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APPLICATION FOR GRANTS UNDER THE

**INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE
84.017A-3
CFDA # 84.017A
PR/Award # P017A090329
Grants.gov Tracking#: GRANT10264828**

OMB No. 1840-0795, Expiration Date: 08/31/2010
Closing Date: APR 23, 2009

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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:
 President and Fellows of Harvard...

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	\$ 49,967	\$ 51,641	\$ 53,383	\$ 0	\$ 0	\$ 154,991
2. Fringe Benefits	\$ 12,916	\$ 14,094	\$ 14,857	\$ 0	\$ 0	\$ 41,867
3. Travel	\$ 3,500	\$ 3,500	\$ 3,500	\$ 0	\$ 0	\$ 10,500
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 5,500	\$ 11,500	\$ 19,500	\$ 0	\$ 0	\$ 36,500
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 65,508	\$ 68,508	\$ 54,254	\$ 0	\$ 0	\$ 188,270
9. Total Direct Costs (lines 1-8)	\$ 137,391	\$ 149,243	\$ 145,494	\$ 0	\$ 0	\$ 432,128
10. Indirect Costs*	\$ 43,965	\$ 47,758	\$ 46,558	\$ 0	\$ 0	\$ 138,281
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 181,356	\$ 197,001	\$ 192,052	\$ 0	\$ 0	\$ 570,409

***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: 6/30/2010 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS - April 10, 2009
- (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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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: **1236-ELIAS_Abstract_Narrative.pdf**

ENHANCED LANGUAGE INSTRUCTION FOR AFRICAN STUDIES (ELIAS)

ABSTRACT

Quality language learning courseware for African languages is essential to the study of Africa. As universities seek to incorporate the African experience in their curriculums, there is a need to utilize the most efficient technologies to construct optimal online resources for housing, accessing, sharing, updating, expanding, and delivering courseware for different African languages. The Enhanced Language Instruction for African Studies (ELIAS) project at Harvard seeks to provide a robust language learning environment system that is configured to accommodate any language with considerable ease of use and maintenance. The languages that will be targeted in this project are Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof.

Having taught fifteen to twenty scheduled African languages courses every semester over the last six years, the African Language Program (ALP) in the Department of African and African American Studies at Harvard, we believe that we in collaboration with other ALP programs are uniquely qualified to produce materials of the highest quality and to share them across the globe.

Utilizing the latest technology, project ELIAS will produce beginning, intermediate, and advanced materials for the project languages including video-recordings demonstrating students learning, educated native speakers coaching U.S. learners, and U.S. students demonstrating best practices in learning a foreign language. Maintaining best practices in the field of language learning and acquisition, the project will produce “how-to” electronic manuals for materials development, language-specific instruction, and African language program building.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1240-ELIAS_Project_Narrative.pdf**

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ENHANCED LANGUAGE INSTRUCTION FOR AFRICAN STUDIES (ELIAS)

1. NEED FOR THE PROJECT

It is widely recognized that knowledge of the world's peoples, cultures, and historical traditions is a prerequisite in the education of our students today, in order for America to maintain its leadership role in the world. Crucial to this knowledge is foreign language learning. The need to improve our nation's linguistic infrastructure in foreign languages cannot be overstated at a time of such concerns as global warming, infectious diseases, conservation of biodiversity, national security, terrorism, piracy, ethnic cleansing, and protection of human rights..

The need for quality language learning courseware for African languages is essential to the study of Africa. As universities seek to incorporate the African experience in their curriculums, there is a need to utilize the most efficient technologies to construct optimal online resources for housing, accessing, sharing, updating, expanding, and delivering courseware for different African languages. The Enhanced Language Instruction for African Studies (ELIAS) project at Harvard seeks to do just that—by providing a robust language learning environment system that is configured to accommodate any language with considerable ease of use and maintenance.

Why construct African language learning courseware at Harvard? The answer is straightforward: Harvard leads the nation in the breadth and depth of African language offered. Indeed, the number of language courses offered in Harvard's African Language Program (ALP) greatly exceeds that of all other universities. It is rare to find an African language Program anywhere that teaches more than three African languages at a time. Most of the nation's federally funded Title VI centers rarely teach more than five languages for all of Africa. In this regard,

Harvard is exceptional. Over the last six years, through the Department of African and African American Studies at Harvard, the ALP has been offering fifteen to twenty scheduled African languages courses every semester. This is both unprecedented and unparalleled in the academy. Thus, we believe that the African Language Program at Harvard is best equipped to provide the highest quality of courseware, methods, and pedagogical approaches, and most important Harvard is best able to develop and share language learning resources across the globe. The languages that will be targeted in this project are Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof. With a teaching staff of more than 15 instructors every semester, the ALP has over the past five years dealt with many of the challenges related to African language teaching in the US. Prominent among these challenges are three issues for teachers: (1) a lack of suitable materials for use in the classroom, (2) effectiveness in facilitating learning (3) and collaborative efforts among instructors for the enhancement of instructional matters and teaching. On the part of the student, challenges include (1) choice of what African language to learn, (2) language learning from predominantly oral cultures, (3) opportunities to utilize the language in situations that are authentic while putting the formal aspects of learning into practice.

Project ELIAS will focus on two thematic approaches common in African studies that intersect in important ways with Western traditions. One involves the learning of languages of African Muslim societies and cultures; the other involves courseware for languages of non-Islamic Africa. The project will work on:

- I. Five languages from Africa's Islamic regions; Amharic, Pular, Somali, Swahili, & Wolof.
- II. Two languages from Africa's non-Islamic regions; Igbo & Twi

For each Project ELIAS language –Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof –we will:

(A) **Aggregate** and Integrate resources by

i) creating a portal to all currently available African language learning resources with links to African language courseware.

ii) building an expertise database that provides information (bio data) on the available educated individuals with native or near-native speaking ability of African languages residing in the U.S. with experience or interest in teaching.

(B) **Build** courseware by updating, producing, and testing online courseware consisting of

1. Ten units of learning at the beginner’s level

2. Ten units for intermediate level

3. Five units for the advanced level

(C) **Construct language** coaching and learners training manuals,

(i) *Coach’s manual* – containing information on how to train people to learn languages

(ii) *Learner’s manual* – for learning how to learn foreign languages drawing examples from languages of Africa’s Islamic regions –Amharic, Pular, Somali, Swahili, as well as non-Islamic areas –Igbo and Twi

(D) **Detail** best practices in the design, implementation, and execution of African language programs utilizing the experience of the African Language Program at Harvard. Using the Harvard experience of the last six years, a monograph will offer guidelines and discussion of the fundamentals of program building, strengthening, and evaluating African language instruction at U.S. universities and colleges.

(E) **Evaluate** courseware content, design, and implementation of the development interface, as well as the user-interface at various points of each project year.

This proposal has been inspired by the instructional successes and challenges that the African Language Program at Harvard University faces, while offering courses in all the African languages mentioned (except Berber) under the Competitive Priority 1 regarding Instructional Materials Applications. Akan, Amharic, Igbo, Pular, Somali, Swahili, and Wolof have been offered from beginning to advanced levels at Harvard University for the last five years. High quality instructional materials to teach beginning, intermediate, and advanced levels of these languages are in very short supply. ALP-Harvard instructors routinely assemble teaching aids and often write their own material for their classes. By undergoing regular training sessions held weekly, instructors share materials, methods, and approaches to language teaching that are then discussed and improved upon for greater effect and utilization in the classroom. It has been our experience that it is very difficult to write intermediate and advanced language lessons without actually teaching the language in a formal course. It is in this regard that the ALP at Harvard has the opportunity to develop courseware in several languages in tandem. Courseware is needed that recognizes and upholds learner autonomy, peer interaction and collaboration (between students and between teachers) and learner initiative as key elements of a sound pedagogy. Most materials published for the teaching of African languages are either in serious need of updating or thoroughly conceptualizing anew. The materials produced in this project will utilize digital and print technology to raise the quality of teaching and learning of Akan, Amharic, Igbo, Pular, Somali, Swahili, and Wolof languages and to facilitate self-study as a core component of language learning and teaching.

The courseware will draw on the latest research on linguistics, socio-cultural understanding and mastery of language. Proceeding from the premise that language is what language does, the courseware seeks to immerse learners into understanding, comprehending, synthesizing information in the target language. This is because the courseware proposed is intended to lead learners and instructors beyond classroom performance to elevated situation-based competencies through such approaches to content as problem solving and task-driven activities. We cannot overstate the importance of producing materials that will go beyond instruction in grammar and vocabulary. Our goal is more than this, and thus we seek, in addition, our students' acquisition of socio-cultural pragmatics, intercultural learning and understanding of situated discourse in a manner not yet achieved before. Project ELIAS will provide of video-recordings that demonstrate students learning, educated native speakers coaching U.S. learners, and U.S. students demonstrating best practices in learning a foreign language. There is need to produce (as is the intention of project ELIAS) a "how-to" manual for building effective and efficient African language programs retrofitted to offer any African language, while maintaining best practices in the field of language learning and acquisition. We plan to use a pedagogy that is open and not boxed in a restricted instructional approach. The intent is to allow students to be engaged--to discover and develop their own learning styles, in collaboration with other students, their teachers and the community that speaks the target language.

2. POTENTIAL FOR THE USE OF MATERIALS IN PROGRAM TO OTHERS

The proposed materials will be designed for use by any higher education institution offering language and culture courses for Igbo, Wolof, Twi, Amharic, Somali, and Swahili, African studies, or international studies. We fully expect the materials developed in this project

to become a “must use” resource in African Language Programs across the country (including and beyond Title VI institutions) and in Africa to train visitors to the countries that speak the project languages. Secondly we expect that language and civilization departments, Africana Studies Departments, African and African American Studies departments, as well as anthropology departments will utilize the material in their courses in which language and culture feature prominently. The materials will be tested at three Research 1 universities, Harvard, Boston University, and Rutgers University.

We anticipate that the material will generate interest in research settings as the appended letters from the African language Materials Archive (ALMA) and the West African Research Association (WARA) indicate.

The primary objective of this project is to place instructional courseware on digital space with open access to anyone interested in the learning/teaching of Igbo, Wolof, Akan (Twi-Fante), Amharic, Somali, and Swahili. The courseware should be of utmost interest to institutions seeking to build an African language program, hire and train its instructors, and successfully offer courses without surrendering to the mediocrity, of unstructured and hardly supervised tutorials that often characterize the study of Africa’s languages in the U.S.

3. ACCOUNT OF RELATED MATERIALS

Due to the dearth of African language teaching resources in the academy, existing resources be they good or bad are often put to some use in language learning. The adage that ‘beggars cannot be choosers’ accurately describes the situation regarding teaching the little understood (un-described/under-described) languages and cultures of Africa.

Content availability. A search in the UCLA Language Materials Project (LMP) reveals the paucity of language learning resources for the project languages for the last half century. Table 1

shows the results of searches done in the LMP for all intermediate and advanced materials. For Akan (Twi-Fante) there are a total of 31 publications, 19 of which can be used in some way for teaching and 12 documents that are authentic resources. There were 270 items for Swahili for all levels and all audiences; Amharic yields 73, Igbo 48, Pular 26, Somali 46, Swahili 270, and Wolof 39.

Language	Beginning Intermediate		Intermediate Advanced		T/A	Total	Publication Year	
	Teaching (T)	Authentic (A)	T	A			Teaching Oldest	Teaching Latest
Akan	16	6	3	6	19/12	31	1952	2002
Amharic	21	24	5	24	26/48	73	1954	2006
Igbo	22	9	8	9	30/18	48	1954	2001
Pular	3	8	7	8	10/16	26	1953	1993
Somali	18	13	2	13	20/26	46	1969	2002
Swahili	100	70	30	70	130/140	270	1953	2006
Wolof	18	10	1	10	19/20	39	1960	2004
Source http://www.lmp.ucla.edu/index.aspx								

These numbers can give the false impression that materials abound in the languages selected in project ELIAS. According to the Language Materials Project, the totals in Table 1 include anything and everything that could potentially be used for language learning -picture books, videos and, audio cultural materials combined with authentic materials including AM providers, audio, book collections, brochures, currencies or stamps, forms or certificate, games, maps, periodicals, product labels, schedules, signs or, advertisements, software, videos, websites, other graphic materials, and other text materials. The reality is that in the best case scenario, language readers, references, dictionaries, grammars, phrasebooks, and textbooks are very few (and often dated) for about a dozen languages and nonexistent for most of the remaining (literally hundreds) sub-Saharan African languages. For most African languages, the most comprehensive grammars remain those written over a century ago by European missionaries and amateur linguists and

often reflect the colonial representations of Africans. Since then, only a handful of grammarians have been trying to write new comprehensive grammars recording the new developments in the languages. While it is well known that no textbook is ever enough without supplementary materials, what is available is in most cases in serious need of being updated, extended, and revised. The textbooks available in Africa are geared towards teaching native speakers their language and require a lot of supplementary materials if used in the US. All in all very few textbooks of African language teaching ever produce a second edition. The US Foreign Service Institute (FSI) advertises courses and software in more than 100 languages with about a dozen of them African. The FSI books and tapes are an important resource but fall far short of project ELIAS objectives, that of supplying both learners and language coaches with a learning environment that enables people to work on their own as well as with others surrounded by material and human resources intended to maximize learning of the least of the less commonly taught languages.

Audiovisual material. Scores of video footage are currently available online. They include music audio and video, television shows from Africa, and films. Project ELIAS will analyze, select and provide links to integrate audiovisual materials to the instructional units to enhance language learning.

Expertise database. With regards to the creation of an expertise database in project ELIAS, what hints at locations of native speakers of African languages is the information from The US Census Bureau. According to the Census Bureau, there were about 640,000 African immigrants in the US in the year 2000, concentrated in Washington D.C, New York, Atlanta, Minneapolis, Greater Los Angeles, Boston, Houston, Chicago, Dallas, and Philadelphia. This population accounts for two tenths of one percent of the total US population. This means that it is extremely difficult to

find an educated native speaker for the vast majority of African languages outside the major metropolitan areas. Counting paper presentations at both the Annual Conference on African Linguistics (ACAL) and the African Language teachers Association (ALTA) in the last few years, it appears that there probably are no more than 50 linguists working full time on African languages in the US. The small number of experts and native speakers in the US indicates just how exceptional a resource that population is. Project ELIAS intends to provide a volunteer directory of people who speak the various African languages that is easily accessible to people who want to learn, translate materials, etc. As far as we are aware, no such resource exists.

Approaches. With regards to methodology and approaches to courseware development and use for less commonly taught languages, the National Association of Self Instructional Language Program (NASILP) approach has been in use for decades. NASILP method requires a tutorial session in which a student and a conversation partner work with a textbook and a CD under the rigorous supervision of a coordinator. There is also an external examiner who personally administers the exam. NASILP requires students to rigorously apply themselves as long as they are sufficiently disciplined to accept responsibility for daily preparation using all the resources required for the task. For NASILP language learning is skill building, and the watchword is “learning by doing” where "doing" it is far more important than analyzing. Project ELIAS will present a more nuanced approach to learning recognizing that allowance to exercise some latitude is essential in virtually all aspects of language learning for the learner and language coach. Latitude is important in building a community of language learners; it is essential in selecting content and determining one’s pace in learning; it is unavoidable when one gets access to the experiences of other learners and coaches. Flexibility is of vital importance in learner-centered, coach-facilitated, coherence-driven language instruction.

Table 2. Sample Databases with African Language Information

DATABASE	LOCATION	OWNER	
African Languages Materials Archive (ALMA)	http://www.aiys.org/odl/public/access/alm_a_ebooks/index.php	The West African Research Association (WARA)	Bibliographic records and Language materials online as of October 2006 include Ebooks in Bamanankan, Criol, Fula/Peul/Pular, Fulfulde, Jula/Dyula, Mandinka, Moore, and Wolof. Also available are booklets on small enterprise activities, health, human rights, etc.); newspapers intended for, and sometimes edited by, the newly literate; religious materials (e.g. Koranic and Biblical texts); poetry; information on AIDS and its prevention; folktales and epics;
Comparative Bantu Online Dictionary (CBOLD)	http://www.cbold.ddl.ish-lyon.cnrs.fr/	UC Berkeley	Started in 1994 by Professors Larry Hyman and John Lowe, CBOLD is a lexicographic database that offers online searchable dictionaries and wordlists intended tools to enhance the theoretical, descriptive, and historical linguistic study of African languages.
The Web Book of African Language Resources	http://www.isp.msu.edu/AfrLang/hiermenu.html	Michigan State University.	Attempts to give information on where to find people, materials, and institutions that teach a particular language. Provides lists of experts in specific languages that are in serious need of updating and provides no list of knowledgeable native speakers who are a fundamental resource in any language learning especially for Africa.
Ethnologue	http://www.ethnologue.com/country_index.asp?place=Africa	SIL International, Dallas, Texas	For each country in Africa, there is a listing and description of languages, and a map of languages. Bibliographies are provided for each language.
Swahili Noun Classes	http://www3.iath.virginia.edu/swahili/swahili.html	Contini-Morava, University of Virginia	A cognitive-semantic perspective of Swahili nouns. Data include all the nouns from the Standard Swahili-English Dictionary (Johnson 1939), entered into a computer database and subcategorized according to over 75 semantic and morphological criteria.
Kamusi Project	http://www.kamusiprject.org/	Yale University & World Language Documentation Center	The famous online Swahili-English & English-Swahili Dictionary whose multiple definitions and de-contextualized meanings are a considerable challenge to first year learners of Swahili
Language Materials Project (LMP)	http://www.lmp.ucla.edu/	UCLA	Provides information about teaching resources for the less commonly taught languages
Yamada Language Center	http://babel.uoregon.edu/yamada/guides/swahili.html	University of Oregon	Provides links to Swahili resources on the internet. Many links not working.
UPenn	http://www.africa.upenn.edu/afl/materials.htm	University of Pennsylvania	Has vocabulary and pronunciation guides for a number of languages
Yoruba Online Dictionary	http://www.yoruba.georgiasouthern.edu/default.php	Frank Arasanyin, Georgia Southern University	Under development.

4. LIKELIHOOD OF ACHIEVING RESULTS

Project ELIAS aims at producing courseware informed by learner and instructor experience and practice. As such we will develop resources showing the steps and accomplishments necessary in building language instruction from one lesson (in a specific language) to establishing a language program and many of the salient milestones in-between. The procedures for preparing the proposed materials are organized as follows:

Material assembly and integration. At the outset we will create a website that will serve as a gateway to currently available materials for the project languages. These include online dictionaries, wordlists, grammar explanations, exercises, lessons, newspapers, radio stations, African television broadcasts etc., many of which can be utilized in podcasts by learners and instructors.

Content. The courseware content for the seven languages in project ELIAS will involve the development of language teaching and learning units, based on topics including but not limited to those provided in Table 3.

<p>A. Themes: I. Preamble I. Introductions II. Family III. Daily Chores IV. Occupation V. Hobbies / Recreation VI. Ceremonies VII. Health VIII. The Environment IX. Cuisine – Food/Drink X. Proverbs / Stories XI. The Arts XII. History Etc.</p>	<p>B. Grammar Skills Pedagogical Grammar • Pedagogical phonology • Phonetics • Morphology • Syntax • Discourse Vocabulary • Basic verbs, nouns, adjectives • Picture dictionary • Etc</p>	<p>D. Thematic Vocabulary • Animals • Chores • Colors • Discipline specific lexicon • Family relations • Household items • Locations • Names (Things, conditions, states) • Parts of the body • Professions • Sports • Subject specific lexicon • Time and its divisions • Titles • Etc</p>
	<p>C. Tasks Practice (unit based) Problem solving Research oriented Project oriented Social engagement oriented Etc.</p>	

Each unit will consist of 8 elements –objectives, cultural notes, a pedagogical dictionary, focus and thematic vocabulary, language use in context, grammar notes, study tasks, exercises and homework, and frequently asked questions by students and instructors. These are described in Table 4 below.

Table 4. Unit content	Content organization
1. Unit objectives	Each unit will feature one objective the student is expected to master after the unit is completed.
2. Cultural Note	A cultural note pertinent to the topic or theme of each instructional unit will be provided and references for further study on the subject will be listed.
3. Language Lexicon	Each language will have its own pedagogical dictionary –consisting of all the words used in the courseware featuring an appropriate mixture of lexical elements from all categories of grammar as well as semantic classes (cultural, environmental, abstract, etc)
a. Focus vocabulary	Each unit will contain a list of focus vocabulary words. The focus vocabulary will be taken from the language use text.
b. Thematic vocabulary	Each unit will contain a list of thematic vocabulary and each thematic vocabulary will be anchored to the unit topic.
4. Language in context	The language use text provides students with a sample of the language in use. Focus vocabulary is generated from this text. Focus vocabulary is underlined and has a feature that allows people to check pronunciation. The language use text will be available in audio, allowing for individual words and sentences to be played back by the instructor or student. When possible, the language use text will be featured in video with subtitles. Words in the printed text when clicked will snap to the sentence containing that word in specific areas in the video.
5. Grammar	The grammar section will explain some aspect of the language as demonstrated in the language in use text. For each grammar citation we will have a definition, an illustration, and examples. Grammar will also feature a drill specific to the citation. This drill will be independent of the exercises and homework (below).
6. Study tasks	Based on language use, study tasks will feature activities that simulate real-world use of vocabulary and grammar. Study tasks will also serve as a post-task for the current unit and a pre-task for the next unit. Study tasks include such activities as role playing, discourse conventions etc.
7. Exercises & Homework	Each unit will feature written, oral, or comprehension (listening and reading) exercises for students. Exercises will be tied to focus and thematic vocabulary, grammar and language use. Exercises are specific to the area (ie vocabulary, narrative, grammar, and context of the language use text). Each unit will feature an extended homework assignment that features written, oral, or comprehension (listening and reading) exercises to be completed at the end of the unit. Exercises will be tied to focus and thematic vocabulary, grammar and language use. Homework encompasses the entire unit. Homework will be expected to be written.
8. "Frequently Asked Questions"	Each unit will feature questions that are often asked by students who are going through the unit. They will highlight specific aspects of the instruction (grammar, vocabulary, usage).

Multimedia. For each project language a dozen video clips (authentic shows –film and music –in the project languages) will be selected from *YoUtube* and suggestions will be provided on how to utilize them to in the learning/teaching of a particular unit at each level. For each language at least 3 coherent 5 – 10 minute instructional videos will be produced complete with bilingual subtitles to support different pedagogies, one for each level –beginning, intermediate, and advanced.

Enhancement. The courseware developed will include two kinds of manuals directed at learners and two manuals intended for instructors:

- 1) A *language specific coaching guide* for each project ELIAS unit. This will be in the form of notes on what to do, in what order, when to stop, and how to test for mastery of the targeted items, what to note and what to plan for in order to engage the student in learning.
- 2) A *learner's guide* through every unit of instruction prepared in project ELAIS. The guide will make suggestions on how a learner can use the ELIAS courseware in self-directed learning or with a language coach.
- 3) A *general language coaching manual* intended for trained and untrained educated native speakers to engage in action that facilitates learning and to be aware of difficulties and where to seek and find advice. Project ELIAS Blogs will be dedicated to the discussion of challenges in teaching specific languages, or aspects of languages, how to approach difficult topics between the learner's culture and that of the target language.
- 4) A *general language learning manual* intended to explore how learners develop a knack for learning languages. This student-to-student manual is intended to make accessible the practices of successful foreign language learners. The challenges students encounter and actions that lead

to success - the methods and approaches that produce the most effective results will for the first time be collected and made available online both for discussion and use by learners themselves.

Program development. Project ELAIS will outline and discuss the characteristics of successful African language programs. The project will make available the experiences of success and problem solving in program building, that the African Language Program (ALP) has had. The digital monograph (also available in hardcopy, and DVD) will also highlight how to tap into the heritage African communities in the U.S. to strengthen the ALPs as well as the importance of institutional collaboration not just in resource sharing but in the enrichment of the language learning experience itself. The monograph will also discuss public performance of understanding, the integration of language learning into other course offerings, project-based language learning experiences, and scores of other activities that strengthen the appeal and the accomplishments of an ALP.

5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS

Currently, there are hardly any institutions developing materials for the languages of Africa's Islamic regions, yet there is need to have U.S. citizens who are able to speak these languages for reasons including national security. Apart from a few cultural-historical notes and sketches here and there, courses in intermediate and advanced Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof, are almost nonexistent. The ALP at Harvard has as part of its mission the task of providing quality languages materials and intellectual guidance in collaboration with programs in higher learning that have any interest in Africa. It is in this regard that we have identified the need to develop project ELIAS materials as a matter of priority.

Given that the languages picked for the project fall among the 'definitely (or almost)-never-taught/learned-languages' the materials Harvard University hopes to build with the U.S.

Department of Education funds will be made freely available to the nation. There are many benefits to improving the nation's linguistic infrastructure. Almost all institutions are enrolment driven and there is almost no possibility of hiring highly trained experts in these languages. Second, there is a real shortage of experts in language teaching pedagogy in the LCTLs. In places where native speakers are recruited to teach their languages, most of them do not have the expertise to create quality multimedia materials, and seldom have the time needed to acquire the technological skill to create interactive materials for use in CDs or on the internet. Most LCTL instructors subsist on props assembled without much reflection of their pedagogical soundness or efficacy. Most teachers resort to the familiar territory of book, audio-cassettes and to a very small extent, video tapes. The project materials will be organized with a view to providing a balance between linguistic content and cultural content in a manner that coheres with other disciplines in university curriculums whose content deals with Africa.

The materials are also influenced by the vision of many language coordinators in Title VI (and aspiring Title VI) Centers around the country, which call for centralizing quality African language teaching resources for easy access and use. The project materials (website, interactive e-resources and books) will be designed with instructional needs in mind, as well as the need to satisfy exploratory needs of students. Moreover, authentic materials collected in one coherently designed internet site will enable learners to spend their time on learning rather than on searching for resources, as well as opening avenues for the integration of technology into the classroom. With the availability of materials proposed in this project, African language professionals will be able to discuss what constitutes quality language teaching materials. Such discussions will inevitably lead to evaluations of quality African language programs around the country with a view to improving weak programs and the general linguistic infrastructure and linguistic

expertise in the U.S. The use of project materials at different universities provides an excellent forum for the discussion of pedagogical approaches as well as software design issues through email notice boards and newsgroups.

6. PLAN OF OPERATION

We envision three key stages in the development of project ELIAS. The first milestone for the project is the creation of a portal and the formation of a directory of available e-resources for Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof. We will identify websites that can be used for beginning, intermediate, and advanced courses for each project language that have the potential for use in thematic projects, individualized study, and project-based learning. A language expert database (registry) will be established at the outset enabling interested and willing persons to register themselves, and their willingness to be contacted by users of ELIAS materials. As project ELIAS system design and development are taking place, content writers will be involved in updating existing resources and analyzing and selecting beginning, intermediate, and advanced elements for the construction of instructional units. The second stage of the project is populating of the website, making design improvements based on user feedback, editing, and bilingual translating of the instructional materials (African language and English). The third stage of the project is the audiovisual content development involving recording and transcribing video and audio and integrating it to the online materials for each of the languages. Sustained project evaluation from the outset to completion will test and assess the content management system, the usability of instructional materials, their technical quality, usage statistics, and usefulness to students and instructors etc.

Teacher guide. For each project language we will develop three teacher guides for each level (beginning, intermediate, and advanced). The guides will present the thematic instructional units,

offering ideas for classroom management, ideas for exercises, tasks, and projects aligned with the five Cs standards. The guide will include organizers and suggest grammar scaffolds of each level of language learning. Guidelines that cohere with the instructional units will be provided for use of textual and audiovisual material, peer interaction and reflection, language practice from sentence to paragraph to discourse levels of proficiency, listening, reading, writing, speaking, and literacy skills. The instructor guide will be available online as well as in hard copy to allow accessibility, printing and photocopying, collaborative teaching and discussion.

Learner Guides. For each project language, we will produce a learner's guide that provides suggestions on how to use project ELIAS instructional materials effectively, how to prepare for lessons, how to drill, how incorporate creative elements, and what to pay attention to in the course of learning. The guide will include organizers and suggest grammar and vocabulary practice for each level of language learning. Guidelines will include how to maximize internet use, the use of textual and audiovisual material, peer collaboration and reflection, and also how to improve proficiency in listening, reading, writing, speaking, and literacy skills.

The Plan of Operation through the project period is provided in Tables 5 to 8. Table 5 shows the management plan. Table 6 shows that in the first year of the grant we will concentrate on creating a portal for African language instruction and producing instructional materials for beginning level study for all project ELIAS languages. Table 7 indicates that in the second year of the grant we will concentrate on intermediate materials for project ELIAS languages.

Table 8 shows that in the final year of the grant we will produce 5 units of advanced materials for project ELIAS languages including enhancement resources.

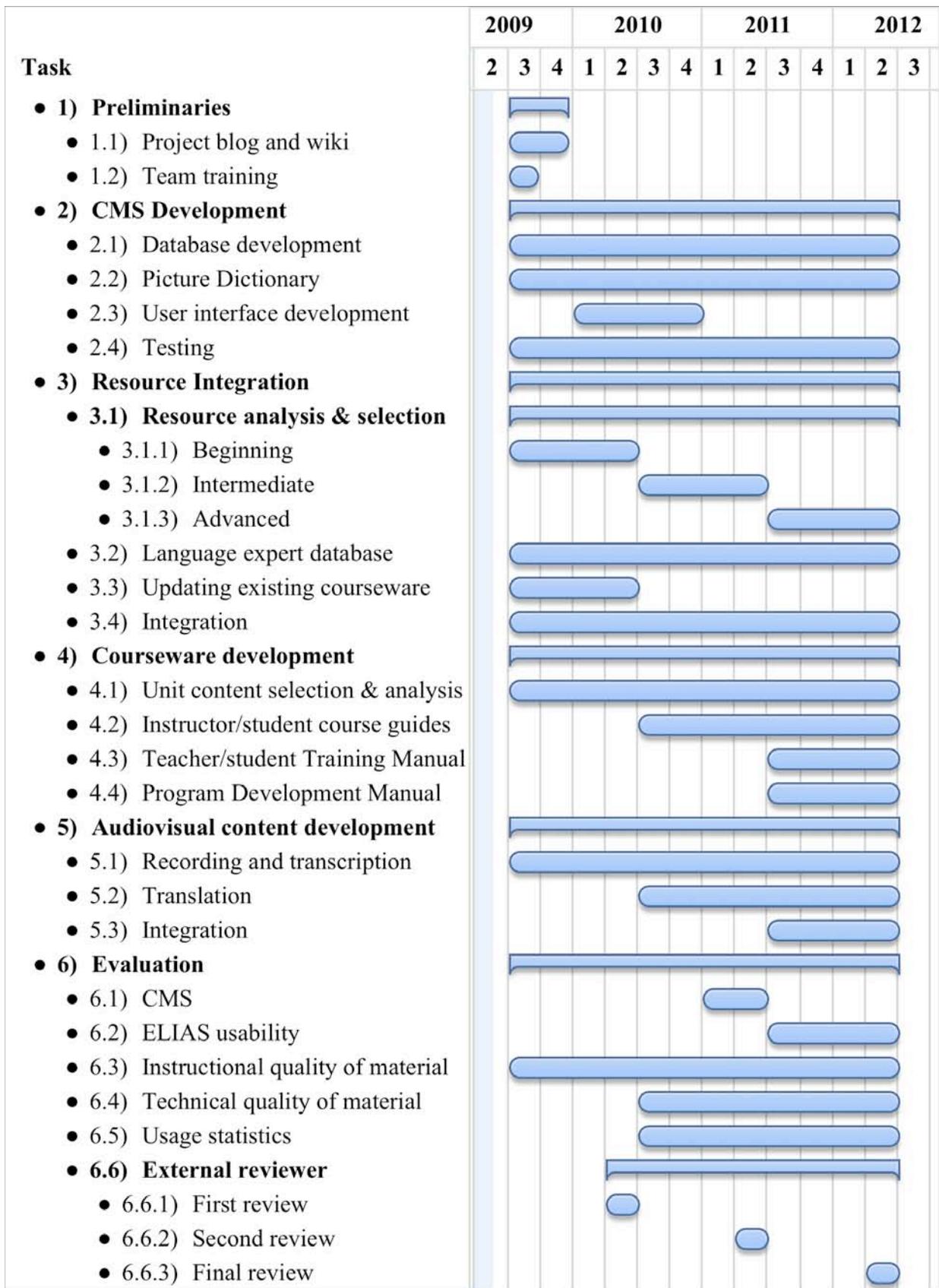


Table 6: Year 1: 2009-2010 Beginning Materials, Integration & Consolidating	
Summer	<ul style="list-style-type: none"> • Convene a board of content writers consisting of one instructor from each of the project languages. These will be the content editors • PI & technical specialist to embark on project ELIAS website design • Analyze and select content of African languages instructional units. • Update existing Somali, Akan, and Swahili materials (5 units for each) • Develop first year Amharic, Igbo, Pular, Wolof materials (5 units for each) • Construct an Instructor Guide for beginning Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Construct an Student Guide for beginning Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Identify content that can be appropriately shared across the languages. Word lists, images of cultural artifacts, general images, video clips, etc. This will encourage repurposing of content and cross-pollination between language learning/teaching resources. • Review student weekly reports from past semesters by Harvard students taking African language tutorials on what they say are the best experiences and the unpleasant experiences. • Open project ELIAS blog to discuss First Year instructional resources with instructors at Boston University, Rutgers University, and other interested faculty.
Fall	<ul style="list-style-type: none"> • Continue with Activities initiated in the Summer • Update existing Somali, Akan, and Swahili materials (5 units for each) • Develop first year Amharic, Igbo, Pular, Wolof materials (5 units for each) • Construct an Instructor Guide for beginning Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Construct a Student Guide for beginning Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Gather audiovisual resources for First Year language learning • Present the project ELIAS at the North Eastern Regional Conference of Programs in African Languages (NERCPAL) and the Consortium of African Language Study and Research
Spring	<ul style="list-style-type: none"> • Continue with unfinished activities from the Fall • Add the language specific pedagogical dictionary for project languages into the new system and provide links to other existing online dictionaries. • Make accessible complete units of first year materials for the project languages • Discuss and review blog comments from instructors about what they consider (from their teaching experience) to be elements of an ideal language learning activity, lesson, exercise, homework etc. • Study the online poll results and produce a report for the first year. • Study the comments generated from students and instructors of 1st Year materials at other institutions (Boston University and Rutgers University). • Internal and External evaluation of the project progress. • Review student weekly reports from past semesters by Harvard students taking African language tutorials before project ELIAS materials and compare them with after. Use the information to revise the materials appropriately.

Table 7. Year 6: 2010-2011 Intermediate Materials and User Feedback	
Summer	<ul style="list-style-type: none"> • Develop intermediate Akan, Amharic, Igbo, Pular, Somali, Swahili, and Wolof materials (5 units for each) • Identify content for the intermediate level that can be appropriately shared across the languages. Word lists, images of cultural artifacts, general images, video clips, etc. • Construct an Instructor Guide for intermediate Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Construct an Student Guide for intermediate Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Include Second Year instructional resources in the discussions on project ELIAS blog open to instructors at Boston University, Rutgers University, and other interested faculty.
Fall	<ul style="list-style-type: none"> • Continue with Activities initiated in the Summer • Develop intermediate Akan, Amharic, Igbo, Pular, Somali, Swahili, and Wolof materials (5 units for each) • Construct an Instructor Guide for intermediate Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Construct an Student Guide for intermediate Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Gather audiovisual resources for Intermediate level language learning • Study the online poll results for intermediate materials • Discuss and review blog comments from instructors about what they consider (from their teaching experience) to be elements of an ideal intermediate level language learning activity, lesson, exercise, homework etc. • Review student weekly reports from past semesters by Harvard students taking African language tutorials before project ELIAS materials and compare them with after. Use the information to revise the materials appropriately.
Spring	<ul style="list-style-type: none"> • Continue with unfinished activities from the Fall • Add intermediate level language specific pedagogical dictionary for project languages. • Make accessible complete units of intermediate level materials for the project languages • Study the comments generated from students and instructors of intermediate materials at other institutions (Boston University and Rutgers University). • Conduct internal and external evaluation of the project progress. • Review weekly reports of students at Harvard using ELIAS material in Amharic, Igbo, Pular, Somali, Akan (Twi-Fante), Swahili, and Wolof language courses, and make the necessary adjustments. • For Swahili: Compare student weekly reports on their learning before the implementation and use of ELIAS materials with weekly reports after using the new materials. • Study the online poll results and produce a report for beginning and intermediate materials • Internal and External evaluation of the project progress. • Present the project ELIAS at a national language teaching and learning conference such as African Language Teachers Association (ALTA), the National Council of Less Commonly Taught Languages (NCOLCTL)

Table 8.	Year 3: 2011-2012 Advanced Materials & Consolidation
Summer	<ul style="list-style-type: none"> • Develop Advanced Akan, Amharic, Igbo, Pular, Somali, Swahili, and Wolof materials (5 units for each) • Identify content for the Advanced level that can be appropriately shared across the languages. Word lists, images of cultural artifacts, general images, video clips, etc. • Construct an Instructor Guide for advanced Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Construct an Student Guide for advanced Amharic, Igbo, Pular, Wolof (for each of the 5 units in each language) • Include advanced (Third Year) instructional resources in the discussions on project ELIAS blog open to instructors at Boston University, Rutgers University, and everyone interested.
Fall	<ul style="list-style-type: none"> • Continue with Activities initiated in the Summer • Gather audiovisual resources for Advanced level language learning • Study the online poll results and produce a report • Discuss and review blog comments from instructors about what they consider (from their teaching experience) to be elements of an ideal advanced level language learning activity, lesson, exercise, homework etc. • Test the advanced materials at Boston University, and any other university offering the language courses in Akan, Amharic, Igbo, Pular, Somali, Swahili, and Wolof. • Review student weekly reports from past semesters by Harvard students taking African language tutorials before project ELIAS materials and compare them with after. Use the information to revise the materials appropriately.
Spring	<ul style="list-style-type: none"> • Complete or conclude the remaining elements of the project • Consolidate the data and write out a detailed report on project ELIAS, its malleability, its functionality and its contribution to learning, the role of technology in language learning and other matters pertaining to the project. • Study the online poll results and produce a report for all project ELIAS materials. • Internal and External evaluation of the project progress. • Complete drafts of three how-to monographs –one for instructors, another for students and a third on African language program building. <p>Present the project ELIAS at a national language teaching and learning conference such as African Language Teachers Association (ALTA), the National Council of Less Commonly Taught Languages (NCOLCTL)</p>

Equal Access: Project personnel are mainly people of African descent, including members of New England’s Amharic, Akan, Igbo, Pular, Somali, Swahili, and Wolof communities and people in their original homelands in Africa. We have an excellent racial mix of men and women of varying generations working in the project in the African Language Program at Harvard, the U.S and Africa. We will welcome, actively seek, and encourage members of underrepresented groups based on race, color, national origin, gender, age, or disability to join the project team. Members of racial and ethnic minority groups are expected to be beneficiaries both in the production and use of project ELIAS materials. The heritage African communities in the Greater Boston area will be an important resource in the development, testing

and evaluation of the ELIAS resources. Harvard is handicap-accessible and people with special needs are welcome and easily accommodated.

7. QUALITY OF PERSONNEL

Professor John M. Mugane (the PI) will dedicate 40% time to the project in the first year (during Sabbatical), 10% time in the second year and 10% time in final year of the Project. As the founding director of the Harvard African Language Program in the Department of African and African American Studies, Professor Mugane has been supervising the teaching of more than 15 languages a semester taken by about three hundred students every year –most of them undergraduates. Professor Mugane encounters first hand the challenges of training students and instructors teaching and learning languages with very few instructional resources. He also supervises the teaching of the almost-never-heard African languages such as –Oshikwanyama, Kinyarwanda, Chichewa, to name only a few. The Harvard Program is now by far the largest and most comprehensive of any African Language teaching unit in any institution of higher learning both in the US and the world. Professor Mugane has come up with the idea of enhanced language learning environments that maximize use of e-resources and internet technology. He has considerable knowledge in website creation and management dating back to his creation of African Language learning websites in 1998 at Stanford University. His pedagogical approaches have been able to weather the flux that attend internet technology today. His old websites located at <http://old.aramati.org> were in part funded by the US Department of education. His new site <http://www.aramati.org> is the current home of the pilot ELIAS project. A past President of the African Language Teachers Association (ALTA) and former member of the Board of Directors in the National Association of Self-Instructional Programs (NASILP), Professor Mugane is

highly conversant with language learning and acquisition research and is intimately aware of the needs of African language learners, teachers, and researchers.

Our project pedagogist is Dr. Charles Owu-Ewie who is both a linguist and an educationist and is currently the coordinator of the African, Middle Eastern and South Asian languages and literatures at Rutgers University. He brings to the project not only a PhD in Education but also years of experience teaching Twi and supervising African language instruction. He has taught Twi in Ghana and in the US in several institutions. Dr. Owu-Ewie will serve as our West African languages expert as well as the project expert on matters of pedagogy. He will set the example with Twi and work closely with content editors of West African language materials to produce sound pedagogical materials.

Professor Fallou Ngom will be the project's West African expert. He is Associate Professor of Anthropology and Director of the African Language Program in the African Studies Center at Boston University. A top authority on Ajami literatures, Professor Ngom knows the Arabic script, the African language, and the system of transcription. A polyglot, Professor Ngom will review Project ELIAS West African language materials –Igbo, Pular, and Wolof. Using the networks of the West Africans in the Greater Boston Area as well as the West African Research Association (WARA) & WARC (West African Research Center) in Dakar, Senegal, Professor Ngom will bring his considerable expertise to the ELIAS review process.

Professor Asani is a world renowned authority on Hindu and Muslim religions both in Africa and Asia. Born in Kenya, Professor Asani will be a crucial evaluator of the eastern African language materials. A professor of Hindi/Urdu, Professor Asani will assess ELIAS's potential for adaptability and enhancing quality of ELIAS materials. Associate Professor (Emeritus) John Hutchison will serve as an external evaluator of project ELIAS. Besides being a

professor in the African Studies Center at Boston University, for more than thirty years, Professor Hutchison has worked in various West African countries since 1965 and speaks Mandinka, Kanuri, and Hausa and is one of the nation's leading experts in West African languages and linguistics. As the present coordinator of the African Language Materials (ALMA) Project (<http://alma.matrix.msu.edu/>) that was established by WARA in 2000, Professor Hutchison will test ELIAS materials relative to the best practices in the field of language acquisition and learning.

8. BUDGET AND COST EFFECTIVENESS

The proposed budget is adequate to support the proposed project activities, and its costs are eminently reasonable in relation to the anticipated accomplishments of the work. The ELIAS project aims to build resources that provide comprehensive instruction across beginning, intermediate, and advanced levels of learning for rarely-taught African languages. The African Languages Program at Harvard University is distinguished by its ability to provide instruction in a broad range of African languages, including those with only a few hundred speakers. (By contrast, similar programs at other universities tend to offer only Swahili and perhaps one or two other widely spoken African languages). As envisioned, the proposed ELIAS project will not only facilitate the teaching and learning of languages such as Wolof, Amharic, Igbo, Pular, and Akan; it will also make it possible for other schools in far flung regions of the country to begin their own comprehensive programs of African language instruction.

The costs proposed in the budget all relate directly to either the creation of ELIAS pedagogical materials and/or its technological infrastructure. The project also leverages the robust resources of Harvard University to accomplish its goals.

9. EVALUATION PLAN

Project ELIAS will conduct assessment of the practicality and usefulness of the project courseware and environment. We will conduct ongoing assessment which will involve exploratory practice ((Allwright, 2003 and 2005) and participatory action research (Kemmis & McTaggart, 2005). Evaluation criteria will refer to current standards for language acquisition having to do with real life experiences of students and language coaches, including interpersonal, interpretive, and presentational functions.

Project ELIAS's evaluation plan will be both qualitative and quantitative, conducted in three forms –diagnostic, formative, and summative. We will collect and analyze the needs, beliefs, and experiences of 1-2 language coach and/or one instructor of beginning, intermediate, and advanced Amharic, Pular, Igbo, Somali, Swahili, Twi , and Wolof at Harvard University and Boston University (N = 7-14). We will also collect and analyze the needs, beliefs, and experiences of at least 3-5 students at every level –beginning, intermediate and/or advanced Amharic, Pular, Igbo, Somali, Swahili, Twi , and Wolof (N = 21-35 per level).

The diagnostic survey. The initial diagnostic survey will be conducted for the first year materials (see section 6?) The survey will consist of a series of questions related to the perceived needs of students and instructors, their preferences, fields of study, perception of quality of useful knowledge or materials, how to organize elementary, intermediate and advanced materials and input for the planned courseware content –objectives, cultural notes, vocabulary, language in context, grammar, reading, writing, listening, speaking practices, language learning tasks, exercises, and homework. The survey will be administered by the African Language Programs at Harvard and Boston University.

Ongoing, formative, qualitative evaluation. Since the content writers are also the language coaches of the African language programs of Harvard and Boston University, who at a minimum have been teaching their languages for the past three years, they will describe experiences, conduct qualitative evaluation and present them at the weekly teacher-training sessions conducted by the African language program at Harvard. Upon discussion and reflection revisions to the instructional materials will be undertaken. This evaluating-by-teaching approach to materials development is based on the desire to incorporate flexibility and personal empowerment that is a basic building-block for all learner-centered, teacher-facilitated instruction. We will gather data every quarter and write reports of experiences, suggestions, and revisions, both those that will be language-specific as well as the general ones. Rutgers University's Coordinator of African, Middle Eastern, and South Asian Languages, Dr. Charles Owu-Ewie and his students will externally evaluate project ELIAS courseware and digital learning environment.

Summative, qualitative, and quantitative evaluations

Quality of instructional materials and courseware components. A survey on the adequacy and quantity of courseware lessons, vocabulary, audiovisual components, exercises, activities (listening, speaking, reading, writing), tasks, frequently asked questions, will be distributed to collaborators at Boston University and Rutgers University who study or teach project ELIAS languages. The survey will contain a Likert scale of evaluations with allowance for qualitative comments on each part of the courseware and the learners and instructor guides.

Technical quality of material. Qualitative surveys will be available online for all pictures, sounds, and video footage utilized in the courseware. This will include questions on the display, accessibility, and usability of the multimedia components of project ELIAS.

Content writer-Instructor experience. For each project ELIAS language instructors who use the materials will produce a report evaluating their experience with the instructional materials in class and also online.

Student weekly reports. Students in courses using project ELIAS materials will be asked to write reports on the materials as part of the regular requirement that all students taking African languages submit weekly reports commenting on their learning experience.

Student evaluations of instruction. The weekly reports and course evaluations of students who were instructed with project ELIAS resources will be compared to the weekly reports and course evaluations of the students taught prior to the production of the materials (control group) and the results will be compared.

10. ADEQUACY OF RESOURCES

The greater Boston area has literally thousands of people who are native speakers of Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof. So far the Harvard African Language Program in the Department of African and African American Studies is offering courses in these and many other languages with educated native speakers serving as instructors (called language coaches). The courses have been very well received and we expect the proposed project to succeed in meeting the stated objectives.

A complex scalable database application will be the backbone of the content management system (CMS). The primary goal in the design of this CMS will be to maintain data integrity. To achieve this goal, we will employ a relational database management system (RDBMS) that will ensure the highest quality control of the content. The primary candidate for this application will be MySQL, an open source RDBMS which is the most popular database server on the internet with more than 11 million installations. The project will engage different communities in the

development of content and thus in addition to quality control, data integrity will influence the security of the system and hence its great importance.

A rich web application will interface users with the robust database application to facilitate easy configuration of complex options for a versatile language learning resource. The web application will enable robust management of the content by system administrators with little or no programming skills. The system design will leverage existing software technologies of building scalable database applications to accommodate the anticipated future growth of the project to include more languages and offer more resources.

Most of software applications we need are already available and at the university. These include Adobe Photoshop, Adobe Premier, Adobe Illustrator, Avid Cinema, AuthorWare, Cyber Studio, Quark Express, Movie Player and SoundEdit. We have some of the latest versions for most of these applications as well as a great deal of experience in using them. The Harvard Language Resource Center and the Instructional Computing Group (ICG) (<http://icg.harvard.edu/>) have highly qualified individuals who offer technical assistance to faculty undertaking any projects and ventures requiring technological skills.

11. DESCRIPTION OF FINAL FORMAT

Project ELIAS will produce easily printable online African language courseware consisting in the following quantities.

1. 10 units at the beginner's level Akan , Amharic, Igbo, Pular, Somali, Swahili, & Wolof.
2. 10 units for intermediate level Akan Amharic, Igbo, Pular, Somali, Swahili, & Wolof.
3. 5 units for the advanced level Akan Amharic, Igbo, Pular, Somali, Swahili, and Wolof.

The project will produce Internet-living easy to print guides for instructors and students **for** Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof.

The project will publish three monographs in both electronic form and hard copy. One will be about how teachers can best facilitate learning of languages with few instructional resources, another about the habits and discipline of successful foreign language learners intended for students. A third monograph will be discussing the best practices in the design, implementation, and execution of African Language programs –describing the experience of the African Language Program at Harvard. The monograph will offer guidelines and discussion of the fundamentals of program building, strengthening, and evaluation at U.S. universities and colleges.

12. PROVISIONS FOR PRETESTING AND REVISION

The project materials will be tested in regularly scheduled course offerings by the African Language Program at Harvard and will also be available to the Summer Cooperative African language Institute (SCALI) in the summer of 2010 and summer of 2011. Pretesting will be done in the Fall semester of 2009 and some retesting the following Spring. Since Akan (Twi-Fante), Amharic, Igbo, Pular, Somali, Swahili, and Wolof are being offered at Harvard University during the academic year, the project materials will be tested every week in the classroom during instruction. The project material will therefore be continually refined and revised as instructors, language coaches (tutors) and students use them. We expect to gather data from our other collaborators around the country who will be called upon to test ELIAS materials with their students. We will ask for comments and criticisms from faculty and students at other universities with a view to improving the Internet based materials.

SHENG Swahili materials will be created and used in tandem with regular advanced Swahili classes at Harvard University. The advanced Swahili students at Harvard University

are familiar with online Swahili resources in the university and will be able to provide feedback as to whether existing Swahili materials (www.aramati.org) articulate well with the SHENG materials. Arrangements will also be made to test portions of the SHENG materials at other universities.

We will undertake three phases of pretesting and revision. In the Fall of Year 1, the at least 2 units created in the Summer will be tested in the classroom in the Fall semester. The instructor report on the experience and comments from student weekly reports (mandatory for small group language courses in the African Language Program at Harvard) will be studied and discussed and the findings will serve as input to further development of course content for each ELIAS project language. The process will be repeated every semester in the life of the grant. In the first year pretesting and revision will be for beginning level language learning resources, in the second year the intermediate level and then the advanced level in the final year.

13. COMPETITIVE PRIORITY 1

Project ELIAS addresses competitive preference priority 1 specifying the development of specialized instructional or assessment materials focused on 6 out of 15 African languages that are mentioned in 78 languages selected list of less commonly taught languages.

Project Narrative

Other Narrative

Attachment 1:

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

Attachment 2:

Title: Pages: Uploaded File: **1238-ELIAS_Support_Letters.pdf**

Attachment 3:

Title: Pages: Uploaded File: **1239-ELIAS_Key_Members.doc**

CURRICULUM VITAE

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ADDRESS

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EDUCATION University of Arizona, Tucson (1997)
Ph.D., Linguistics, (African Linguistics, Morphology & Syntax)

Ohio University, Athens (1991)
M.A., Linguistics

Ohio University, Athens (1991)
M.A., International Affairs: African Studies

Kenyatta University, Nairobi (1987)
B.ED. (Hons.), Education, Linguistics, Swahili, and Literature

ACADEMIC EMPLOYMENT

Appointments 2006 – Professor of the Practice of African Languages and Cultures and Director of the African Language Program, Harvard University, Department of African and African American Studies.

Summer 2003 - Spring 2006: Senior Preceptor and Director of the African Language Program, Harvard University, Department of African and African American Studies.

Fall 1999 - Spring 2003: Assistant Professor, Department of Linguistics, Ohio University (Tenure Track).

1993 - Summer 1999: Lecturer in African Languages, Stanford University.

Summer Lectureships Summer 1999: Lecturer of Swahili. Summer Cooperative African Language Institute (SCALI), Yale University.

Summer 1997: Lecturer of Swahili, Summer Cooperative African Language Institute (SCALI), University of California, Los Angeles.

Summer 1995: Lecturer of Swahili, Summer Cooperative African Language Institute (SCALI), University of California, Berkeley.

Summer 1993: Instructor of Linguistics, University of Arizona.

Graduate Assistantships

Fall 1991 - Spring 1993: Graduate Teaching Assistant, Department of Linguistics, University of Arizona.

Summers 1990 and 1991: Instructor of Swahili, Department of Linguistics, Ohio University.

1989 – 1991: Teaching Assistant, Department of linguistics, Ohio University.

THESIS AND DISSERTATION COMMITTEES

Ph.D Oral Exam and Prospectus Committee, Carla Martin, Department of African and African American Studies, Harvard University.

Ph.D Dissertation Committee, Douglass Mpondi, Cultural Studies, School of Education, Ohio University (2003).

Ph.D Dissertation Committee, Lusike Wabuye, Instructional Technology, Education, Ohio University (2003).

MA Committee, Charles Owu-Ewie, Linguistics, Ohio University (2003).

MA Committee, Monica Marcos-Llinas, Linguistics, Ohio University (2002).

MA Committee, Jacob Larsen, Linguistics, Ohio University (2002).

AWARDS, SCHOLARSHIPS, AND GRANTS

The W.E.B Du Bois Series of African Language Grammars Grant **\$110,000**

The Clark Fund and The Cooke Fund (Fall 2003) \$6,000

The Clark Fund (Fall 2006) \$6,000

Harvard University Dean's Instructional Funds to prepare Language lessons for West African Languages – Igbo/Yoruba \$7,500

Principal Investigator: Languages of Africa's Islamic Regions Project: 2003–2006 Grant Number P017A030111 from the U.S. Department of Education International Research Studies (IRS) competition. \$517,000

Principal Investigator: SALAMA II Let's Investigate Swahili Project: 2000–2003 Grant Number P017A000011 from the U.S. Department of Education. \$340,000

Principal Investigator: SALAMA I Let's Learn Swahili Project
1996–1998 Major grant from The Consortium of Language Teaching and Learning to develop web-based language learning resources. **\$42,000**

1995 Grant from The Consortium of Language Teaching and Learning (Stanford University campus funds).

1995 BING Grant, providing seed money for the development of technology-based instructional materials.

1994 Berkeley-Stanford Joint Center of African Studies Grant for The African Vocabularies Project in order to work on a grammar of Gikuyu.

1998 The University of Melbourne, Melbourne, Australia, partial support to present paper at the WorldCALL conference.

1996 Award from the National Foreign Language Resource Center, University of Hawaii, Manoa.

1991–1994 Graduate Research Associate, University of Arizona, Tucson.

1991–1993 Teaching Assistantship, University of Arizona, Tucson.

1989–1991 Teaching Assistantship, Ohio University, Athens.

1988–1989 Tuition Scholarship, Ohio University, Athens.

ADMINISTRATIVE EXPERIENCE:

2003 – Present, Director, Harvard African Language Program

2004 - 06, Immediate Past President, African Language Teachers Association (ALTA).

2001 – 04, President, African Language Teachers Association (ALTA).

2001 – 04, Member, Executive Board, National Council of the Less Commonly Taught Languages (NCOLCTL).

1998 – 2001 President-elect, African Language Teachers Association (ALTA).

2000 – 02, Member, Board of Directors, The National Association of Self-Instructional Language Programs (NASILP) of the USA.

1999 – 2002 Member, Field Advisory Board, National African Language Resource Center (NALRC), University of Wisconsin, Madison.

1999 – present Member, Steering Committee, Annual Conference on African Linguistics (ACAL) of North America.

1998 – 2003: Web Editor for the African Language Teachers Association (ALTA).

1996– Present: Authoring Online instructional resources and Computer Assisted Language Learning site.

CONFERENCE ORGANIZING/SYMPOSIA

2004 Conference organizer and Chair: The 35th Annual Conference on African Linguistics (ACAL) held at Harvard University on April 01-03, 2004.

2002 Conference organizer and Chair: The 33rd Annual Conference on African Linguistics (ACAL) held at Ohio University on March 22–24, 2002.

2002 Conference organizer and Chair: The 6th Annual Conference of the African Language Teachers Association held at Ohio University on March 21–23, 2002.

2000 Co-leader of the *Materials Development and Evaluation Institute* held at the National African Language Resource Center (NALRC), University of Wisconsin-Madison on July 3–7, 2000.

Harvard University

Member, Committee on African Studies

Institutional Representative to the Governing Board: **Consortium of Language Teaching and Learning**

Member, Campus Consortium Committee

Ohio University

2001 – 03: Director, Critical Language Program (includes four African languages (Gikuyu, Somali, Siswati, Swahili), three South East Asian languages (Khmer, Thai, Vietnamese) and one Latin American language (Portuguese).

2000 – 01 Undergraduate Advisor, Department of Linguistics,

1999 – 03: Faculty Advisor, African Student Union (ASU)

1999 – 03: Language Coordinator for Title VI African Studies Center.

Stanford University

1995–1998: Instructor and host of the African Evening Forum, a graduate/ undergraduate seminar which was video-taped and occasionally televised by the Stanford Instructional Television Network.

African language coordinator for Title VI Center for the Joint Stanford/ Berkeley Center for African Studies at Stanford University.

Representing the Stanford African Studies Center in the African Studies Association and the National Language Coordinator's meeting.

Member of the Stanford African Studies group, working with the Stanford Communication Satellite Planning Center.

Guest Lecturer in classes teaching Africa-related issues.

Consultant to students working on Africa-related projects in other disciplines.

Consultant in the Stanford Human Genome project, a curriculum development initiative on genes, culture, and choice.

PUBLICATIONS

(Forthcoming, Indiana University Press). Language Practice And The Experience Of Madness In The African Context. In Emmanuel Akyeampong, Allan Hill and Arthur Kleinman, eds., *Culture, Mental Illness and Psychiatric Practice in Africa*.

(Forthcoming) *Learning How to Learn Languages: The Teaching & Learning of African Languages In Language and Linguistic Compass*, Blackwell Publishing.

(forthcoming) *The Story of Swahili*. Athens, Ohio University Press. 185 pages.

(Forthcoming) *Grammar of the Gikuyu Language*. In *W.E.B Du Bois Series of African Language*

Grammars. 600 pages.

2006 "Necrolinguistics: The Linguistically stranded" in *African Languages and Linguistics in Broad Perspective*. Cascadilla Press, Cambridge. 11 pages.

2006 With John Hutchison and Dee Worman. *African languages and Linguistics in Broad Perspective*. Cascadilla Press, Cambridge. 283 pages.

2005 'Necrolinguistics: Linguistic Death in Life.' State of the Discipline article in *The Du Bois Review Vol 2 No. 2 pp: 159-186* 27 pages.

2004 Editor –*Journal of African Language Teachers Association (JALTA)*, Vol. 5, Africa World Press. Trenton, New Jersey. 103 pages.

2003 "Linguistic Description: Typology and Representation of African Languages" in *Trends in African Linguistics*, Vol. 5, Africa World Press, Trenton, NJ. 335 pages.

2003 "Infinitive-Gerunds as Extrasequential Hybrid Constructions in Logooli" in *Linguistic Description: Typology and Representation of African Languages, Trends in African Linguistics*, Africa World Press, Trenton, NJ. 14 pages.

2003 "Hybrid Constructions in Gikuyu: Agentive Nominalizations and Infinitive Gerund Constructions" in *Nominals: Inside and Out*, Miriam Butt and Tracy Holloway King (eds.), CSLI Publications. 27 pages.

2001 Editor –*Journal of African Language Learning and Teaching (JALLT)* Vol.1, No. 1, (Guest Editor), Global Publications, Binghamton, NY. 120 pages.

2001 "Dealing out Sequentiality" in *Journal of African Language Learning and Teaching (JALLT)*, Vol.1, No. 1, Global Publications, Binghamton, New York. 18 pages.

2000 "The Recalcitrant Nature of the Bantu Verbal Morpheme –an-" in Gikuyu. *Linguistic Analysis*, Vol 29. 15 pages.

1999 *Tujifunze Kiswahili Let's Learn Swahili*, Aramati Digital Publications, Athens, Ohio. 299 pages.

1999 "Digital Arenas for the Development of Thought" in *World Computer Assisted Language Learning WorldCALL*, Swets and Zeitlinger, The Netherlands. 16 pages.

1998 "Gikuyu NP Morpho-Syntax" in *Language, History, and Linguistic Description in Africa: Trends in African Linguistics*, Vol. 2., Ian Maddieson and Thomas Hinnebusch (eds.), Africa World Press: Trenton, NJ. 12 pages.

1997 *A Paradigmatic Grammar of Gikuyu: Stanford Monographs on African Languages*, Will Leben (ed.), CSLI Publications, Stanford Univ. 180 pages.

1997 "Learning African Languages Utilizing Digital Technologies" in *Africa Today*, Vol. 44, No. 4., 417–437, Angeliq Hauerud, (ed), Lynne Rienner Publishers. 20 pages.

RESEARCH PAPERS AND REPORTS

Paper Presentations 2006 "Language and the Discourse of Madness" *African Psychiatry Workshop* Harvard University, December 14, 2006.

5

2005: 36th Annual Conference in African Linguistics (ACAL). "Interlading *ri* and *i* particles in Gikuyu. Georgia Southern University. March 31-April 03, 2005

December 12, 2004. *Hybrid Categories in Bantu*. Massachusetts Institute of Technology. Paper presented at the *Ling-Lunch Series*

2004: 35th Annual Conference in African Linguistics (ACAL). "Necrolinguistics" Harvard University. April 01-03, 2004

April 11, 2003 "The State of African Language Teaching and Learning in the USA," plenary paper at the 7th Annual Conference of the African Language Teachers Association (ALTA).

March 22, 2003 "Maximizing Internet Use in Advanced African Language Instruction," invited paper at conference on *Paths to Advanced Proficiency in the Less Commonly Taught Languages*, held at Yale University March 21--23, 2003.

2002 33rd Annual Conference on African Linguistics (ACAL), "Infinitive-Gerunds as Multiply Interspersed Hybrids in Gikuyu and Lacustrine Bantu Languages of Kenya, Ohio University, Athens, OH, March 21--23, 2002.

2002 Annual Conference of the National Council for Less Commonly Taught Languages (NCLTL), "CALL Curriculum for Language Teachers (with Marmo Soemarmo), Arlington, VA, April 12, 2002.

2001 32nd Annual Conference on African Linguistics (ACAL), "Aspectual Affixation within Gikuyu Adjectivalization Structures," University of California - Berkeley, March 23--25, 2001.

2001 5th Annual Conference of the African Language Teachers Association (ALTA), "Issues in Developing an African Language Textbook, " paper presentation, University of Wisconsin, Madison, April 26--28 2001.

2001 5th Annual Conference of the African Language Teachers Association (ALTA), panelist presentation, "Future Directions & Challenges: Where Do We Go From Here," University of Wisconsin, Madison. April 26--28 2001.

2001 28th Annual Conference of the National Association of Self-Instructional Language Programs (NASILP), paper presentation, "A Survey of African Language Teaching and Learning Resources," Arlington, Virginia, November 3, 2001.

2000 31st Annual Conference on African Linguistics (ACAL), "Split Categories in Gikuyu," Boston University, Boston, MA, March 22, 2000.

2000 4th Annual Conference of the African Language Teachers Association (ALTA), "Literacy in Foreign Language Learning Arenas: the SALAMA site for African Languages," paper presentation, University of Pennsylvania, April 2000.

2000 Annual Conference of the National Council for Less Commonly Taught Languages (NCLTL), "Learner Autonomy and Teacher-Facilitation: Swahili and the Internet," Washington, DC, May 7, 2000.

2000 Plenary Session Demonstration of the use of Swahili in online materials, Ohio, University. Washington, DC, May 7, 2000.

2000 International Studies Faculty Forum, invited address, "The Opportunities in Linguistic Diversity in Africa," Ohio University, Athens, OH, October 27, 2000.

2000 National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), "Learner Autonomy and Teacher-Facilitation: Swahili and the Internet," paper presentation, Washington DC, May 7, 2000.

1999 3rd Annual African Language Teacher's Association Conference, "Literacy in Foreign Language Learning Arenas: The SALAMA site for African Languages Learning," University of Pennsylvania, Philadelphia.

July 03, 1999 "Bantu Nominalizations and the Lexicon-Syntax Divide," key note address, The 30th Annual Conference on African Linguistics (ACAL). University of Illinois, Champaign-Urbana.

July 21, 1998 "Digital Arenas for the Development of Thought," talk given at the first World Computer Assisted Language Learning WorldCALL, University of Melbourne, Melbourne Australia.

1998 "Digital Technologies in Language Teaching and Learning," presentation, Boston University, February 12, 1998.

1997 Berkeley Language Center Conference, "Episode-Generated Instruction, Digital Technologies and Foreign Language Pedagogy: New Tools and New Paradigms."

1997 1st Annual African Language Teacher's Association Conference, "Dealing Out Sequentiality in Language Teaching and Learning," University of Wisconsin, Madison, April 10–13, 1997.

1997 "Bantu Nominalization Structures," Ph.D dissertation, University of Arizona.

1996–1997 Multimedia electronic (CD-ROM, Video, and Web) materials development for *Teaching and Learning about African Language, Culture, and Environment*.

1996 Language Lab Workshop Series Nuts and Bolts, "Episode-Generated Language Curriculum: Moving from Tradition to Innovation," paper presentation, Stanford University, November 21, 1996.

1996 Annual Conference on African Linguistics, "The Reciprocal In Gikuyu," paper presentation, University of Florida, Gainesville.

1996 Symposium on New Technologies and Less Commonly Taught Languages, "Computer-Mediated Swahili Language Instruction," presentation at the National Foreign Language Resource Center, University of Hawaii, Manoa.

1996 "Teaching with Technology about African Language, Culture, and World View," multimedia presentation at the African Studies Association: African Language Teachers' Association Session, Orlando, Florida.

1995 Berkeley-Stanford African Studies Spring Conference, "Language and Democracy in Sub Saharan Africa," (Mugane, J and Bodomo, A.), paper presentation, Stanford University.

1995 "Language and Development in Sub-Saharan Africa: The Case of Ghana and Kenya" (Bodomo, A and Mugane, J.), presentation, Sociorap Meeting, Stanford University.

1994 "The Linguistic Crises and Challenges in Sub-Saharan Africa," paper presentation, Africa Table, Stanford University.

1994 25th Annual Conference on African Linguistics, "The Interpretation of Temporal Reference in Swahili Compound Tense Constructions," paper presentation, Rutgers University, New Brunswick.

1993 24th Annual Conference on African Linguistics, "On Nasal Assimilation in Gikuyu," paper

presentation, Ohio State University, Columbus.

1993 24th Annual Conference on African Linguistics, "Aperture Geometry, Feature Cooccurrence, and Meinhof's Law in Gikuyu" (Mugane, J.M. and Chip Gerfen), paper presentation, Ohio State University, Columbus.

1991 "Syntax and the Theory of Change in Grammatical Functions" (Mugane, J.M. Gikuyu), MA thesis presentation, Ohio University.

1990 21st Annual Conference on African Linguistics, "Tone Displacement in Kisukuma and Kinyamwezi" (Miner, E., Mugane, J.M. and Mutonyi, N.), paper presentation, University of Georgia, Athens.

TEACHING EXPERIENCE

-Introduction to African Languages and Cultures (Harvard University 2003 – Present)

-Introduction to Linguistics (University of Arizona 1991-1993)

-Language and Society (University of Arizona 1991-1993)

-Graduate Seminar on Linguistic Human Rights (Ohio University 2000-03)

-Linguistic Field Methods (Ohio University, 2002-03)

-Beginning Swahili (Stanford, UCLA, UC-Berkeley, Ohio Univ., Harvard)

-Intermediate Swahili (Stanford, Yale, UCLA, Ohio Univ., Harvard)

-Advanced Swahili (Stanford, Ohio Univ., Harvard)

Beginning Gikuyu (Ohio University, Harvard)

Intermediate/advanced Gikuyu (Harvard)

Language Teacher Training

2003-Present: **Harvard University:** Training & supervising instructors of Amharic, Bamana, Cape Verdean Creole, Gikuyu, Hausa, Igbo, Kamba, Kikongo, Sierra Leonean Krio, Kinyarwanda, Luganda, Malagasi, Oromo, Oshikwanyama, Rutooro, Shona, Sotho, Sudanese Arabic, Swahili, Twi, Xhosa, Yoruba, Zulu.

2002-03: **Ohio University:** Critical Language Practicum: Pedagogical approaches to enhancing self-instruction of eight non-kindred critical languages (credit course for teaching assistant, tutors/language coaches).

1999-03: **Ohio University:** Language Teacher training for: Gikuyu, Siswati, Swahili, Somali South East Asian Languages: Khmer, Thai, Vietnamese
Latin American Languages: Brazilian Portuguese

Seminar on Africa: The African Evening Forum, (Stanford University, 1996-1999).

Manuscript Reviews

Linguistics of Liberation: Review of Sifre Makoni, Geneva Smitherman, Arnetha F. Ball, Arthur K. Spears (2003). *Black Linguistics: Language, Society, and Politics in Africa and the Americas*. Routledge, London & New York.

Kiswahili Chenye Uhakika: New Swahili Textbook for Study Abroad Students in Africa.

"Word Order and Ambiguity in Bidirectional OT," *Natural Language and Linguistic Theory (NLLT)*.

"On WH-Operators in Bafut Studies," *African Linguistics (SAL)*.

"Case Movement in a SOV Language, Evidence from Nubian (Fadikki)," *Current Trends in African Linguistics*, Eyamba Bokamba (Editor), Africa World Press.

"On the Properties of Emai's Khoi Copula Construction," *Current Trends in African Linguistics*, Eyamba Bokamba (Editor), Africa World Press.

"Inalienable Possession in Baule and Its Neighbors," *Current Trends in African Linguistics*, Eyamba Bokamba (Editor), Africa World Press.

"The Locative Forms e, nie, and entie in Luo," *Current Trends in African Linguistics*, Eyamba Bokamba (Editor), Africa World Press.

"Students of Arabic at the University of Wisconsin," *Journal of the African Language Teachers Association*, (JALTA Volume 3) Lioba Moshi (Editor), Global Publications, Binghamton.

PROFESSIONAL AFFILIATIONS

African Studies Association (ASA).

African Language Teachers Association (ALTA).

North Eastern Regional Consortium of Programs in African Languages (NERCPAL).

Linguistic Society of America (LSA).

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Associate Professor of Anthropology,
Director of the African Language Program,
African Studies Center
Boston University
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Boston, MA 02215
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EDUCATION

- Ph.D. French Linguistics, University of Illinois at Urbana-Champaign, 2002
- M.A: French Linguistics, University of Montana, 1996-97
- Maîtrise d'anglais: Grammaire et Linguistique, Université Gaston Berger de Saint-Louis (Sénégal), 1996
- Licence d'anglais: Grammaire et Linguistique, Université Gaston Berger de Saint-Louis (Sénégal), 1994
- DEUG d'anglais: Université Gaston Berger de Saint-Louis (Sénégal), 1993

PROFESSIONAL EMPLOYMENT

- Appointed as Associate Professor of Anthropology & Director of the African Language Program in the African Studies Center, January 4, 2008 to present.
- Fulbright Scholar for Lecturing/Research, Université Gaston Berger de Saint-Louis, Senegal (West Africa), October 2007 to July 2008.
- Associate Professor of French & Linguistics, with Tenure, Western Washington University, from Fall 2007 to January 2008.
- Assistant Professor of French & Linguistics, Western Washington University, Fall 2002 to Winter 2007.
- Supervising Teaching Assistant, University of Illinois at Urbana-Champaign, 2001-2002
- Graduate Teaching Assistant of Wolof and French, University of Illinois at Urbana-Champaign, 1997-2001
- Graduate Teaching Assistant of French, University of Montana, 1996-1997

PUBLICATIONS

Published Books

1. Ngom, Fallou. (2006). *Lexical Borrowings as Sociolinguistic Variables in Saint-Louis, Senegal*. Lincom Europa Academic Publishers: Studies in Sociolinguistics 05. Germany: Munich. ISBN: 3895863548. (Pages: 198).

2. Ngom, Fallou. (2003). *Wolof (Linguistic Description)*. Lincom Europa Academic Publishers: Languages of the World/Materials, No. 333. Germany: Munich. ISBN 389586 8450. (Pages: 111).
3. Ngom, Fallou. (2000). *Phonetic and Phonological Description of Mandinkakanj as spoken in Ziguinchor*. Lincom Europa Academic Publishers: Studies in African Linguistics. Germany: Munich. ISBN 3895869473. (Pages: 82).

Books in Progress:

4. *Oral and Written Expressions of African Cultures*. Edited Volume. Fallou Ngom, Toyin Falola, editors (Carolina Academic Press, Under contract).
5. *Facts, Fiction, and African Creative Imaginations*. Edited Volume. Fallou Ngom & Toyin Falola, editors (Routledge, Under contract).

Published peer-reviewed journal articles

6. **Invited:** “Loanwords in the Senegalese speech community: Their linguistic features and sociolinguistic significance,” in Language, communication and information, Tome 1, 2006, p.103-113.
7. **Peer-reviewed:** “Les Implications sociolinguistiques des emprunts du wolof au français, ” in SAFARA: Revue Internationale de Langues, Littératures et Cultures, 2005, 147-164.
8. **Peer-reviewed:** “Language and Ethnic Identity in the Senegalese Speech Community,” in International Journal of the Sociology of Language, Issue 170, 2004, p.95-111.
9. **Peer-reviewed:** “The Social Status of Arabic, French and English in the Senegalese Speech Community,” in Language Variation and Change, Vol. 15, 2003, p. 351-368.
10. **Peer-reviewed:** “Linguistic Resistance in the Murid Community in Senegal,” in Journal of Multilingual and Multicultural Development, Vol. 23, No. 3, 2002, p.214-226.
11. **Peer-reviewed:** “Linguistic Borrowing as Evidence of the Social History of the Senegalese Speech Community,” in International Journal of the Sociology of Language, Vol. 158, 2002. p.37-51.
12. **Peer-reviewed :** “Les variables sociolinguistiques dans le journal satirique sénégalais: le Cafard Libéré,” in The French Review, Vol. 75, No. 5, 2002, p. 914-924.
13. **Peer-reviewed:** “Sociolinguistic Motivations of Lexical Borrowings in Senegal,” in Studies in The Linguistic Sciences, Vol. 30, No. 2, 2000, p. 159-172.
14. **Peer-reviewed:** “Sociolinguistic Profile of the Senegalese Speech Community,” in Studies in The Linguistic Sciences, Vol. 29, No. 1, 1999, p. 131-146.

Forthcoming peer-reviewed journal articles

15. **Peer-reviewed:** “Ajami Scripts in the Senegalese Speech Community,” Journal of Arabic & Islamic Studies (Edinburgh University press, in print).

Articles under review for publication:

16. **Peer-reviewed:** “Ahmadu Bamba's Pedagogy and the Development of Ajami Literature,” African studies Review,(forthcoming).

Peer-reviewed book chapters:

17. **Peer-reviewed:** “Popular Culture in Senegal: Blending the Secular and the Religious,” accepted for publication in Africa and the Politics of Popular Culture. Toyin Falola and Augustine Agwuele, editors. (Forthcoming).
18. **Peer-reviewed:** “Forensic Language Analysis in Asylum Applications of African Refugees: Challenges & Promises,” Migrations and Creative Expressions in Africa and the African Diaspora. Edited by Toyin Falola, Niyi Afolabi, & Aderonke A. Adesanya. Carolina Academic Press, 2008.
19. **Peer-reviewed:** “Linguistic and Sociocultural Hybridization in Senegalese Urban Spaces,” in Urbanization & African Cultures, Toyin Falola and Steve Salm, editors. Carolina Academic Press, Durham, North Carolina, 2005, p. 279-294.
20. **Peer-reviewed:** “Lexical Borrowings as Pathways to Senegal’s Past and Present,” in Africanizing Knowledge: African Studies Across the Disciplines, Toyin Falola and Christian Jennings, editors. Transaction Press, Rutgers University, New Brunswick, New Jersey, 2002, p. 125-147.

CHARLES OWU-EWIE (PhD)

HARVARD UNIVERSITY
AFRICAN AND AFRICAN AMERICAN STUDIES DEPARTMENT
12 QUINCY STREET
CAMBRIDGE, MA 02138
owuewie@fas.harvard.edu
617-496-0864

Institutions Attended

- 2001- 2008 Ohio University, Athens, Ohio, United States.
- 1994-1997 University College of Education, Winneba (Ghana)
- 1989-1992 School of Ghana Languages, Ajumako, Ghana.
- 1979-1982 Komenda Teacher Training College, Ghana.
- 1974-1979 Royal Commercial Secondary School, Ghana.

Honors & Certificates

- 2008 *PhD. Teacher Education* (Curriculum and Instruction).
- 2003 *M.A. Applied Linguistics* (Teaching English as a Second Language)
- 1997 *B.ED Akan (1ST Class)* (Ranked 2nd in the Department of Ghanaian Languages)
- 1992 *Diploma Akan (2ND Class upper)*
- 1982 *TR'S Cert, 'A' 3YR Post-Secondary*
- 1979 *G.C.E. 'O' Level (Grade II)*

Professional/Teaching Experience

- 2009 – Coordinator, African, Middle Eastern, and South Asian Language Program. Rutgers University.
- 2008/2009 African Languages Preceptor African and African America Studies Department, Harvard University, Cambridge, MA.
- 2007/2008 Akan Language Instructor African and African America Studies Department, Harvard University, Cambridge, MA.
- Summer 2007 and 2008 Twi language instructor, Summer Cooperative African Language Institute (SCALI), University of Illinois, Urbana-Champaign
- 2006/2007 African Language Teaching Fellow, African Studies, Ohio University, Athens.
- Summer 2005/2006 Twi language instructor, Summer Cooperative African Language Institute (SCALI), Indiana University, Bloomington
- 2005/2006 Less Commonly Taught Languages coordinator and instructor, Ohio University, Athens
- Summer 2005 Twi language instructor, Summer Cooperative African Language Institute (SCALI), Indiana University, Bloomington.
- Summer 2003 & 2004 Twi language instructor, Summer Cooperative African Language Institute (SCALI), Ohio University, Athens, OH.
- 2003-2004 Less Commonly Taught Language instructor, Ohio University, Athens, OH.

- Summer 2002 Twi language instructor, Summer Cooperative African Language Institute (SCALI), Michigan State University, East Lansing.
- 1997-2001 University College of Education, Winneba, (Ghana) Teaching Assistant, Department of Ghanaian Languages Education.
- 1992-1994 Language Teacher, Komenda Teacher Training College (Ghana)
- 1982-1987 Teacher, Annto/Aboso Junior Secondary School, Ghana.

Seminars/Workshops Attended

- Jan. 11-13/Jan 31-Feb. 1 *ILR/OPI Tester Training (Phases 1&2)*, American Council on the Teaching of Foreign Languages. White Plains, NY.
- May 20-27, 2007 *Workshop on Foreign Language Standards/Curriculum development and evaluation for African Languages*. University of Wisconsin, Madison.
- May 3-4, 2007 *Workshop on African languages materials development*, Columbia University, New York.
- June 15-16, 2006 *Workshop on standards and its implication for the classroom*, Indiana University, Bloomington.
- April 27, 2006 *Assessment in Less Commonly Taught Languages*, University of Wisconsin, Madison.
- March 30-April 1, 2006 *Workshop for teachers of Less-Commonly Taught Languages*, Indiana University, Bloomington.
- June 2003 *National African Language Resource Center Summer Institute (NARLC)*. University of Wisconsin, Madison.
- March 2002 *Fulbright Scholars Conference*, Denver, Colorado.
- July 2000 *Research proposal writing workshop*, University College of Education, Winneba, Ghana.
- September 1999 *University Assessment workshop*, University College of Education, Winneba, Ghana.
- November 1994 *Teacher Training College Ghanaian Language Syllabus Review Workshop*, University of Cape Coast, Ghana.
- August 1993 *Akan Orthography standardization*, St. Louis Teacher Training College, Kumasi, Ghana.

Academic Awards:

- 2006/2007 African Language Teaching Fellow Award, African Studies Department, Ohio University, Athens.
- 2002-2006 Tuition waiver, stipend, African Studies Department, Ohio University, Athens.
- 2001-2003 Fulbright Scholarship, Institute of International Education (IIE), US.
- 1997-2001 Graduate Assistant, University College of Education, Winneba, Ghana.
- 1996 Academic merit award, University College of Education, Winneba, Ghana.
- 1991-1992 Academic merit award, School of Languages, Ajumako, Ghana.

Conference Presentations

- April 2008 *Teaching language through culture: A course for Advanced Akan Learners*, 12th Annual Conference of African Languages Teachers Association. University of Wisconsin, Madison.

- May 2006 *Krashen's Monitor Model and its implications to African language teaching, 9th Annual international NCOLCTL Conference, University of Wisconsin, Madison.*
- March 2006 *The language policy of education in Ghana: Constraints and the way forward, 10th Annual Conference of African Language Teachers Association (ALTA), Rutgers University, New Brunswick, NJ.*
- July 2005 *Articulating an Alternative Language Policy of Education for Ghana (Paper presented at Indiana University, Bloomington at the Summer Cooperative African Language Institute (SCALI))*
- April 2004 *Verbal/nominal affixation and vowel harmony in Akan (paper presented at the bi-weekly colloquium of the Department of Linguistics Ohio University)*
- April 2004 *The language policy of education in Ghana: A critical analysis of the English only language policy, 35th Annual Conference on African Linguistics – Harvard University, Cambridge, Boston.*
- May 2003 *The Multilingual Classroom: A Challenge to Bilingual Education in Ghana, 4th International Seminar on Bilingual Education, Arizona State University, Tampere.*
- March 2002 *Bilingual Education and the multilingual Classroom: The Ghanaian Experience, 33rd African languages conference at Ohio University, Athens.*
- 2002 *Borrowing and Adaption in Education: The Language Experience in Ghana (Paper presented at College of Education, Ohio University, Athens).*

Publications

- Owu-Ewie, C. (2008). The language policy of education in Ghana: constraints and the way forward. *JALTA*, 9. (in press)
- Owu-Ewie, C. (2007). Enhancing the thinking skills of pre-service teachers in Ghana: the case of Komenda Teacher Training College. *The African Symposium*, 2 (7). Pp. 40-47.
- Owu-Ewie, C. (2006). The language policy of education in Ghana: A critical look at the English-only language policy of education. In selected proceedings of the *35th Annual Conference on African Linguistics*, eds. J. Mugane. et. al. 78-84. Somerville, MA: Casacadilla Proceedings Project. www.lingref.com

Professional Organizations- Membership:

- Ghanaian Language Teachers' Association – Ghana.
- University Teachers Association of Ghana (UTAG) - Ghana
- African Language Teachers Association (ALTA), USA.
- National Conference of Less Commonly Taught Languages, USA.

Extra Curricular Activities:

- 2004 Planning Committee Member, Summer Cooperative African Languages Institute, Ohio University, Athens.
- 2002 President, *African Students Union*, Ohio University, Athens, OH.
- 1998-2001 Assemblyman (City council member), *Shama-Ahanta East Metropolitan Assembly*, Sekondi-Takoradi, Ghana.

- 1998-2001 **Shama**-*Ahanta East Metropolitan Assembly Education Sub-committee member*, Sekondi-Takoradi, Ghana.
- 1998-2001 *Shama-Ahanta East Metropolitan Assembly Social Services Sub-committee member.*, Sekondi-Takoradi, Ghana.

References:

- Dr. Scott Jarvis, Ohio University, Department of Linguistics, 383 Gordy Hall, Athens, OH 45701, USA. jarvis@ohio.edu
- Dr. David Bower, Ohio University, Department of Teacher Education, McCracken Hall, Athens, OH 45701. bowerd@ohio.edu
- Professor John Mugane, Harvard University, Department of African and African American Studies Department, 12 Quincy Street, Cambridge MA 02138. mugane@fas.harvard.edu
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April 17, 2009

Dear Evaluation Committee:

I am very pleased to write this letter in support of Professor John Mugane's **Enhanced Language Instruction for African Studies (ELIAS)** project application for the development of the first generation of instructional materials that will actually the needs for the 21st century African language students and instructors in this country.

Clearly, the major challenge of African language programs in this country today is the paucity of teaching materials with adequate language and cultural content to train students to be able to function in both rural and urban settings in Africa. Contrary to European languages, African language instructional materials lack adequate suggestions and tips for teachers and students on best ways to learn and acquire African languages. Dr. Mugane's exciting project **ELIAS** will address this gap.

Drawing on the best practices on African language instruction and other foreign languages in the country over the last 50 years, Professor John Mugane proposes to 1) develop 10 innovative instructional units for beginning and intermediate levels of Igbo, Wolof, Twi, Amharic, Somali, and Swahili, and 5 units for advanced levels in these languages. The **ELIAS** instructional materials will contain, among other items, useful pedagogical tips and suggestions for instructors and language coaches. These materials will be the first of their kinds in African language instruction in this country. They will equally provide language learners with best approaches and tips to effectively learn and acquire the material based upon students' own success stories and difficulties.

The Boston University African Language Program is very excited about project **ELIAS** and looks forward to collaborating with Professor Mugane in the development, testing and evaluation of these unique and most needed African language materials that will clearly transform African language instruction in this country and greatly enhance our national capacity to train effectively students in Less Commonly Taught African languages for this decade and beyond. Should you have any questions, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Fallou Ngom", written over a horizontal line.

Fallou Ngom, Ph.D.
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18 April 2009

To whom it may concern:

As an experienced member of the African language teaching community, and as one who has written a wide range of African language teaching materials, I am writing this letter to endorse and support the proposal by Prof. Mugane et al of Harvard University's Department of African and African American Studies for the development of comprehensive learner-centered materials in his "coherent approach" framework, in a number of critical languages. Mugane's vision is based on his own teaching and materials development experience, as well as his now significant experience coordinating the most important African language instruction program in the country, which was begun at the time of his arrival at Harvard in 2003. As a pioneer in the application of technology to African language instruction in the US, Mugane is uniquely qualified to take on this work.

The breadth of his experience bears witness to his ability to do what he is proposing to do – immersion, technology-rich, functional and coherent, culture rich – these are a few ways to describe what he is proposing. I have taught at Harvard in his African language program for several years and have witnessed the evolution of his ideas. The growth of the program has been fastidiously documented and it has reached the level of offering 19 languages, some at several levels, in 2009. Clearly he will bring this rich archive of documentation to bear on this project. Further, the Harvard program has shown the importance of serving both heritage and non-heritage constituencies in our enrollments.

I strongly support his application, which goes beyond simply developing some teaching materials for a few languages. The African language instruction community will benefit greatly from the realization of this important project.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "John P. Hutchison".

John P. Hutchison
Professor Emeritus of African Languages & Linguistics
Boston University African Studies Center

11 April 2009

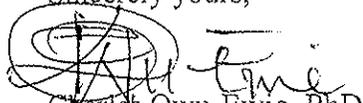
To whom it may concern:

As coordinator of African, Middle East, and South Asian Languages and Literatures (AMESALL) at The State University of New Jersey (Rutgers), New Brunswick, I am writing this letter in support of the application by Prof. Mugane of Harvard University's Department of African and African American Studies proposed Enhanced Language Instruction for African Studies (ELIAS) project.

We are especially interested in the indigenous West African languages. I intend to assist Prof. Mugane in designing, developing and testing of Twi courseware and I am prepared to evaluate materials for the other languages mentioned in the project.

I strongly endorse support for this important project as it will be of great benefit to the Rutgers University program in African languages. The project will also result in important publication available in print and on digital space. AMESALL is prepared to collaborate with Prof. Mugane's project in terms of the West African, the East African, and Horn of Africa materials development.

Sincerely yours,



Charles Owu-Ewie, PhD

AMESALL Coordinator

Key Team Members

John M. Mugane, (Professor, African Languages and Cultures, Ph.D., Harvard University) will serve as principal investigator and team leader for project ELIAS course development, project web design, and content development. Prof. Mugane will be responsible for quality control at each stage of the project ensuring that project activities are kept on schedule. Professor Mugane will be the project's linguist. He will also serve as the primary content writer for Swahili.

Charles Owu-Ewie, (Coordinator African, Middle Eastern, South Asian Languages Program, Ph.D., Rutgers University) will be the project pedagogist. He will ensure the soundness of instructional approaches and methodologies for project ELIAS. Dr. Owu-Ewie will also test and evaluate project materials in the relevant African language course offerings at Rutgers University throughout the grant period. Dr. Owu-Ewie will assist in writing reports on qualitative and quantitative information on the project. He will serve as the content writer for Akan (Twi-Fante).

Fallou Ngom, (Associate Professor of Anthropology, Ph.D., Boston University) will be the project's cultural expert. Professor Ngom will ensure quality of all West African language materials and test project ELIAS materials in the Boston University course offerings. Professor Ngom will produce reports on testing and evaluating project materials. He will be the Project's anthropologist and the content supervisor for Wolof and Pular.

Ali Asani, (Professor of Religion, Ph.D., Harvard University), will assess ELIAS's potential for adaptability and enhancing quality of ELIAS materials for other languages. Professor Asani will also assist in Swahili materials development.

John Hutchison, (Associate Professor (Emeritus), Ph.D., Boston University), will be an external evaluator of project ELIAS. Professor Hutchison will test ELIAS materials relative to the best practices in the field of language acquisition and learning and write reports for use to improve ELIAS resources as they are being built.

Idil A. Abubakar, (Somali Language Coach, Harvard University, Masters Degree) will serve as the content writer for Somali.

Lamine Diallo, (Wolof/Pular Language Coach, at Harvard University, Masters Degree) will serve as the content writer for Wolof and Pular.

Telahun Gebrehiwot, (Amharic Language Coach, Harvard University, Ph.D. Degree) will serve as the content writer for Amharic.

Neka Agba (Igbo Language Coach, Harvard University, B.A/L.L.B. Degrees) will serve as the content writer for Igbo.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-ELIAS_Budget_Narrative.doc**

Attachment 2:

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

Budget Narrative: Enhanced Language Instruction for African Studies (ELIAS)
Project Period: July 1, 2009 – June 31, 2012

PERSONNEL

Principal Investigator – Two months summer salary, plus fringe, is requested to support the work of the Principal Investigator in each year of the project. The Principal Investigator will: head the editorial and design team associated with the project; act as project linguist directing the representation of linguistic information; act as the principal data analyst for the information gathered from user comments, student reports, forums, and wikis; initiate blog discussions on various aspects of the Enhanced Language Instruction for African Studies (ELIAS) project; and assign duties and generally oversee all work performed by the project personnel.

In addition to summer months, the Principal Investigator will devote the time and effort necessary to move the project forward throughout the academic year. (The full academic year salaries are paid to members of the Faculty of Arts and Sciences with the understanding that they will ordinarily teach and conduct research freely and flexibly during this time period).

Fringe is calculated at Harvard's federally negotiated faculty rates of 24.8% (FY10); 26.2% (FY11); and 26.6% (FY12) across the life of the project. Salary is increased by 4% annually.

Project Coordinator – Salary support, plus fringe, is requested to support the work of a Project Coordinator at .3FTE in all project years. A Project Coordinator is required to manage the day-to-day work associated with the proposed endeavor's many moving pieces and contributors, including overseeing scheduling of content development and evaluation; the production of quarterly and annual reports; and the administration of the day-to-day workings of the project.

Fringe is calculated at Harvard's federally negotiated faculty rates of 40.0% (FY10); 41.7% (FY11); and 42.2% (FY12) across the life of the project. Salary is increased by 4% annually.

Graduate Student Research Assistant(s) – Salary support for graduate student research assistant(s) is requested at \$18 per hour for an estimated total of 15 hours per week for 30 hours per week per project year. The primary charge of graduate student research assistant(s) will be to compile comprehensive instruction manuals that will complement and enhance ELIAS on-line language learning units. Work directly with the Content Manager on tasks such as populating the database and preparing content for internet use. He/she will be closely involved with and learn from his/her involvement in the ELIAS.

No fringe is requested on graduate student salaries.

PLEASE NOTE: All other project personnel will be hired on a contract basis. Their respective roles and related budget requests are described in the “OTHER” section of the budget justification.

TRAVEL

Support for travel to conferences and workshops (by project personnel) and to Harvard (by external evaluators) is requested in the amount of **\$3,500** per year in each year of the project.

EQUIPMENT

NOT APPLICABLE

MATERIALS AND SUPPLIES

Support in the amount of \$5,500 – yr 1, \$4,500 – yr 2 and \$4,500 – Yr 3 is requested of the project for materials and supplies related to audio-visual recording, postage, and the preparation of camera-ready copies of project manuscripts for desktop publishing. Additional printer/publisher costs are estimated at 7,000 for year 2 and \$14,000 for year 2 of the project.

OTHER

Database Manager– Support is requested for a Database Manager, to be paid at a rate of \$85 per hour for an estimated total of 350 hours per year of the project. The work of the Database Manager will be critical to achieving the goals of the project. The Database Manager will act as the ELIAS programmer. He/she will update the core system code, review the existing modules and rewrite their source code. Excellent computer programming skills and knowledge of internet applications are required.

Content Manager – Support is requested for a Content Manager, to be paid at a rate of \$35.75 per hour for an estimated total of 210 hours (10 units X 7 languages @ 3 hours per unit) for first 2 year and 105 hours (5 units X 7 @ 3hours per unit) in the final year of the project. The Content Manager will act as project pedagogist, studying every aspect of the learning materials created to ascertain that they adhere to sound pedagogical principles. This person will also supervise the authoring of lessons and participate in the blog discussions of topics related to the OCLD design and content. The Content Manager must be a pedagogist who is extremely well-versed in curriculum and instruction.

Media Technology and Production Services – Support is requested to cover costs associated with the both videotaping of native speakers and classroom instruction and the multimedia production of video clips for inclusion in ELI on-

line resources. The project will leverage the services available via the Instructional Media Services (IMS) unit at Harvard, which assists faculty, staff and students in the Harvard Faculty of Arts and Sciences in creating video and audio materials for curricular, outreach, and research use, to carry out this work. IMS rates range from \$25 to \$55 per hour, depending on the level of staff expertise required for a particular assignment. Costs for the ELIAS project are estimated at \$35 per hour for 5 hours per week for 30 weeks in each project year.

Content Writers (7 – 10) per year Support is requested for a team of Content Writers, who will be responsible for updating already-existing units in, Akan, Somali, and Swahili and for developing new units in Amharic, Igbo, Pular, and Wolof and refining each of these units based on feedback and evaluations. The goal will be to develop, evaluate, revise, and launch high quality on-line language learning units at beginning, intermediate, and advanced levels for each targeted language by the close of the three-year project period. Content Writers will be all instructors with at least two years experience teaching in the Harvard African Language Program. They will be paid on a per-unit basis, with updating of already-existing units priced at \$200 and development of new units priced at \$300.

The work to be accomplished in each project year is as follows:

Year One:

Update pre-existing 10 beginning units each in Akan (Twi), Somali, and Swahili.

$\$200 \times 10 \text{ beginning units} \times 3 \text{ languages} = \$6,000$

Develop 10 beginning units each in Amharic, Igbo, Wolof, Pular

$\$300 \times 10 \text{ lessons} \times 4 \text{ languages} = \$12,000$

Year Two:

Develop 10 intermediate units in Akan, Amharic, Igbo, Pular, Somali, Swahili, Wolof,

$\$300 \times 10 \text{ units} \times 7 \text{ languages} = \$21,000$

Year Three:

Develop 5 Advanced units in Akan, Amharic, Igbo, Pular, Somali, Swahili and Wolof

$\$300 \times 5 \text{ units} \times 7 \text{ languages} = \$10,500$

Advisory Committee – As noted in the proposal narrative, a group of six experts in the field will review and provide detailed guidance on all evaluations and materials developed. Two Advisory Committee members will contribute their expertise each year. Annual stipends of \$2,500 will be paid to each in recognition of this serious commitment of time and effort.

INDIRECT COSTS

Indirect Costs are calculated at 32%, Harvard's federally negotiated rate for non-research sponsored activities, for all years of the project.

**U.S. Department of Education
Enhanced Language Instruction for African Studies**

PI: John Mugane
Sponsor: U.S. Department of Education
Title: Enhanced Language Instruction for African Studies (ELIAS)

GENERAL BUDGET

	YEAR 1 (7/1/2009 - 6/30/2010)	YEAR 2 (7/1/2010 - 6/30/2011)	YEAR 3 (7/1/2011 - 6/30/2012)	TOTAL
1. Personnel Salary Costs:				
A. PI - John Mugane	25,200	\$26,208	\$27,256	
Summer Salary - 2 months + 4% increase per year, starting 2nd year				
Fringe: 24.8%, 26.2%, 26.6%	\$6,250	\$6,866	\$7,250	
PI Total Salary:	\$31,450	\$33,074	\$34,507	\$99,031
B. Project Coordinator				
(1/3 of \$50,000 per year) + 4% increase per year, starting 2nd year	16,667	\$17,333	\$18,027	
Fringe: 40.0%, 41.7%, 42.2%	\$6,667	\$7,228	\$7,607	
Project Coordinator Total:	\$23,333	\$24,561	\$25,634	\$73,529
C. Graduate Student Research Assistant				
(\$18 x 15 hrs per week x 30 weeks)	\$8,100	\$8,100	\$8,100	
Graduate Student Research Assistant Total:	\$8,100	\$8,100	\$8,100	\$24,300
Total Personnel:	\$49,967	\$51,641	\$53,383	\$154,991
2. Fringe	\$12,916	\$14,094	\$14,857	
Total Fringe:	\$12,916	\$14,094	\$14,857	\$41,868
3. Travel	\$3,500	\$3,500	\$3,500	
Total Travel:	\$3,500	\$3,500	\$3,500	\$10,500
4. Equipment	\$0	\$0	\$0	
Total Equipment:	\$0	\$0	\$0	\$0
5. Supplies				
Audio-visual recording	\$2,000	\$2,000	\$2,000	
Postage	\$500	\$500	\$500	
Prep of camera-ready copies of project manuscripts for desktop pub.	\$3,000	\$2,000	\$3,000	
Printer/publisher costs	\$0	\$7,000	\$14,000	
Total Supplies:	\$5,500	\$11,500	\$19,500	\$36,500

**U.S. Department of Education
Enhanced Language Instruction for African Studies**

PI: John Mugane
Sponsor: U.S. Department of Education
Title: Enhanced Language Instruction for African Studies (ELIAS)

	YEAR 1 (7/1/2009 - 6/30/2010)	YEAR 2 (7/1/2010 - 6/30/2011)	YEAR 3 (7/1/2011 - 6/30/2012)	TOTAL
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GENERAL BUDGET

6. Contractual	\$0	\$0	\$0	\$0
7. Construction	\$0	\$0	\$0	\$0
8. Other				
Database Manager (\$85 per hour x 350 hours per year)	\$29,750	\$29,750		\$29,750
Content Manager (\$35.75 x 210 hrs)				
(10 units x 7 languages @ 3hrs per unit) - First two years	\$7,508	\$7,508		
Content Manager(\$35.75 x 105 hrs)				
(5 units x 7 languages @ 3hrs per unit) Year 3			\$3,754	
Media Technology and Production Services				
(\$35 x 5 hrs per week x 30 weeks)	\$5,250	\$5,250		\$5,250
Content Writers - Year 1				
Update pre-existing materials				
(\$200 x 10 beginning units x 3 languages (Akan, Somali & Swahili))	\$6,000			
Develop materials				
(\$300 x 10 lessons x 4 languages (Amharic, Igbo, Wolof, Pular)	\$12,000			
Content Writers - Year 2				
Develop 10 intermediate units in Akan, Amharic, Igbo, Pular, Somali, Swahili, Wolof (\$300 x 10 units x 7 languages)		\$21,000		
Content Writers - Year 3				
Develop 5 advanced units in Akan, Amharic, Igbo, Pular, Somali, Swahili, Wolof (\$300 x 5 units x 7 languages)			\$10,500	
Advisory Committee				
2 Advisory Committee members @ \$2,500 each per year	\$5,000	\$5,000		\$10,500
	\$65,508	\$68,508	\$54,254	\$188,269
Total Other:				
Total Direct Costs:	\$137,390	\$149,243	\$145,494	\$432,128
Total Indirect Costs:	\$43,965	\$47,758	\$46,558	\$138,281
Total Costs:	\$181,355	\$197,001	\$192,052	\$570,409