriffic!
- 1996-09 CARLA SUMMER INSTITUTES FOR LANGUAGE TEACHERS, University of Minnesota,
Minneapolis
Using Technology in the Second Language Classroom (week-long workshop)
Co-facilitated with instructors from the CLA Language Center
- 2008 ANNUAL CONFERENCE of the COMPUTER ASSISTED LANGUAGE INSTRUCTION
CONSORTIUM (**CALICO**), San Francisco CA
Sharing the Expertise: Communities of Learning for Technology
- LANGUAGES AND TECHNOLOGY MINI-COURSE, Department of Spanish, Brigham Young
University, Provo UT (12-hour mini-course)
Using Technology in Language Teaching (focus on Web 2.0 applications)
- 2007 BIENNIAL CONFERENCE of the INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING
AND TECHNOLOGY (**IALLT**), Boston MA
Avoid Brain Meltdown: Principles for Creating with Multimedia (Henderson Plenary Award
Finalist)
- FOREIGN LANGUAGE TEACHERS' SUMMER CAMP, Colorado State University, Ft. Collins CO
Web Resources: Beyond simply text to audio, video, and collaboration (half-day workshop)
- 1997-2007 *Foreign Languages: Teaching with Technology*
FACULTY DEVELOPMENT PROGRAMS, Houghton Mifflin Company, ACTFL and IALLT
Presented at colleges and universities across the U.S.
- 1998-2006 *Integrating Internet Resources: Teachers Make the Difference!*
ACTFL PROFESSIONAL DEVELOPMENT WORKSHOPS, ACTFL and IALLT
Presented at colleges and universities across the U.S.

PROFESSIONAL SERVICE

- 2004-07 *Membership Coordinator*
INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES AND TECHNOLOGY
(**IALLT**)
- 1998-07 *Liaison/Coordinator* of presenters and content for Strand E: Technology Workshops
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (**ACTFL**)
- 1995-07 *Membership Coordinator and Website Manager*
MIDWEST ASSOCIATION FOR LEARNING LABORATORIES AND TECHNOLOGY (**MWALLT**)
- 2003-04 *Associate Editor for Electronic Publications*
INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES AND TECHNOLOGY
(**IALLT**)

Mahmoud Sadrai

sadrai@umn.edu

CURRICULUM VITAE

EDUCATION

- Ph.D. student in Linguistics, **anticipated graduation date: June 2010**, University of Minnesota
- M.A. in Linguistics, University of Minnesota
- Master of Liberal Studies (MLS), University of Minnesota
- Bachelor of Arts in Middle Eastern and South Asian Studies, University of Minnesota

TEACHING – TRADITIONAL, HYBRID DELIVERY and ONLINE DELIVERY

Twelve years of experience teaching at the University of Minnesota-Twin Cities, University of Wisconsin-Stout, and Gustavus Adolphus College to include the following courses: Writing for an Academic Audience, Communicating in Society, Introduction to Linguistics, Language Acquisition, Sociolinguistics, Bilingualism, Structure of English, and Persian

Invited Guest Lecturer

Bloomington Transition Center. Fall 2007. The role of slang and dialectal variations in everyday speech.

Richfield High School • Spring 2005. Lecture on language, linguistics, and dialectology.

Minneapolis Community and Technical College (MCTC) • Fall 2004. Lecture on linguistic components of Cultural Anthropology.

Minneapolis Community and Technical College (MCTC) • Fall 2003. Lecture on linguistics component of Cultural Anthropology.

ADMINISTRATION, RESEARCH, and DEVELOPMENT

Coordinator, College of Liberal Arts, Office of Information Technology (CLA-OIT), University of Minnesota. Coordinator, Instructional Technology Fellowship Program • 2004-2007. Coordinated and supervised twenty one (21) IT Fellows in as many departments with all aspects of instructional technology.

iFellow, Innovative Researchers on Campus in Technology (iROC), Office of Information Technology (OIT), University of Minnesota. • 2005-2006. I instigated the *TechNexus* project while serving as an iFellow, a 3-phase project to introduce simulated, synthetic, immersive environments to the languages and cultures curricula.

LangNet, National Foreign Language Center, University of Maryland. Persian Subject Matter Expert, LangNet project • 2004-2005. Developed on-line interactive Persian language learning materials in the form of learning objects to be used in self-paced computer assisted, learning modules by learners of Persian.

Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures (ILES), College of Liberal Arts, University of Minnesota. Instructional Technology Fellow, ILES • 2002-2004. Provide assistance with overall development of technology-enhanced learning materials for the institute.

Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures (ILES), University of Minnesota. Research Assistant • 2003-2004. Transcription, glossing, and translation of Farsi corpus obtained from Linguistic Data Consortium.

Department of Linguistics, University of Minnesota. Coordinator, Program in Translation and Interpreting • 2000-2003. Assisted the Director in coordinating all aspects of a grant program funded by the Office of Refugee Resettlement (ORR) to offer a certification in interpreting in the legal and the health care system.

Department of Human Resources, University of Minnesota. Administrative Fellow; Special Projects Coordinator; Document Analyst • 1992 – 2001. Ongoing administration of research projects in the including the development of institutional strategic research, planning, evaluation, redesign, and implementation of activities and processes, using technology solutions.

German Department, University of Minnesota and University of Wisconsin-Madison. Graduate Research Assistant • Summer 2000. Organized course materials for an 8000-level seminar taught jointly via ITV (Interactive Television) by the University of Madison and University of Minnesota in language and immigration.

Mahmoud Sadrai

sadrai@umn.edu

GRANTS

Fall 2007 • Info Tech Fees Grant. Persian on WebVista. Principle Investigator. Developed instructional materials for two semesters of Persian for delivery on WebVista.

Spring 2007 • Technology Enhanced Learning (TEL) Grant. Principle Investigator. TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual Intercultural Communication and Interaction in Spanish.

Fall 2006 • iFellows Grant. Office of Information Technology (OIT), University of Minnesota. Principle Investigator. TechNexus: Introduction of 3-D, synthetic, immersive environments to languages and cultures curriculum.

Fall 2004 • Instructional Technology Small Grant. Principle Investigator. Developed a digitized resource center for a conversation analysis course in Linguistics for use as a resource for audio and video materials for students.

Summer 2004 • WebCore Grant. Principle Investigator. Developed a digitized resource center for audio and video languages for sociolinguistic studies of English and its varieties.

Fall 2003 • Information Technology Grant. Identified the need, initiated the process, and helped write for a grant to build a computer lab for graduate students in the Institute of Linguistics, English as a Second Language, and Slavic Languages and Literature (ILES).

Spring 2003 • Instructional Technology Small Grant. Principle Investigator Digitizing corpus data gathered in Field Methods in linguistics over the course of past several years. Languages include Welsh, Malagasy, Tongan, Mongolian, Albanian, Basque, Cakchiguel, Nagum Boiken, Oromo, Dakota, and Uighur.

Spring 2003 • Instructional Technology Small Grant. Principle Investigator. Built a digitized resource center for a Linguistics course on the structure of Japanese for audio/video materials for student access.

PUBLICATIONS AND PRESENTATIONS

Graduation Proficiency Test (GPT). College of Liberal Arts, University of Minnesota • Fall 2008• Developed a Graduation Proficiency Exam in Persian based on guidelines set by ACTFL (American Council on the Teaching of Foreign Languages).

Associate Editor, Inro@ds, an on-line interdisciplinary academic journal that explores issues of gender, race, ethnicity and migration • 2000-2002

Webmaster: Inro@ds • 2001-2002; Program in Translation and Interpreting • 2000-2003; Graduate Program in Linguistics • 2000-2004

Volunteer, Regional Planning Committee, Minneapolis, Minnesota. National Conference on College Composition and Communication (CCCC) • Spring 2000

Academic Papers Related to Aspects of Persian

- Structural Code-switching in Persian-English Discourse Involving Functional Categories and Adjunction Structures
- A Cognitive-Based Approach to the Analysis of a Farsi Postposition: 'ra' and the Givenness Hierarchy.
- Farsinglish: On-line Code-switching using Farsi and English
- The Influence of Persian Poetry on the works of Ralph Waldo Emerson
- Chaos in Rumi's Poetry
- Reader Response and Khayyam: Is Any Translation Acceptable?
- Will the 'Real' Rubayyat Please Stand Up?
- 'Felbadaahe' and 'Dar lafaafeh': A comparative approach to the works of Rumi and Hafiz

Related Literary & Literary Consulting Work

- The Voice of Persian Poetry, Open Book • 2008
- Interpreting Jila Nikpay's work in the context of 10th -13th century Persian poetry • 2005
- Attar's Persian Epic: Conference of the Birds. Pangea World Theatre/ Theatre de la Jeune Lune • 1997

University of Minnesota
CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

**Asian Learner Language:
Tools for Teachers**

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University of Minnesota
CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

**Asian Learner Language:
Tools for Teachers**

Appendix B: Letters of Support

TEACHERS COLLEGE

COLUMBIA UNIVERSITY
DEPARTMENT OF ARTS AND HUMANITIES

APPLIED LINGUISTICS PROGRAM

April 6, 2009

Professor Elaine E. Tarone
Director
Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota

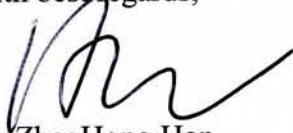
Dear Professor Tarone:

Thank you for your invitation to serve as a consultant on your research project. I am delighted to accept and look forward to contributing to it in any way I can.

The last five years have seen an exponential increase of interest in learning Chinese in the United States. However, the teaching of Chinese as a second/foreign language is still only in its infancy. Research-based support is sorely needed for almost every aspect of the teaching and learning process. Your proposed project is therefore timely and important: The materials you propose to create will provide teachers with the much-needed tools for exploring and understanding learner language, a vital aspect of effective teaching.

As Co-Director of the Certificate Program in Teaching Chinese to Speakers of Other Languages at Teachers College, Columbia University, I am also pleased to offer our program as a site to field-test some of your materials, if you so desire.

With best regards,



Dr. ZhaoHong Han
Professor of Language and Education
Email: han@tc.columbia.edu
Tel: 212.67.4051



法政大学

HOSEI UNIVERSITY

Noriko Ishihara, PhD
Associate Professor of EFL
Faculty of Business Administration
Hosei University
Boissonade Tower1707, Fujimi 2-17-1
Chiyoda-ku, Tokyo 102-8160, Japan
Phone: 03-3264-4564
Email: n-ishihara@hosei.ac.jp
April 10, 2009

Professor Elaine Tarone
Director
Center for Advance Research on Language Acquisition (CARLA)
University of Minnesota

Dear Professor Tarone:

Thank you for your invitation to serve as a consultant on your Title VI IRSP research project. I am delighted to accept your offer and to work with you and your team.

As you have been earnestly advocating, a close analysis of learner language in interaction is fundamental to the study of second language acquisition as well as language instruction. Based on my experience developing curricular materials and working with Japanese and English speakers, I am happy to contribute as best I can to provide feedback on your video-recorded data, transcripts, and data analysis. Based in Tokyo, I should be able to communicate via e-mail or phone on a regular basis, or consult in person in the summer as I teach a summer institute at the University.

I look forward to further learning about your project. Please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in cursive script that reads "Noriko Ishihara".

Noriko Ishihara



April 10, 2009

Professor Elaine E. Tarone
Director
Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota

Dear Professor Tarone:

I am delighted to serve as an outside consultant on your research project. Since I have been always interested in working on teaching Korean as a Foreign Language in US, I look forward to contributing to the project.

Teaching non-cognate foreign languages can make people to be able to see things differently, to think with more flexibility, and to have global spirit. Therefore, I am very happy to see your systematic approach to explore learner languages in learning foreign languages. The output of the project will be of great help to the communities of foreign languages education.

Since I am currently residing in Korea, I can easily find foreign students learning Korean as a second language. I am willing to collect additional data, if there is any need to compare learner language in foreign language context and second language context.

Sincerely yours,

Dr. Jihyeon Jeon
Associate professor, Dept. of International Office Administration
College of Business
Ewha Woman's University
Seoul, Korea
Email: dearjeon@ewha.ac.kr
Tel: 82-2-3277-3557

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Institute of Linguistics, English as a Second Language
and Slavic Languages and Literatures*

College of Liberal Arts

*214 Nolte Center
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Mahmoud Sadrai
214 Nolte Center
315 Pillsbury Drive SE
Minneapolis, MN 55455
April 10, 2009

Professor Elaine E. Tarone
Director
Center for Advanced Research on Language Acquisition (CARLA)
140 University International Center
331 17th Ave SE
Minneapolis, MN 55414

Dear Professor Tarone:

I am delighted to hear about your wonderful and timely project, and I am happy to accept your offer to serve as a consultant with your team on developing Persian instructional materials. I will be available to help in any way I can.

To say that the state of teaching and learning Persian as a foreign language is lacking is an understatement. Instructional materials are not only scant, but what is currently available to students and teachers of this "critical" language rarely go beyond the grammar-based approach. Based on established research and practice in the past 30 years, the current pedagogy available to us is not conducive to language acquisition. In my judgment, developing the instructional materials you propose will not only contribute significantly in strengthening and improving any instructional program around the country, it will also help move towards much needed national standards.

The project you propose will indeed help us improve and strengthen teaching and learning Persian here at the University of Minnesota. I look forward to field-testing and using the specialized materials you propose in our two year Persian program, as well as in our World Languages Day series for high school students. These materials will enable us to expand our students' level of competence and performance in ways that go beyond what is currently possible with the materials available to us.

Again, I want to reiterate my excitement about this project, and to thank you for the opportunity to consult with your team. Please feel free to contact me any time at sadrai@umn.edu or 612-626-6655.

Best regards,

Mahmoud Sadrai, MA, MLS
Instructor
University of Minnesota

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234- IRSP09_Asian Learner Language_Budget_Final_.pdf**

University of Minnesota
CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

**Asian Learner Language:
Tools for Teachers**

**Itemized Budget &
Budget Narrative**

University of Minnesota
Center for Advanced Research on Language Acquisition
Asian Learner Language: Tools for Teachers
3 Year Detailed Budget
9/1/2009-8/31/2012

Note: All expenditures for this project relate to the announced IRSP competitive priorities for 2009.

Budget Categories	YI 9/1/09-8/31/10	YII 9/1/10-8/31/11	YIII 9/1/11-8/31/12	Total Budget
I. Personnel				
a. Elaine Tarone Project Director (20% of anticipated base (\$126,000))	\$ 25,200	\$ 25,956	\$ 26,735	\$ 77,891
b. TBD Graduate Assistant-Chinese (520 hours x \$ 16.75/hour in YI and II. 150 hrs in YIII)	\$ 8,710	\$ 8,971	\$ 2,665	\$ 20,346
c. TBD Graduate Assistant-Japanese (520 hours x \$ 16.75/hour in YI and II. 150 hrs in YIII)	\$ 8,710	\$ 8,971	\$ 2,665	\$ 20,346
d. TBD Graduate Assistant-Korean (520 hours x \$ 16.75/hour in YI and II. 150 hrs in YIII)	\$ 8,710	\$ 8,971	\$ 2,665	\$ 20,346
e. TBD Graduate Assistant-Persian (520 hours x \$ 16.75/hour in YI and II. 150 hrs in YIII)	\$ 8,710	\$ 8,971	\$ 2,665	\$ 20,346
f. Marlene Johnshoy CARLA Web Manager (10% of anticipated base in YII (\$50,481))	\$ -	\$ 5,048	\$ 5,199	\$ 10,247
Sub-Total Personnel	\$ 60,040	\$ 66,889	\$ 42,594	\$ 169,523
II. Fringe Benefits				
a. Academic salaries @ 32.3%	\$ 8,140	\$ 10,014	\$ 10,315	\$ 28,469
b. Graduate Ass't Benefits-health @ 16.84%	\$ 5,867	\$ 6,043	\$ 1,795	\$ 13,705
GA Tuition benefits--acad yr only @ \$13.92/hr	\$ 28,953	\$ 29,822	\$ 8,860	\$ 67,635
Sub-Total Fringe Benefits	\$ 42,960	\$ 45,879	\$ 20,970	\$ 109,808
III. Travel				
a. Elaine Tarone Conference Participation Conference Registration: 2 @ \$150	\$ 300	\$ 300	\$ 300	\$ 900
Airfare: 2 x est. \$500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 3,000
Per diem: \$297/day x 6 days	\$ 1,782	\$ 1,782	\$ 1,782	\$ 5,346
Sub-Total Travel	\$ 3,082	\$ 3,082	\$ 3,082	\$ 9,246
IV. Equipment				
no equipment budgeted	\$ -	\$ -	\$ -	\$ -
Sub-Total Equipment	\$ -	\$ -	\$ -	\$ -

Budget Categories	YI 9/1/09-8/31/10	YII 9/1/10-8/31/11	YIII 9/1/11-8/31/12	Total Budget
V. Supplies				
a. Materials for summer institute (8 participants @ \$50 each)	\$ -	\$ 400	\$ -	\$ 400
Sub-Total Supplies	\$ -	\$ 400	\$ -	\$ 400
VI. Contractual				
a. Videographer	\$ 18,000	\$ -	\$ -	\$ 18,000
b. Participant Stipends 8 (2 per language) @ \$100	\$ 800	\$ -	\$ -	\$ 800
c. SLA Research Consultants 4 @ \$1,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 12,000
d. Summer Institute Stipends 8 (2 per language) @ \$1,000	\$ -	\$ 8,000	\$ -	\$ 8,000
e. National Center on Educational Outcomes Contract for External Evaluation	\$ -	\$ -	\$ 10,000	\$ 10,000
Sub-Total Contractual	\$ 22,800	\$ 12,000	\$ 14,000	\$ 48,800
VII. Construction				
no construction budgeted	\$ -	\$ -	\$ -	\$ -
Sub-Total Construction	\$ -	\$ -	\$ -	\$ -
VIII. Other				
a. Summer Institute Participants				
Airfare: 8 x est. \$500	\$ -	\$ 4,000	\$ -	\$ 4,000
Per diem: 8 x \$61/day x 10 days	\$ -	\$ 4,880	\$ -	\$ 4,880
Housing: 8 x \$40/day x 10 days		\$ 3,200		\$ 3,200
b. Printing of workbook 200 of each language @ \$10/copy	\$ -	\$ -	\$ 8,000	\$ 8,000
Sub-Total Other	\$ -	\$ 12,080	\$ 8,000	\$ 20,080
VIII. TOTAL DIRECT COSTS	\$ 128,882	\$ 140,330	\$ 88,646	\$ 357,858
IX. TOTAL INDIRECT COSTS @ 32%	\$ 30,100	\$ 33,429	\$ 24,957	\$ 88,486
X. TOTAL COSTS	\$ 158,981	\$ 173,759	\$ 113,603	\$ 446,344

Asian Learner Language: Tools for Teachers

Detailed Request Budget Narrative

Note: All expenditures for this project relate to the announced IRSP competitive priorities for 2009.

Direct Costs

I. PERSONNEL

All salaries listed below are based on current salaries of actual personnel or are at levels that are competitive and are consistent with the hiring policies of the University of Minnesota. Salaries in this budget have a projected increase of 3% each year throughout the life of the grant.

- a. Day-to-day operations of the *Asian Learner Language—Tools for Teachers* project activities will be overseen by Professor Elaine Tarone, Director of the Center for Advanced Research on Language Acquisition (CARLA). Prof. Tarone will devote 20% of her time to the overall direction of the grant including creating the overall vision of the project; supervising the work of the graduate assistant development team and the CARLA web manager; managing the summer institute; working with second language acquisition consultants and the evaluation team for the project.
- b.-e. Four graduate research assistants (one fluent in Chinese, one fluent in Japanese, one fluent in Korean and one fluent in Persian) will be selected to assist Prof. Tarone to target aspects of learner language to be elicited, design the elicitation tasks, and recruit learners to participate in the project. All will have experience teaching these languages and will have taken at least one course on SLA. Under the direction of Prof. Tarone the graduate research assistants will field-test and assist with the revision of the materials.
- f. Marlene Johnshoy, the web manager at CARLA, will devote 10% of her time in YII and YIII to create a development website for the project and design the final website where the materials will be posted. She will also assist with any technology issues that emerge during the project.

II. FRINGE BENEFITS

Fringe benefits (Items a.-f.) are calculated on the basis of current University rates and in accordance with University policies.

III. TRAVEL

- a. In order to present information about the projects funded by this grant to a national audience, funding is requested through this grant for two trips per year for Elaine Tarone to present the results of the project at national conferences. Travel costs per trip are estimated

to be \$500 per round-trip airfare, conference registration costs of \$150, and per diem costs and housing costs calculated at \$297 per day for an estimated 3 days per trip.

IV. EQUIPMENT

No costs for equipment are included in this budget.

V. SUPPLIES

- a. Funding is budgeted for materials for the summer institute that will be held in YII for eight participants at \$50 per participant. There will be two participants for each of the four featured languages (Chinese, Japanese, Korean and Persian).

VI. CONTRACTUAL

- a. Support is requested to fund videographer services for this project.
- b. Funding is requested to provide \$100 to each of the eight learners for being videotaped using their target language. There will be two participants for each of the four featured languages (Chinese, Japanese, Korean and Persian).
- c. This project will retain a second language acquisition research consultant for each of the four featured languages at a rate of \$1,000 per year for each of the three years of the project. These consultants will provide valuable feedback on the tasks and the language featured in the tasks. (CVs available in the Appendices.)
- d. Funding is requested to provide \$1,000 to each of the eight participating language teachers in the summer institute held in YII. There will be two participating teachers for each of the four featured languages (Chinese, Japanese, Korean and Persian).
- e. This budget requests \$10,000 to fund an external evaluation of the project conducted by the National Center on Educational Outcomes.

VII. CONSTRUCTION

No costs for construction are included in this budget.

VIII. OTHER

- a. Travel support is requested for eight participating language teachers in the summer institute held in YII. There will be two participating teachers for each of the four featured languages (Chinese, Japanese, Korean and Persian). Travel costs are estimated at \$500 for airfare, \$61/day x 10 days for per diem and \$40/day for 10 days for on campus housing during the institute.
- b. Funding is requested to create and distribute a workbook that accompanies the website for each of the four featured languages (Chinese, Japanese, Korean and Persian). The cost for professional printing is estimated at \$10/copy for 200 copies of workbooks for each of the four languages for a total of 800 books.

Indirect Costs

The thirty-two percent (32%) indirect cost rate is based on the federally negotiated modified indirect cost rate for this program competition.