

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE
84.017A-3
CFDA # 84.017A
PR/Award # P017A090351
Grants.gov Tracking#: GRANT10267408**

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

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e12
7. Dept of Education Supplemental Information for SF-424	e13

Narratives

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e46
Attachment - 1	e47
4. Budget Narrative - (Budget Narrative...)	e71
Attachment - 1	e72

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Five Colleges, Incorporated

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	\$ 97,986	\$ 100,266	\$ 100,614	\$ 0	\$ 0	\$ 298,866
2. Fringe Benefits	\$ 23,177	\$ 23,861	\$ 24,567	\$ 0	\$ 0	\$ 71,605
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 7,702	\$ 6,150	\$ 825	\$ 0	\$ 0	\$ 14,677
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 1,500	\$ 1,500	\$ 0	\$ 0	\$ 3,000
9. Total Direct Costs (lines 1-8)	\$ 128,865	\$ 131,777	\$ 127,506	\$ 0	\$ 0	\$ 388,148
10. Indirect Costs*	\$ 10,309	\$ 10,542	\$ 10,200	\$ 0	\$ 0	\$ 31,051
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 139,174	\$ 142,319	\$ 137,706	\$ 0	\$ 0	\$ 419,199

***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: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Five Colleges, Incorporated

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-FCabstract-culturetalk.doc**

CultureTalk: Exploring Critical Languages and Cultures
Five College Center for the Study of World Languages

Proposal Abstract

Five Colleges, Incorporated requests a grant of \$419,199 for a three-year project to create *CultureTalk: Exploring Critical Languages and Cultures*. This innovative, web-accessible collection of 1,200-1,500 short video clips addresses the need for students of less commonly taught languages and cultures at all levels to have the opportunity to hear ordinary people talking about their lives in the languages and dialects they use every day, to read accessible transcripts in the target language and translations of those interviews and conversations in English, and also to hear citizens of the target language countries, who are fluent in English, provide cultural commentary that provides a context for the student's language learning. There is no similar resource currently in existence.

CultureTalk: Exploring Critical Languages and Cultures will feature video interviews with individuals who are native speakers of the languages of Nigeria (Yoruba, Hausa, Igbo), South Africa (Zulu, Xhosa), Southeast Asia (Thai, Vietnamese), the Caucasus (Armenian and Georgian), Eastern Europe (Bosnian, Bulgarian, Croatian, Polish, Romanian, Serbian, Ukrainian) and Pashto in Afghanistan and Pakistan, Persian as spoken in Iran, and Tibetan. *CultureTalk* forges the important link between linguistic and cultural proficiency that comes from an understanding of these languages but also of the value systems and cultural networks that inform these target languages.

CultureTalk: Exploring Critical Languages and Cultures will be a stand-alone resource for post-secondary students, the business community, the military, the government, and academia in general. This rich, innovative video resource will have free and easy access via the web for anyone with computer access.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-FCnarr-CultureTalk.doc**

U. S. Department of Education International Research and Studies Program

Project Narrative

CultureTalk: Exploring Critical Languages and Cultures

Elizabeth Mazzocco and Amy Wordelman, Co-Project Directors

Five College Center for the Study of World Languages (Five Colleges, Incorporated)

1. Need for the Project

CultureTalk: Exploring Critical Languages and Cultures addresses the 2009 International Research and Studies Program invitational priority by creating specialized instructional materials for twenty languages selected from the US Department of Education's list of Less Commonly Taught Languages (LCTLs). *CultureTalk: Exploring Critical Languages and Cultures* will be a companion to our successful *CultureTalk Islamic Worlds* project, which focused its attention solely on languages spoken in countries with large Muslim populations. *CultureTalk: Exploring Critical Languages and Cultures* will be a web-accessible collection of 1,200-1,500 short video clips in LCTLs not included in the *Islamic Worlds* project.

CultureTalk: Exploring Critical Languages and Cultures addresses the need for students of LCTLs at all levels to have the opportunity to hear ordinary people talking about their lives in the languages and dialects they use every day, to read accessible transcripts in the target language and translations of those interviews and conversations in English, and also to hear citizens of the target language countries, who are fluent in English, provide cultural commentary that provides a context for the student's language learning. Our *Islamic Worlds* project has shown that this resource can be used to enhance linguistic and cultural understanding in a format useful to and appropriate for university, secondary school, and even elementary school students

in language studies as well as in area studies, education, and any other field concerned with languages and cultures.

The *CultureTalk* resource is unique in that it showcases individuals of many ages, nationalities, and genders using authentic speech in unscripted situations. The video clips created for the *CultureTalk: Exploring Critical Languages and Cultures* website will come from overseas filming and local interviews related to the following language/country groups¹:

- Languages of Nigeria: Yoruba, Hausa, Igbo
- Languages of South Africa: Zulu, Xhosa
- Pashto in Afghanistan and Pakistan (we have already created similar material in Dari and Urdu)
- Tibetan Language
- Languages of Southeast Asia: Thai, Vietnamese
- Languages of the Caucasus: Armenian and Georgian as spoken in the Caucasus (we have already created similar material in Azeri)
- Languages of Eastern Europe: Bosnian, Bulgarian, Croatian, Polish, Romanian, Serbian, and Ukrainian
- Persian in Iran (This is a special case which will be described in the narrative below.)
- One additional language from the LCTL list to be chosen according to demand

Educators, government officials, business leaders and the military agree that the United States must expand its capacity in the LCTLs. *The National Security Language Initiative of 2006*, an inter-agency effort spearheaded by the White House, underscores the need to increase the numbers of Americans “learning, speaking, and teaching critical foreign languages. Foreign

¹ If world politics preclude our using any of the above-named languages, we will choose a substitute from the LCTL priority list with the permission of the IRS grant officer.

language skills are essential to engaging foreign governments and peoples, especially in critical world regions, to promote understanding, convey respect for other cultures, and encourage reform. These skills are also fundamental to the economic competitiveness and security interests of the nation.” Condoleezza Rice, then-Secretary of State, notes in the *Association of American Universities’ National Defense Education and Innovation Initiative* that “to prepare young Americans to understand the peoples who will help define the 21st century, nothing is more important than our ability to converse in their native tongues.”

Meeting this challenge is made more difficult by the fact that these languages are often not included in mainstream language offerings anywhere other than large or private research institutions. While a number of alternative, academically solid, independent-study type programs have developed in the US in the past 20 years in response to student demand for LCTLs, these programs still face a paucity of comprehensive, academically sound, language and cultural materials, especially materials that emphasize the important link between linguistic and cultural proficiency that comes from an understanding of language in conjunction with the value systems and cultural networks that inform it. *CultureTalk: Exploring Critical Languages and Cultures* will forge such a link for students. Individuals learning the linguistic concepts of a language need to acquire local cultural knowledge in order to understand the significance of the speech and written texts they encounter. If they are going to understand and communicate effectively with native speakers, they also have to hear numerous examples of authentic speech, with all the syntactical stops and starts, colloquial expressions, dialectical variations, and word elisions employed in everyday speech.

CultureTalk is also a useful vehicle for developing and maintaining student interest in studying LCTLs. Students often do not think about studying these languages even when they

have developed an interest in a particular country or region. They often assume they will be able to “get by” with English or another commonly-taught language. Therefore, *CultureTalk* has been designed to be useful both to current students of a particular language and to students who may be curious about a country or region but have never yet considered studying the language. Through the use of English index pages and English translations of the videos, students who have not yet begun language study can still engage with the cultural content of the collection. Encounters with authentic video material can spark students’ awareness of linguistic diversity and of the cultural experiences that would be available to them if they learn a particular language. These encounters can also encourage language students to strive for a higher level of language competence and for more in-depth understanding of the culture. Before we can get students to understand and respect the divergent languages and cultures of the world, we must ensure that they have the opportunity to encounter these languages and cultures in an appealing format. *CultureTalk: Exploring Critical Languages and Cultures* meets these challenges.

In order to address the needs of learners and academic programs alike, the Five College Center for the Study of World Languages (FCCSWL) will create *CultureTalk: Exploring Critical Languages and Cultures*. In the three-year period of the grant, FCCSWL will create a minimum of 1,200-1,500 video clips (between 2 and 5 minutes each) of native speakers from the countries where the target languages are spoken. *CultureTalk: Exploring Critical Languages and Cultures* will be freely available worldwide on our language and culture website, *LangMedia* (<http://langmedia.fivecolleges.edu>), maintained by Five Colleges, Incorporated since 1999.

During the past three years, FCCSWL staff has created the *CultureTalk Islamic Worlds* project, funded by a grant from the International Research and Studies division of the US Department of Education. Reaction to the *Islamic Worlds* project was overwhelmingly positive

and enthusiastic when the FCCSWL Director demonstrated it recently at the Cultures and Languages Across the Curriculum conference in October 2008 and the Title VI 50th anniversary conference in March 2009. FCCSWL has honed its production process over these three years, and now it is time to expand the scope of the project to include as many of the LCTLs as possible on the website. In order to make this project possible, we request from the International Research and Studies program a three-year grant of \$419,199 to create *CultureTalk: Exploring Critical Languages and Cultures*.

2. Potential for the Use of Materials in Program to Others

CultureTalk: Exploring Critical Languages and Cultures will be a stand-alone resource for post-secondary students, the business community, the military, the government, and academia in general. It will have its own, unique portal on our *LangMedia* website, making it easy for anyone to access the video clips from anywhere in the world. Access to all *LangMedia* materials is free to everyone. The videos will be organized by language, by country and dialect (when pertinent), and by topic. This will make it possible, for example, for students to watch videos focusing on a single language, videos on a single topic discussed by individuals from many different countries, or videos from a single country or region. Instructors will be able to link to the various types of index pages in order to serve the particular needs of their language and culture students. Main topics will include: Arts and Entertainment; Economy and Politics; Education; Everyday Life; Family; Food; Kids Talk; Language; Life Stories; Living Abroad; Places; Recreation; Religious and Cultural Traditions; Society, Health and Environment; Work; and Youth Culture. There are a variety of language and culture-specific subdivisions amalgamated under each topic. Uses are many and varied.

A language professor of Bosnian-Croatian-Serbian (BCS) could, for example, use *CultureTalk Bosnia*, *CultureTalk Croatia* and *CultureTalk Serbia* as sources for authentic, unscripted speech. The University of Wisconsin textbook for BCS compares the language variants side-by-side so that students become familiar with all three. The *CultureTalk* sites will supply the video equivalent of the text by providing video clips of target-language speakers using the language in unscripted discourse. Being able to listen as native speakers of each of the three languages discuss any of the above-listed topics would afford students the opportunity to compare speech patterns and usage among a subset of target language speakers. Students could also compare and contrast how the individual speakers and cultures view the topic under discussion.

The site will give students the opportunity to listen to real people talk about topics that are important to them as well as topics of general interest. Because the videos are unscripted, the people use natural speech patterns, colloquial expressions, and all the visual and physical indicators that accompany real speech. It is important from a language teacher's point of view that students have an opportunity to experience authentic speech, and it is especially difficult to find examples of such speech in commercially available materials.

Students of the LCTLs frequently become intrigued with a particular language through courses in area studies. The accessibility of the site (with its English translations available for those who need them) and the topical organization of the video clips could lead area studies students to language study. A student taking a course in, for example, youth culture in twenty-first century Africa could use the *CultureTalk* sites in Yoruba, Hausa, Zulu, Xhosa and Igbo to compare and contrast how young Africans view the importance of being perceived as African. If the student were not already proficient in an African language, this assignment could serve as a

wake-up call: area studies students are not always cognizant of the fact that they will need proficiency in an African language in order to fully participate in a field work experience, and thus, they frequently delay language study. Exposure to target language materials such as the *CultureTalk* sites in the area studies class itself can serve as a catalyst to nudge language-shy students into language study. Of course, for those students who have already embarked upon study of a LCTL African language, assignments such as this give them an opportunity to apply what they are learning in a language context to an area studies context.

For students in self-instructional language programs, *CultureTalk: Exploring Critical Languages and Cultures* can serve as video texts. Individual video clips, inserted at appropriate junctures in elementary language syllabi, provide context for the students' discussions with their native speaking conversation partners. For post-elementary level students, the *CultureTalk* sites can serve as the primary "text" and become the major sources of oral discussions and written essay topics. Because these language materials are freely available online to everyone, independent language program directors can turn to the *CultureTalk* resource to find readily accessible, academically sound material for groups of students who are in the difficult stage of post-elementary but not yet advanced language proficiency. Professors and program coordinators will be able to include links to *CultureTalk: Exploring Critical Languages and Cultures* on their on-line syllabi or refer to the URL on a paper syllabus. The videos can be played directly from the website or freely downloaded to be played from local computers, servers, or iPods.

In addition, the *CultureTalk: Exploring Critical Languages and Cultures* video clips will be added to the course plans used in our own Five College Supervised Independent and Mentored Language Programs. Through a grant from The Andrew W. Mellon Foundation, FCCSWL has created and maintained extensive course plans for the LCTL languages. These

course plans are online and available for use by anyone anywhere. The course plans, based on standard textbooks for these languages, consist of sets of study guides, homework assignments, supplementary multimedia materials, self-assessment exercises, and conversation session guides appropriate for semester-length or quarter-length study of these languages. The goal is to facilitate an independent study format for linguistically talented students at institutions such as (but not limited to) the Five Colleges without target language faculty in these languages. The course guides were designed with the understanding that they would be on-line and freely accessible throughout the world. Any institution or individual is welcome to use the guides for their own study or to understand how FCCSWL is integrating *CultureTalk: Exploring Critical Languages and Cultures* into its courses. The usage scenarios described above just scratch the surface of the role *CultureTalk: Exploring Critical Languages and Cultures* can play in the effort to promote linguistic and cultural competency in the United States.

3. Account of Related Materials

It is now relatively easy for individuals and academic organizations to post videos to sites such as YouTube and iTunes. Although students are slowly becoming better consumers of electronic media and sources in general, they are still hard-pressed to be able to judge which material is academically sound and which is not. The academic quality and pedagogical organization of *CultureTalk* sets it apart from other video resources on the internet.

While it is possible to search YouTube and come up with video in any given language, a student cannot easily ascertain if the language used is standard or dialect, an immensely important distinction in language study. There are no transcripts that help students see where one word ends and another begins, no glosses for unusual definitions or usages, and no translations. Students are unable to differentiate between treasure and trash. Although a teacher will be able to

distinguish between the varying academic qualities of the available video, there is no guarantee that the video will still exist the next day since video clips come and go. Therefore, it does not make sense to build a lesson around a piece of this type of video, even if the instructor wanted to spend the time to create an academic environment for it.

The video on iTunes University is often posted by reliable sources, thus eliminating questions about the academic utility of the clip, but player formats are not standardized, so there is no guarantee that the video will be accessible on every system. LCTL video is rare on this source since few universities and colleges offer these languages in the classroom, and institutions usually post instructional material for classes they offer.

One of the differences between our *CultureTalk: Exploring Critical Languages and Cultures* project and the random video clips on YouTube and iTunes is that the *CultureTalk* site consists of video created for language-acquisition purposes as opposed to YouTube's serving as a repository for repurposed video of unknown quality. *CultureTalk* features a standardized, reliable, academic environment for the clips, an environment that provides pedagogically sound topical organization, target language transcripts, translations and linguistic / cultural glosses. We monitor our footage to avoid using any video containing inappropriate language or what could be considered "hate" language. *CultureTalk* is designed specifically for the language learner, and FCCSWL has now spent twenty years specializing in the creation and development of materials for LCTL learners.

Some resources do exist that provide internet-based video clips for particular subject areas in a language, such as *Cultural Interviews with Turkish Speaking Professionals*, (<http://www.laits.utexas.edu/orkelm/turkish/index.html>), copyright 2008, from the University of Texas and the National Middle East Resource Center at Brigham Young University. This site

provides video clips, transcripts, and translations of a number of professionals talking about business practices in Turkey: how to negotiate, professional courtesy and similar topics that FCCSWL uses for our Business Turkish course. While there are a few such topic-specific sites for some of the more commonly taught languages, there are no comparable sites, however, for the LCTLs. Because of the wide range of topics covered by our *CultureTalk: Exploring Critical Languages and Cultures* project, students will be able to increase their knowledge of many language-specific cultural areas while perfecting their control of their particular LCTL. Improved general knowledge of the LCTL's target culture will be a significant by-product of using the *CultureTalk* materials.

Another difference between the *CultureTalk* project and other video materials available on the web is that *CultureTalk* brings into focus ordinary people of many different ages and walks of life in the languages they speak: college students, teenagers, children, working adults, grandparents, gardeners, housekeepers, teachers, business people, taxi drivers, and non-governmental organization workers. Nothing in *CultureTalk* is scripted, so the clips reflect the natural rhythms of conversations in real life, providing more varied examples of authentic speech. These types of video clips provide glimpses into everyday life as well as a wide range of samples of colloquial language, accents, and dialects.

This emphasis on ordinary people and colloquial speech also sets *CultureTalk* apart from the many language materials development projects underway across the country, such as those by the National Middle East Language Resource Center, the Center for Language Education and Research, SEAsite for Southeast Asian Studies, the Arizona Critical Language Series, and the National African Language Resource Center. These projects, some more web- or multimedia-based than others, focus by necessity on standard language. Students do need to learn standard

forms of the language, and these projects are working hard to meet those needs. *CultureTalk: Exploring Critical Languages and Cultures* supplements these efforts by providing ready access to samples of the types of unscripted and imperfect speech students will encounter when they interact with real people in the countries where the languages are spoken. *CultureTalk*'s parallel goal is to help students acquire the cultural knowledge and vocabulary they need to carry on interesting and appropriate conversations with the people they meet in homes, markets, train stations, offices, and on the streets.

Finally, we need to address the difference between *CultureTalk: Exploring Critical Languages and Cultures* and its companion site, *CultureTalk Islamic Worlds*, funded by a 2006-2009 IRS grant, which focuses on Islamic societies. Both are accessible on FCCSWL's *LangMedia* website (<http://langmedia.fivecolleges.edu>), and our production process will be similar. There is no duplication of language on the sites. *CultureTalk: Exploring Critical Languages and Cultures* will add a whole new body of twenty LCTL languages to this very successful enterprise.

4. Likelihood of Achieving Results

FCCSWL has been successfully producing video clips for language and culture use since 1990. We launched the *LangMedia* website in 1999 with the support of a grant from the National Security Education Program, and since then, *LangMedia* has served as a nationally known repository for language acquisition resources. In 2005 *LangMedia* won both the national prize for best educational resource in world languages and the overall prize as best educational resource from the Multimedia Educational Resource for Learning and Online Teaching (MERLOT).

Five Colleges, Incorporated assumed responsibility for maintenance and sustenance of *LangMedia*, and FCCSWL continually expands the site. Since *LangMedia*'s inception in 1999, FCCSWL has created numerous additions to the site through a series of grants from The Andrew W. Mellon Foundation and from the US Department of Education, including the Fund for the Improvement of Post-Secondary Education (FIPSE), Undergraduate International Studies and Foreign Languages (UISFL), and, most recently, the International Studies and Research (IRS) program.

FCCSWL's track record bodes well for a similar success with *CultureTalk: Exploring Critical Languages and Cultures*. All we have learned about project organization and management as well as our experiences with the video production and website construction will inform this new *CultureTalk* endeavor. We have a well-established protocol for gathering and processing video. We are fortunate that the large and ethnically diverse international student community in the Five Colleges (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst) provides a ready source of student interviewers and videographers. We will continue our time-honored process of video collection hiring international undergraduates to shoot video interviews with family and friends when they return home for school breaks (December-January or summer). We supplement these materials by videotaping interviews with those same undergraduates locally. FCCSWL has finished all of its grant projects on time, within the budget, and produced more material than originally estimated. The outside evaluator, who made a site visit in March 2009 for our UISFL grant, wrote in her report, "It is clear to me as outside evaluator that this . . . grant project has achieved its goals in an exemplary fashion." We anticipate the same result with *CultureTalk: Exploring Critical Languages and Cultures*.

5. Expected Contribution to Other Programs

FCCSWL has an extensive record of our materials being used well beyond the Five College community. Most importantly, the *LangMedia* website is currently averaging 9,000-10,000 hits per day. FCCSWL is well known for producing academically sound language and culture materials as attested to by the MERLOT awards that *LangMedia* won in 2005, which were based on user recommendation, and our reputation has only grown since then.

The Center's Director has been invited to demonstrate aspects of *LangMedia* both nationally and internationally, and colleagues are universally complimentary of the resources developed by FCCSWL. In response to the *CultureTalk Islamic Worlds* site, an Arabist from the Boston area writes, "They [the videos] are GREAT! Amazing work you've done there!!! We are excited to include these materials in our curriculum this Spring. Thank you for making this available. As you know, I am a big fan of five colleges language media website [sic]. We are making a lot of use of the Arabic materials on your site, especially with my spoken Levantine students. It is of great value for them to be able to hear native speakers of Lebanese, Syrian, Palestinian, and Jordanian dialects in their authentic context."

Another colleague wrote to the Director, "I've attended several of your sessions at [national conferences] and have always come away impressed with the quality materials and design of *LangMedia*. These are fabulous resources for our students, especially in the LCTLs. We direct our LCTL students to your site and are especially excited about *CultureTalk*" These are just two examples from the Director's correspondence, but they reflect the fact that the FCCSWL materials are functioning parts of other programs' curricular offerings.

CultureTalk: Exploring Critical Languages and Cultures will double the amount of video material available on *LangMedia* and will open up the *CultureTalk* project to a whole new group

of students – those of the LCTLs. While it is realistic to assume that our students have probably met native speakers of Spanish, Chinese, and Italian, far fewer have had the opportunity to interact with speakers of Igbo or Georgian. The beauty of the *CultureTalk* site is that it will provide students with a door not only to the LCTL language but to its culture as well. Books exist that introduce the beginning language student to the grammatical structure of the LCTLs. *CultureTalk* introduces the students to the language’s world and to its oral context.

CultureTalk: Exploring Critical Languages and Cultures will add an important component to our own course development projects, and it will certainly benefit teachers and students of LCTLs around the country to have a video-clip site arranged by language and topic. Nothing of this nature currently exists. Language faculty and independent program directors will find multiple uses for these pedagogically organized video glimpses of linguistic and cultural reality.

6. Plan of Operation

FCCSWL has more than a decade of experience in managing the components of the complex project of creating and maintaining a web-based video resource for language and cultural studies. All of our previous project experience is directly applicable to the *CultureTalk: Exploring Critical Languages and Cultures* project: overall project design, planning and scheduling; identifying and equipping capable videographers and cultural consultants; video and audio editing; transcript and translation preparation; website design, and web server maintenance and delivery. These operations will combine to produce a worthwhile set of materials for use in language, area, and international studies.

a. The Process of Filming *CultureTalk* Video

The key component of any video-oriented project is obtaining high-quality video footage, and we learned quickly that the most expedient method for obtaining copyright-free video with appropriate language and content is to make our own. The Center's director and associate director have been honing video capturing techniques since the early 1990s. The success of *LangMedia* confirms FCCSWL's ability to get high-quality video – not only the physical video but the equally important content – by using native-speaking international undergraduates as student videographers and interviewers, which is one of the ways we gather video. We have already identified a group of international students (chosen through a competitive process that includes evaluation of linguistic skills outlined below in the evaluation section), who could work on the project; since we have such a high percentage of international students in the undergraduate population of the Five Colleges, we are assured of a steady stream of interviewers and videographers throughout the grant period. FCCSWL also participates in the IIE-Fulbright Foreign Language Teaching Assistants program, which brings Pashto, Persian, and (for the first time in 2009-10) Yoruba speakers to our Five College consortium each year.

FCCSWL equips and trains enthusiastic international student videographers. Training includes: sessions using the camera, practice interviews, and discussion of the strong and weak points of sample pieces of video footage. Soon the student videographers are well prepared to return home to the target country for either summer or winter vacation and capture the required footage (2 – 5 hours of raw footage). The quality of the footage that comes back attests to the success of this method. In addition to learning videography, our international students also learn techniques of successful interviewing. Although not scripted, the subject matter of the footage to be shot is extensively planned in the FCCSWL by the director, the associate director, and the

student videographer in consultation with other appropriate target-language and culture faculty drawn from universities around the U.S. The student videographers leave with a general list of topics that they can use to initiate interviews and conversations, but we encourage them to let their subjects talk about topics that are of interest to them – frequently topics that we would not have identified as key (see the appendix for our current topic guide for videographers). This method of in-country videotaping works well when international students return home for vacation and when they are going to a country that they can enter openly with a video camera and leave again with video tape and where there are no political complications or safety issues related to filming.

CultureTalk: Exploring Critical Languages and Cultures, however, will involve a number of countries to which we will not have live access. Fortunately, we have students from those countries at our colleges. We will be able to conduct interviews with them here in the Center, at their college, or in our recording studio to obtain the same quality footage that we could have in a target country. We will also have the opportunity to bring students together for informal conversations in front of the camera, about issues or topics germane to their country or that share a common denominator in several countries.

In a few cases, there are students very interested in participating in the project to share their language and culture with American students, but security situations in their home countries is such that it is not safe for them to be seen talking on camera in an American setting, even if their conversation is confined to politically safe topics. We know this to be a concern for our Iranian participants, which is why material from Iran will not appear on the *Islamic Worlds* project. It also may become a concern for our Pakistani and Afghan Pashto speakers. For Iranian Persian in this grant project, we will include audio-only *CultureTalk* segments and videos

that do not show the speaker. This will be supplemented with video by some Iranian-Americans who are comfortable speaking on camera. If necessary, we will adopt some of the same precautions for our Pashto speakers.

b. Preparing the Video for the Site

The first stage is to view the video footage and isolate footage of interviews and conversations that can be made into short, topic-specific video clips of five minutes or less (the comfort limit for users watching video on the web). Longer interviews and conversations are divided into parts of five minutes or less. In the case of a video in a target language, the initial edit is done by a FCCSWL staff member along with a native speaker; if English is used, the clips are edited by the FCCSWL staff. There are always discussions among all parties about the appropriate nature of particular clips because of topics or comments or attitudes expressed that could be taken out of context. We choose and edit our clips carefully, always with the intent of providing a realistic, fair, equitable representation of a culture and its variations.

In the second stage of the process, the native-speaking consultant for the language begins work with the project directors on the text materials that support the learners' use of the video segments. We will prepare a transcript in the original language and an English translation. The process of the English translation is an exercise in cooperation between the native speaker and the director / associate director, who read, question, rewrite, and read again all the text in English. In some instances, explanations of word choice or phraseology in the target language will be provided as a gloss in English. Finally, the completed video segments and supporting materials will be added to the *CultureTalk* section of *LangMedia*. There will be various access pages for the materials depending upon whether one is interested in particular regions, countries, languages, dialects, or topics.

Our project timeline includes sending eight cameras abroad each winter and summer break during the three years of the project. During each semester we will also schedule twelve local video shoots. Video is edited as soon as possible after completion and then all non-English videos are sent to the transcribers and translators. After all the video for a particular language/country is edited and the transcripts and translations are complete, the next step is to group topically related videos into learning modules and then create the web pages for distribution. In terms of timeline, years 1 and 2 will be spent gathering and editing video and preparing transcripts and translations. Most of year 3 will be spent doing final editing on the transcripts and translations, grouping the videos under topics, and creating and testing the web pages.

By its very multi-cultural nature and in the selection of personnel for this project, it fulfills the federal mandate that members of racial and ethnic minorities, women, and handicapped be included. The staff configuration of FCCSWL for 2009-2010 will be 75% female; 25% male; the native speakers working on the project will come from Africa, Central, South, or Southeast Asia, as well as Eastern Europe. Most are international students, others are recent immigrants, first generation U.S. citizens, or U.S. citizens reared abroad. Because we draw our native speakers from two women's colleges (Smith and Mount Holyoke), both with large international student populations, we tend to have more female than male native speakers involved in our projects. The entire *LangMedia* website has been designed with the needs of handicapped accessibility in mind. Videos with written transcripts and translations serve the needs of hearing-impaired users. The needs of sight-impaired users are met with the audio component of the videos and by using html coding and design elements that are friendly toward those using screen readers. This same design principle makes the materials easier for those using

special navigation techniques (keyboard, foot pedals, etc.) to navigate the site. The site has been deliberately designed to avoid frequently used design techniques such as frames, javascript menus, and rollovers that cause difficulties for some users. We strive for universal accessibility.

7. Quality of Personnel

Co-Project Director: **Dr. Elizabeth H.D. Mazzocco** is Director of the Five College Center for the Study of World Languages and professor of Italian at the University of Massachusetts. She will oversee the entire project, especially the selection of native speakers who will be the videographers, transcribers and translators. She will monitor the quality of transcripts and translations, elicit evaluations and make project revisions based on those evaluations. She will commit 10% of her time to the project.

Professor Mazzocco is the founding director of both the Five College Supervised Independent Language Program and the Mentored Language Program. She received her Ph.D. from Bryn Mawr College in 1988 and held visiting positions at the University of Pennsylvania and Mount Holyoke College before assuming the Five College position in 1990. She is currently past president of the National Association of Self-Instructional Language Programs (NASILP) and a member of the NASILP Board of Directors. She served as editor of the *NASILP Journal* from 1994 until 2005 when it became affiliated with the Journal of the National Council of Less Commonly Languages (NCOLCTL). She has published articles in the *ADFL Bulletin*, the *NASILP Journal*, and volumes dedicated to language teaching methodology and technology. She has also produced the *CultureTalk Islamic Worlds* website, the *LangMedia* website and the Five College Foreign Language Laserdisc Series (University of Massachusetts Press, 1999) and has given numerous presentations at NSEP, FIPSE and Title VI meetings, the National Coalition of the Least Commonly Taught Languages, the American Council on Teaching of Foreign

Languages, the Modern Language Association and many other conferences as well as serving as a guest lecturer at Boston University, Brown University, Yale University, Dartmouth College, the University of Pennsylvania among others. She has been project director for materials development grants received from The National Security Education Program, The Fund for the Improvement of Post-Secondary Education, The Undergraduate International Studies and Foreign Languages program, International Research and Studies division of the US Department of Education, The Andrew W. Mellon Foundation, The Charles E. Culpeper Foundation, The Booth Ferris Foundation, The New England Colleges Fund, and The Korea Research Foundation. In recognition of her cost-effective program in the least commonly taught languages, her program was a finalist in the American Council on Education - USA Group Foundation Awards Program on Academic Excellence and Cost Management. The *LangMedia* website received the 2005 award for best academic resource in world languages and the overall Editor's Choice Award for best overall resource from the Multimedia Educational Resource for Learning and Online Teaching (MERLOT).

Co-Project Director **Dr. Amy Wordelman** is the FCCSWL's associate director and technology director. She will dedicate 20% of her time to this project. She will serve as project manager implementing the timeline for development and monitoring the budget. She evaluates and supervises all native speakers and materials development assistants working on the project. She also is responsible for designing the web portal for the site, selecting and organizing videos into coherent learning modules, organizing the index pages, and supervising the final preparation of all materials for web delivery.

She received her Ph.D. from Princeton University in 1994. She held positions as visiting faculty in the Religion Departments of Oberlin College, Canisius College, and Emory University

where she taught courses in history of religions, comparative religions, women's studies and classics before joining the Five College enterprise in 1997. She serves as coordinator for the Five College Supervised Independent and Mentored Language Programs and as technology director and project manager for the FCCSWL's curricular and materials development projects. As co-director and project manager for *CultureTalk Islamic Worlds*, she supervises the full-time staff involved in the project, and oversees filming, editing, transcript / translation preparation, and web delivery. She also manages the timeline and budget for the project. Her earlier roles include project management and web design for the *LangMedia* "Language by Country" collection and the Five College Course Guides. She is currently responsible for maintenance of the website and ongoing delivery of all *LangMedia* materials.

One full-time Materials Development Assistant and one part-time Video and Web Producer will be hired to work on the project. The qualifications for the materials development assistant include a B.A. degree, experience with language learning and international studies, and technical expertise related to video production for web delivery. Our pool of applicants for materials development positions typically includes recent graduates who have excelled working on FCCSWL projects during their undergraduate years. We plan on hiring a similarly qualified person for this grant. The video and web producer will be chosen from the more experienced members of the current FCCSWL staff or will be a new hire with previous experience.

We anticipate that, over the course of three years, our production staff will work with forty or more student native speakers employed in hourly work on the project: filming, interviewing, editing, transcript writing, web page construction and testing. Together, this

combination of professional staff, aided by a cadre of very bright and enthusiastic student workers, has turned into an excellent production model for these types of materials.

8. Budget and Cost Effectiveness

The grant budget attached here requests \$419,199 and is based on a decade of experience collecting, processing, and delivering videos via the web. The budget is very similar to our budget for *CultureTalk Islamic Worlds*. Over the years our technology costs have decreased, while our expenditures on professional personnel to carry out the production work for the project have increased. For this reason, in addition to the project directors, the project personnel list includes (1) an experienced video and web producer (part-time) who will film and conduct local interviews, train other videographers, edit video, and provide day-to-day oversight of the student native speakers working in the office on transcripts and translations and (2) a full-time materials development assistant who will also edit, film, prepare materials for the web, assemble the web pages, and help supervise the workroom.

We have learned that it is most efficient and provides better quality if we have experienced staff members edit the videos in consultation with the native speakers and prepare the materials for web distribution. We also have learned that we need professional-level staff to oversee the process of writing transcripts and translations. Our student native speakers undertake the time-consuming task of writing first drafts of transcripts and translations. It takes approximately thirty to sixty minutes of transcribing/translation time per one minute of video to accomplish this task. The time varies depending upon the complexity of the speech and ease with which the language can be typed. Having students do the initial drafts saves money on the project, but we also know that the project directors and language consultants must edit and

review the transcripts and translations at various stages of the process. This increases our costs but ensures better quality output.

Our methods of gathering video are inexpensive. Our international filming is all done by students going home for winter or summer breaks, thus we have no travel costs. Each is paid a \$300 stipend for 100-120 minutes of raw, unedited video although some return with far more. Students involved in local filming and transcript/translation writing are paid between \$10.00-\$15.00 per hour (undergraduates are paid \$10.00, graduate students more depending upon level of experience and area of expertise); FCCSWL staff will do most local filming, supplemented by experienced student videographers.

This project is extremely cost-effective because all of the web design work is done in-house. Project co-director Amy Wordelman has done the design work for the *LangMedia* web site. *CultureTalk: Exploring Critical Languages and Cultures* follows the principle used in earlier projects: the use of simple and straight-forward html-coding makes it possible for non-programmers to update and add content easily, decreases the chances of the code becoming obsolete over time, and facilitates meeting federal standards for accessibility. This, in turn, allows us to focus almost all our financial resources on creating quality content rather than paying tens of thousands of dollars to professional web designers/programmers to design sites with lots of bells and whistles that require programming professionals to maintain and revise as standards and browsers change.

Our technology expenditures for this project are lower than ever. Because of advances in computer technology, it takes \$2,000 of computing power and multimedia editing software to replace what cost more than \$6,000 in 1999, and we use medium-grade consumer model mini digital video (DV) camcorders for our filming. We edit video on standard PCs optimized for

good video performance. The budget includes funds to buy five new camcorders, which will bring our total fleet of up-to-date digital video cameras to eleven. Eight cameras will be sent abroad each winter and summer break; three will remain in the office for local filming. The budget also includes audio-visual supplies essential to the project such as microphones, camera batteries, tripods, and tapes, as well as DVD-R medium for archiving and backups.

The budget also commits funds for pre-testing. We will pay student testers to review all the videos, transcripts and translations, in order to evaluate them from the perspective of student users in terms of interest, quality, and usefulness of transcripts and translations. We also include funds for language and area studies faculty to review the content when the project is nearing completion. Because the site involves such a wide geographic range and large number of languages, it is essential to have a wide range of reviewers with different language and area specialties.

9. Evaluation Plan

Because the Center recognizes the importance of frequent and varied feedback during the development of such a project, we will have four different types of evaluation at various stages of production:

(1) Evaluation of native speaking development assistants. At the beginning of the project faculty consultants associated with the Five College Language Programs will evaluate the language skills of the international students who will be interviewing participants and writing transcripts and translations. Their participation in the project is contingent upon demonstration of native fluency and superior grasp of the written language.

(2) Evaluation of transcript readability and gloss identification by hired student testers. This process is described at length below in the pre-testing section of this proposal (section 12).

(3) Evaluation of usability and content choice by our local students and by online users. *CultureTalk* will serve as a source for assignments for students enrolled in our Five College Supervised and Mentored Language programs. Students in these courses complete weekly self-assessment forms that include a place to note any problems with accessing online materials and navigating the website. User-friendliness and technical problems show up in these weekly self-assessments. In addition, course evaluation forms at the end of the semester will include sections asking students to evaluate *CultureTalk* for ease of use, technical problems, and breadth of content.

The materials will also be evaluated by online users through a simple, voluntary “feedback form” on the website. The feedback form will collect information about the type of user (student, teacher, government, etc.), the users experience with the material, and which materials they found most useful. This will let us evaluate the quality of the experience and get a sense of which types of material are most popular with users.

(4) Evaluation of the overall usefulness of *CultureTalk* for language studies. We will invite ten LCTL faculty from Five Colleges and around the country to evaluate the site during the grant period. They are listed in the appendix, along with a sample of the questionnaire that will be given these evaluators. The evaluation will cover the appropriateness of video clip selection, the balance and breadth of what is presented, the usefulness of the content for students in their courses or discipline, the quality of the transcripts and translations, the user-friendliness

of the web interface, and what changes or additions they would like to see in the final version of the project.

10. Adequacy of Resources

The FCCSWL currently has a large work area with eight workstations devoted to materials development projects. Four of these workstations will be available for this project and will be used primarily by the native speakers working on transcripts and translations of the videos. We are requesting funds in this grant to replace two of our workstations with more up-to-date machines and software that would be devoted to the *CultureTalk: Exploring Critical Languages and Cultures* project and would replace machines that are currently 4 years old. One of these new machines would be used by the Materials Development Assistant working full-time on the project. A second machine would be used by the Video and Web Producer 50% of the time and the rest of the time would be used for running the lengthy batch jobs and DVD-R writing sessions necessary to convert videos for the web and to archive them permanently.

CultureTalk will be delivered via the *LangMedia* webserver. Both the primary server and a backup server reside in the FCCSWL and are connected to the University of Massachusetts-Amherst network. The server runs Linux with Apache server software. We have been running a webserver continuously since 1999 with very little down-time and a good security record. We use an accomplished student computer “wiz” to maintain the server with local unix/linux professionals available as security/technical advisors as necessary. Five Colleges, Incorporated is committed to maintaining, upgrading, and replacing this server as necessary.

11. Description of Finished Format

CultureTalk: Exploring Critical Languages and Cultures will be a web-accessible collection of 1,200-1,500 short video clips, two to five minutes in length, organized by country,

topic, and language. To ease accessibility, clips will be posted in two different video formats. Currently we use RealMedia (.rm) and QuickTime/I-Pod (.mp4) compatible videos. If another more useful format emerges within the grant period, we will replace one of the current formats with the new arrival. Clips will be accompanied by transcripts in the target language and English translations. We currently post documents in Microsoft Word (.doc) format and Adobe Acrobat (.pdf). If another standard emerges during the period of the grant, we will use whatever is most widely accessible to the greatest number of users. *CultureTalk: Exploring Critical Languages and Cultures* will be housed on the *LangMedia* web server accessible under its own heading on the home page at <http://langmedia.fivecolleges.edu>.

Each language/country combination will have its own “start” or “access” page for the content. We anticipate the following country/region divisions will be appropriate for this project: *CultureTalk Nigeria* (with divisions for Yoruba, Hausa, and Igbo), *CultureTalk South Africa* (with divisions for Zulu and Xhosa), *CultureTalk Pashto – Afghanistan and Pakistan*; *CultureTalk Tibet*; *CultureTalk Thailand*; *CultureTalk Vietnam*; *CultureTalk Armenia*; *CultureTalk Georgia*; *CultureTalk Bosnia-Herzegovina*, *CultureTalk Bulgaria*; *CultureTalk Croatia*; *CultureTalk Poland*; *CultureTalk Romania*; *CultureTalk Serbia*, *CultureTalk Ukraine*, and *CultureTalk Persian in Iran*.

Each language/country combination will have its own index page with the main topic headings and sub-topic links for the individual learning modules (groups of 2-6 videos). For example, under the “Food” topic heading, the current *CultureTalk Senegal* site has four learning module sub-title links: Family Meals, Senegese Tea, Cooking, and Holiday Chicken. If a user clicks on the “Family Meals” link, s/he is lead to a learning module page with three videos: “ A

Big Family Together,” “Family Luncheon,” and “Family Breakfast.” This arrangement facilitates use of the videos in courses by grouping related videos together.

CultureTalk will be distributed in the same manner as our current *LangMedia* materials. Use of *LangMedia* materials is free for all users. No special registration is required. Most users of *LangMedia* access the materials directly from our webserver. We use video formats with small enough file sizes to allow direct playback from our server. In addition, all materials are now posted in formats easily downloaded for use on personal computers or portable devices such as iPods. We maintain copyright on the materials and do not give permission for the commercial use of the materials, but have an enduring commitment to maintaining open access to these materials for educational purposes.

12. Provisions for Pre-testing and Revision

FCCSWL will engage in the following exercises for pre-testing and revising our LCTL *CultureTalk* sites.

We will hire bright, non-native language students, who have had no part in the video or transcript process, and have them listen to the videos and read the transcripts after their first draft version. Their comments about which videos they find most interesting or helpful will help us make the final list of videos that will be included on a particular site. Their reading of the transcripts and translations will also let us know what is unintelligible and which words need glossing from the point of view of the designated user. There is a line item to cover the cost of these student evaluators in the budget.

These language students will work on two subtle issues with regard to the transcripts. The first issue relates our goal of providing transcripts of what is literally being said in the video, without any cleaning up of grammar, or finishing of sentences. Depending on the type of speech

produced by the person in the video, the transcript – if punctuated every other word with long pauses or sighs of “uhhhh” – can be very difficult to understand. On the other hand, we want to provide an accurate transcript. The second issue relates to choosing the words or concepts for which to provide a gloss (either in the text or in a footnote). The native speakers who are doing the transcribing are usually so familiar with the material they do not always realize which words need to be glossed.

In preparation for using the videos in FCCSWL language courses, our local LCTL language instructors and the external faculty who work as examiners for our programs will also review the videos and transcripts to help make final choices about inclusion and the nature of the transcripts and glosses.

13. Competitive Preference Priority

CultureTalk: Exploring Critical Languages and Cultures addresses the 2009 International Research and Studies Program invitational priority by creating specialized instructional materials for twenty languages selected from the US Department of Education’s list of Less Commonly Taught Languages (LCTLs). As a comprehensive resource for allowing U.S. users to hear people talking about their own lives, in their own voices and languages, *CultureTalk: Exploring Critical Languages and Cultures* has the potential to increase linguistic and cultural understanding for students of all ages, for professionals in business, government and the military, and for anyone else interested in expanding horizons of intercultural communicative skills in the LCTLs.

Project Narrative

Other Narrative

Attachment 1:

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

CultureTalk: Exploring Critical Languages and Cultures
Table of Contents
Appendices

Appendix A	Letter from Lorna Peterson, Executive Director Five Colleges, Incorporated
Appendix B	Five College Center for the Study of World Languages
Appendix C	Curriculum Vitae: Elizabeth H.D. Mazzocco, Project Co-director; Amy L. Wordelman, Project Co-director
Appendix D	Job Descriptions: Materials Development Assistant; Video & Web Producer
Appendix E	<i>CultureTalk</i> Project Timeline
Appendix F	Summary of Languages, Countries, and Topics
Appendix G	Sample, <i>CultureTalk Senegal</i> , Video Pages by Topic
Appendix H	Sample, <i>CultureTalk Senegal</i> , Work: Market Sellers
Appendix I	Sample Study Guide: Intermediate Turkish I
Appendix J	List of Faculty Evaluators
Appendix K	Sample Questionnaire for Faculty Evaluators
Appendix L	Sample Student Evaluation Form
Appendix M	Interview Guidelines for Videographers

Amherst College · Hampshire College · Mount Holyoke College · Smith College · University of Massachusetts Amherst

April 22, 2009

Mr. Samuel Eisen, Program Officer
International Education Programs Service
U.S. Department of Education
1990 K Street, NW, Room 6087
Washington, DC 20006-8521

Dear Mr. Eisen:

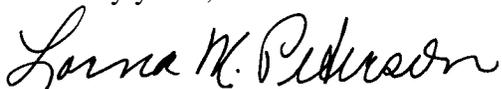
On behalf of the Five College Center for the Study of World Languages (FCCSWL) and the member institutions of Five Colleges, Inc., I am pleased to enclose this proposal for *CultureTalk: Exploring Critical Languages and Cultures*.

Over the past two decades FCCSWL has received national recognition for the language materials and innovative instructional models it developed for least commonly taught languages (LCTLs). This proposal is a companion to *CultureTalk Islamic Worlds*, a highly successful Web-based compendium of language and cultural materials for the study of Arabic and Islamic culture. The *CultureTalk* materials reside in LangMedia, a publicly accessible internet resource of authentic audio/video examples of languages spoken in their cultural contexts (<http://langmedia.fivecolleges.edu>). This proposal, *CultureTalk: Exploring Critical Languages and Cultures* will make it possible to double the content of the site, producing over 1,200 video clips in twenty priority LCTLs.

FCCSWL resources have a wide benefit beyond serving the students in the Five College consortium (Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts Amherst). Professor Elizabeth H.D. Mazzocco, an inspired leader in the field of language instruction, regularly presents the Center's work nationally, including most recently the U.S. DoEd Title VI 50th Anniversary Conference. *CultureTalk: Exploring Critical Languages and Cultures* will be freely available to anyone with internet access, in colleges and universities, school classrooms, businesses, military, and government contexts.

The Presidents and Chancellor join me in expressing unqualified support and enthusiasm for the work of the Center and this proposed project. Thank you for your consideration, and please do not hesitate to contact me for any further information.

Sincerely yours,



Lorna M. Peterson, Ph.D.
Executive Director

The Five College Center for the Study of World Languages

The Five College Center for the Study of World Languages (FCCSWL) is a program of Five Colleges, Incorporated, a private, non-profit higher education consortium created to share and coordinate resources among all of its five member campuses, located within 11 miles of each other in western Massachusetts: Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts, Amherst. The consortium administers collaborative academic and administrative programs, including joint faculty appointments and joint departments and centers, and facilitates student course exchange and a shared library system. Five Colleges, Incorporated, is one of the country's oldest and most successful general higher education consortia.

Established in 1987, the FCCSWL is the academic home for the Five College Supervised Independent Language Program (FCSILP) and the Five College Mentored Language Program (FCMLP). Its success is evident in the production of web-based and technology-based materials and course guides for language and culture acquisition. FCSILP was honored for Academic Excellence and Cost Effectiveness by the American Council of Education and the USA Group Foundation in 2000. *LangMedia* (<http://langmedia.fivecolleges.edu>) received the MERLOT award in 2005 for best resource in world languages as well as the overall award for best educational resource in all categories.

Together the five member institutions support the Center's base budget and have a commitment to its ongoing work. Language instruction is a priority as the Five College academic deans identify new opportunities for cooperative projects to improve academic life. Their ongoing interest in the successful evolution of the Center and its work will ensure that *CultureTalk: Exploring Critical Languages and Cultures* will continue to be available as a resource after it is completed at the end of a three-year grant.

CURRICULUM VITAE (ABBREVIATED)

ELIZABETH H.D. MAZZOCCO

(413) 545-3453 office

mazzocco@frital.umass.edu<http://langmedia.fivecolleges.edu>**PRESENT POSITION**

Five College Professor of Italian and Director, Five College Center for the Study of World Languages (position held since 1990). Five Colleges, Incorporated is the consortium of Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts, Amherst.

EDUCATION

Ph.D. Bryn Mawr College (Italian Studies) May 1988. Dissertation: *Between Poetic Truth and Historical Falsehood: Fictions of Chivalry in Boiardo's Orlando Innamorato*

M.A. Bryn Mawr College (Medieval Studies) May 1983

B.A. **Summa cum laude**, Texas A&M, Commerce (English and History) May 1980

LANGUAGES

Native speaker of English

Near-native fluency in Italian

Reading knowledge of French, Spanish, German, Latin, Old English, Old Norse

NATIONAL GRANTS

- 2006-2010 \$600,000 from The Andrew W. Mellon Foundation for “Hindi and Arabic: Expanding Opportunities for Independent Learners” (creator / principal investigator)
- 2006-2009 \$369,000 from the International Research and Studies program (IRS), from the U.S. Department of Education (awarded to Five Colleges, Incorporated) for “*CultureTalk* Islamic Worlds” (creator / principal investigator)
- 2005-2009 \$337,000 from Undergraduate International Studies and Foreign Language Program (UISFL), from the U.S. Department of Education (awarded to Five Colleges, Incorporated) for “Expanding African Languages and African Studies at the Five Colleges: A Consortial Approach” (creator / principal investigator for language portion of grant)
- 2003-2006 \$535,000 from The Andrew W. Mellon Foundation, (awarded to Five Colleges, Incorporated), for “Maximizing Linguistic Resources for the Independent Learner on the Liberal Arts Campus” (creator / project director)
- 2000-2003 \$238,538 from the Fund for the Improvement of Post-Secondary Education (FIPSE), from the US Department of Education, (awarded to Five Colleges, Incorporated) for “LangMedia II: the Commonly Taught Languages” (creator /project director)
- 2002-2003 \$75,000 from The Andrew W. Mellon Foundation, (awarded to Five Colleges, Incorporated), for “New Approaches to the Study of Languages of the World: Pilot Projects in African Languages” (creator / project director)
- 2000-2001 \$50,000 from The Andrew W. Mellon Foundation (awarded to Five

- Colleges, Incorporated) planning grant
- 1999-2001 \$244,492 from The National Security Education Program (NSEP), division of the Department of Defense (awarded to Five Colleges, Incorporated) for “The Five College Foreign Language Media Archive” and to establish my web server / site **langmedia.fivecolleges.edu** (creator / project director)
- 1998-1999 \$4,000 from the New England Colleges Association (awarded to Five College Self-Instructional Language Program) for videoconferencing project entitled “Video Partners” (creator / project director)
- 1997-1998 \$10,000 from the Charles E. Culpeper Foundation (awarded to Five Colleges, Inc.) extension of original grant to include a laserdisc/software program for Thai (creator / project director)
- 1995-1997 \$15,000 from the U.S. Department of Education, (awarded to Five College Asian Studies) to develop Korean laserdisc/software program (project director for this segment of the grant)
- 1994-1997 \$150,000 from the Charles E. Culpeper Foundation, (awarded to Five Colleges Inc.). Development of series of laserdisc/software programs for Czech, Hindi, Hungarian, Norwegian, Serbian, Swahili, Turkish, Urdu (creator / project director)
- 1993-1995 \$75,000 from the Booth-Ferris Foundation, (awarded to Five Colleges Inc.). Development of Modern Greek laserdisc and accompanying interactive software (creator / project director)
- 1990-1994 \$30,000 from the Korean Research Foundation, (awarded to Five Colleges Inc.), (creator / project director) for development of Korean language instruction program

SELECTED HONORS AND AWARDS

- 2005 MERLOT (the Multimedia Educational Resource for Learning and Online Teaching) Editors' Choice Award for Overall Exemplary Online Learning Resource, awarded to Elizabeth Mazzocco for *LangMedia*
- 2005 MERLOT (the Multimedia Educational Resource for Learning and Online Teaching) Classic Award for Exemplary Online Learning Resources in World Languages, awarded to Elizabeth Mazzocco for *LangMedia*
- 2000 ACE Award. My program, the Five College Supervised Independent Language Program was one of 4 international studies programs honored by the American Council of Education for Academic Excellence for the year 1999-2000.
- 1986-1987 Fulbright, Renaissance Italian Literature, Florence, Italy.

SELECTED PUBLICATIONS

Mazzocco, Elizabeth H.D “LangMedia, a WorldWide Website for Language and Culture, and the Role of International Students in its Creation,” In *New Technologies and Language Learning*. Ed. Spreen Carol. Honolulu: Univ. of Hawai’i Press, 2002. pp. 121-34.

- Mazzocco, Elizabeth H.D. creator and producer. *The Five College Foreign Language Laserdisc Series* (a series of 11 30-minute laserdiscs and accompanying computer programs for language/culture study). Amherst: University of Massachusetts Press, 1999.
- Mazzocco, Elizabeth H.D. "The Heritage versus the Non-Heritage Language Learner: The Five College Self-Instructional Language Program's Solutions to the Problem of Separation or Unification," *ADFL Bulletin* 28:1(1996): 20-24.
- Mazzocco, Elizabeth H.D. "A Consortium Discovers NASILP: The Five College Experience," *NASILP Journal* 25 (1995): 37-47.
- Mazzocco, Elizabeth H.D. *Parliamoci a quattr'occhi*, a laserdisc/hypercard interactive program for elementary and intermediate Italian. New York: Magno Sound, 1992.
- Mazzocco, Elizabeth H.D. co-editor with R. Davis and M. Lyman-Hager, *Learning to See, Seeing to Learn: The Five College Foreign Language Resource Center Mellon Conference Proceedings*. Amherst: Five Colleges Inc., 1991.

NATIONAL EDITORIAL ACTIVITIES

- Editor-in-Chief, *The NASILP Journal*, 1994-2005
 Manuscript reviewer for Yale University Press

SELECTED NATIONAL ACTIVITIES

- Participant. Title VI Fiftieth Anniversary. Washington, D.C. March 2009.
- Participant. Cultures and Languages Across the Curriculum, University of North Carolina, October 2008.
- Speaker. IIE-Fulbright Supervisor Training Workshop. New York, May 2008.
- Organizer. National Institute for Technology in Liberal Education (NITLE). Conference on Advanced Arabic, Davidson College, October 2007.
- Member. IIE-Fulbright English Training Program Award Selection Committee. May 2006.
- Organizer. FIPSE preliminary grant reading site. Invited by FIPSE to organize one of ten sites in the U.S. for proposal reading, November 2003.
- Reader. FIPSE preliminary grant proposals. January 2002. Boston College
- Past President. Member of the Board, National Self-Instructional Language Programs, 2005-present
- President. National Association of Self-Instructional Language Programs, term 2002-2004.
- Participant (invited). World Language Summit, Washington, D.C., April 2001. sponsored by FIPSE and organized, at the request of the U.S. Department of Education, by the American Council of Teachers of Russian (ACTR) in cooperation with the National Foreign Language Center at the University of Maryland.

Curriculum Vitae
Amy L. Wordelman

Office: (413) 545-3453 awordelm@hfa.umass.edu

EDUCATION

Ph.D. Princeton University (Religions of Late Antiquity/Ancient Mediterranean), 1994
M.A. Princeton University, 1990
M.Div. Emory University, 1987
B.A. (High Honors) Oberlin College, 1983

LANGUAGES

Classical and Hellenistic Greek (reading knowledge, primary research language)
German (speaking and reading knowledge)
Latin, French, Hebrew (reading knowledge)

CURRENT POSITION

Associate Director - Five College Center for the Study of World Languages (1997 to the present)
Coordinator of Five College Supervised Independent and Mentored Language Programs and the *LangMedia* website; supervisor of all FCCSWL staff and facilities; budget and project management.

LANGUAGE AND TECHNOLOGY PROJECTS

(2006-2010) Co-director, project manager, and technology coordinator for “Hindi and Arabic: Expanding Opportunities for Independent Learners” funded by The Andrew W. Mellon Foundation. Course development for Arabic dialects, advanced Arabic and intermediate Hindi.

(2006 to 2009) Co-director, project manager, and technology coordinator for “*CultureTalk* Islamic Worlds” funded by the International Research and Studies program (IRS), U.S. Department of Education. Collection of video interviews related to countries with large Muslim populations.

(2005 to 2009) Coordinator for expansion of African Language offerings under “Expanding African Languages and African Studies at the Five Colleges: A Consortial Approach” funded by the Undergraduate International Studies and Foreign Language Program (UISFL), U.S. Department of Education.

(2003 to 2006) Curriculum designer, web designer, and project/personnel manager for “Maximizing Linguistic Resources for the Independent Learner on the Liberal Arts Campus,” funded by The Andrew W. Mellon Foundation. Mentored language program pilot and preparation of online course guides for Arabic, Hindi, Turkish, Farsi, and Turkmen.

(2002-2003) Curriculum designer, web designer and project manager for African Language Project, funded by The Andrew W. Mellon Foundation. Preparation of online course guides for independent study students in Swahili, Twi, and Wolof. Online at <http://langmedia.fivecolleges.edu>.

(2001-2002) Project manager and web designer for “LangMedia II” a collection of authentic video, images and text for language and culture learning featuring 19 countries (6 French speaking countries; 5 Spanish speaking countries; plus Angola, Bangladesh, Germany, Greece, Italy, Kenya, Serbia, and Slovakia). Online at <http://langmedia.fivecolleges.edu>.

(2000) Web designer for “Everyday Norwegian” the online version of “Everyday Norwegian” from *The Five College Foreign Language Laserdisc Series*, produced by Elizabeth H.D. Mazzocco, published by the University of Massachusetts Press, 1999 (30-minute video collections with accompanying exercises in 11 languages). Online at <http://langmedia.fivecolleges.edu>.

(1999-2000) Project manager and web designer for the “LangMedia” collection of authentic video, images and text for language and culture learning featuring 15 less-commonly taught languages in 15 countries. Online at <http://langmedia.fivecolleges.edu>.

TEACHING EXPERIENCE

Visiting Assistant Professor of Religion, Oberlin College, 1996-97
Adjunct Professor of Religious Studies, Canisius College, Spring/Fall 1995
Visiting Instructor of Religion, Emory University, 1992-93
Visiting Instructor of Religion, Oberlin College, 1990-91

SCHOLARY PUBLICATIONS AND ACTIVITIES

Article: “Cultural Divides and Dual Realities: A Greco-Roman Context for Acts 14,” in Contextualizing Acts: Lukan Narrative and Greco-Roman Discourse. Society of Biblical Literature symposium series; no. 20. (Leiden, Boston: Brill, 2004).

Dissertation: “The Gods Have Come Down: Images of Historical Lycaonia and the Literary Construction of Acts 14” Princeton University Department of Religion, 1994. Advisors: John Gager and Martha Himmelfarb.

Article: “Everyday Life: Women in the Period of the New Testament,” in The Women’s Bible Commentary, ed. Carol Newsom and Sharon Ringe (Westminster/John Knox, 1992, reissued expanded edition 1998) pp. 390-396.

Book review of Searching the Scriptures: Volume Two: A Feminist Commentary, ed. Elisabeth Schüssler Fiorenza (Crossroad, 1994) in Theology Today 53(1996):262-3.

Book review of Lydia’s Impatient Sisters: A Feminist Social History of Early Christianity, by Luisa Schottroff, trans. By B. and M. Rumscheidt (SCM Press, 1995) in Princeton Seminary Bulletin 18(1997):89-90.

FELLOWSHIPS AND HONORS

Frederick Borsch Merit Prize, Princeton University, 1988-89
Princeton University Fellowships, 1987-90, 91-92
Woodruff Fellow, Emory University, 1983-87
High Honors, Oberlin College, 1983
Phi Beta Kappa, 1982

Five Colleges, Incorporated

Job Description

Title: Materials Development Assistant for *CultureTalk* Website
Five College Center for the Study of World Languages

Terms: Full-time, grant-funded, benefited position

Supervisor: Associate Director and Technology Coordinator
Five College Center for the Study of World Languages

General Statement of Duties:

The materials development assistant will prepare video and text materials for the LangMedia *CultureTalk* website; help train and provide technical support to native speakers working on the project; and supervise the project workroom in the late afternoon and early evening hours.

Detailed Statement of Duties and Responsibilities:

1. Capture, edit, and process videos and audio for web distribution;
2. Assist with formatting and editing transcriptions and translations of the videos; discuss and clarify translation issues with native speakers;
3. Assist with training and providing technical support for students/native speakers working on the project;
4. Assist with tracking progress of videos through all stages of materials production;
5. Assist with backing up and archiving materials at all stages of production;
6. Assist with preparing finished materials for web distribution.

Required Qualifications:

1. B.A. Degree;
2. Excellent oral and written communication skills in English;
3. Excellent organizational skills and attention to detail;
4. Excellent interpersonal and cross-cultural communication skills;
5. Demonstrated ability to learn to use a wide variety of computer software programs;
6. Ability to provide support to less-experienced computer users.

Preferred qualifications:

1. Interest and experience in second language learning, study abroad, and/or cross-cultural understanding;
2. Experience writing, editing and proofreading in English;
3. Previous work experience in a professional office or high-activity work environment.

Five Colleges, Incorporated

Job Description

Title: Video and Web Producer for *CultureTalk* Website
Five College Center for the Study of World Languages

Terms: Part-time, grant-funded position

Supervisor: Associate Director and Technology Coordinator
Five College Center for the Study of World Languages

General Statement of Duties:

The video and web producer will film interviews, edit video, and train other participants who will also be involved in filming, interviewing, and editing. The web producer will also help supervise the project workroom and provide technical support as needed.

Detailed Statement of Duties and Responsibilities:

1. Film interviews, edit videos, prepare videos for web distribution;
2. Train and provide technical support for students/native speakers working on the project;
3. Track progress of videos through all stages of materials production;
4. Assist with backing up and archiving materials at all stages of production;
5. Assist with preparing finished materials for web distribution.

Required Qualifications:

1. B.A. Degree;
2. Excellent oral and written communication skills in English;
3. Excellent organizational skills and attention to detail;
4. Excellent interpersonal and cross-cultural communication skills;
5. Skill in using video camera and video editing equipment;
6. Skill in using video editing software;
7. Ability to provide training and support to less-experienced users.

Preferred qualifications:

1. Interest and experience in second language learning, study abroad, and/or cross-cultural understanding;
2. Experience writing, editing and proofreading in English;
3. Three years of previous work experience in a professional office or high-activity work environment.

CultureTalk: Exploring Critical Languages and Cultures
Project Timeline

Year One:

- Hire Materials Development Assistant and Video and Web Producer
- Hire and train LCTL-speaking international students to serve as videographers
- Videographers do in-country video shoots (winter and summer breaks)
- Begin capture and initial editing of video clips in FCCSWL
- Begin transcripts and translations in FCCSWL
- Organize local video shoots and interviews
- Hire language students to begin pretesting
- Initiate revisions based on pretesting
- Evaluate quality of material created and determine priorities for year two

Year Two:

- Hire and train additional international students to serve as videographers
- Videographers do in-country video shoots (winter and summer breaks)
- Continue capture and initial editing of video clips in FCCSWL
- Continue transcripts and translations in FCCSWL
- Continue local video shoots and interviews
- Hire language students to continue pretesting
- Initiate revisions based on pretesting
- Insert new video clips into existing LCTL course guides for use in student courses
- Begin student evaluation of new video clips within courses
- Evaluate quality of material created and determine priorities for year three

Year Three:

- Videographers do final in-country video shoots to fill in gaps in the project
- Continue capture and initial editing of video clips in FCCSWL
- Continue transcripts and translations in FCCSWL
- Final local video shoots and interviews
- Hire language students to continue pretesting
- Initiate revisions based on pretesting
- Assemble webpages for each LCTL site
- Insert new video clips into LCTL course guides for use in FCCSWL courses
- Test links on sites
- Launch sites
- Final student evaluations
- Final faculty evaluations
- Final revisions based on student and faculty evaluations

CultureTalk: Exploring Critical Languages and Cultures
Summary of Languages, Countries, and Topics

***CultureTalk: Exploring Critical Languages and Cultures* will include videos in the following twenty languages:**

Armenian	Hausa	Romanian	Vietnamese
Bosnian	Igbo	Serbian	Xhosa
Bulgarian	Pashto	Thai	Yoruba
Croatian	Persian	Tibetan	Zulu
Georgian	Polish	Ukrainian	One to be chosen

Language/country sections on the *CultureTalk* website:

Africa:

CultureTalk Nigeria (Hausa, Igbo, Yoruba)

CultureTalk South Africa (Zulu, Xhosa)

Central and South Asia:

CultureTalk Persian in Iran

CultureTalk Tibet

CultureTalk Pashto – Afghanistan and Pakistan

Southeast Asia:

CultureTalk Thailand

CultureTalk Vietnam

Eastern Europe:

CultureTalk Armenia

CultureTalk Georgia

CultureTalk Bosnia-Herzegovina

CultureTalk Bulgaria

CultureTalk Croatia

CultureTalk Poland

CultureTalk Serbia

CultureTalk Ukraine

CultureTalk Romania

Topic Divisions:

Arts and Entertainment

Recreation

Economy and Politics

Religious and Cultural Traditions

Education

Society, Health and Environment

Everyday Life

Work

Education

Youth Culture

Family

Food

Kids Talk

Language

Life Stories

Living Abroad

Places

CultureTalk Senegal

LangMedia Resources for World Languages

Five College Center for the
Study of World Languages



[Home](#) [About](#) [CultureTalk](#) [More Multimedia](#) [Course Guides](#) [Study Abroad](#) [Help](#)

[CultureTalk Home](#)

CultureTalk Senegal: Video Pages by Topic

Arts & Entertainment

- Senegalese Artistic Traditions
- Recording Artists

Economy & Politics

- Jobs and Unemployment
- An Apolitical Observer

Education

- Children's Education
- Secondary School and Beyond
- Cours Sainte Marie Secondary School
- Studying English in Senegal

Everyday Life

- Comparing Social Interactions
- Fashion
- Home Life

Family

- Family Relations
- Parents in Senegal and the U.S.
- Polygamous Families
- Polygamy and the Future

Food

- Family Meals
- Senegalese Tea
- Cooking
- Holiday Chicken

Kids Talk

- Play Time
- School Time

Language

- French and Wolof

Living Abroad

- Adjusting to College in the U.S.
- Looking Toward the Future
- An American Muslim in Senegal
- American Students in Senegal

Places

- Glimpses of Senegal

Recreation

- Free Time Activities

Religious & Cultural Traditions

- Religious Diversity
- Prayers at a Mosque
- Eid al-Adha
- Infant Naming Ceremony
- Going to Mecca
- Cultural Values

Society, Health, & Environment

- Women's Health

Work

- Gender Roles
- Education and Opportunity
- Market Sellers
- Sellers' Messages for Visitors

Youth Culture

- Teens Talk
- Relations with Parents
- Generational Issues

About CultureTalk: CultureTalk is produced by the Five College Center for the Study of World Languages and housed on the [LangMedia Website](#). The project provides students of language and culture with samples of people talking about their lives in the languages they use everyday. The participants in CultureTalk interviews and discussions are of many different ages and walks of life. They are free to express themselves as they wish. The ideas and opinions presented here are those of the participants. Inclusion in CultureTalk does not represent endorsement of these ideas or opinions by the Five College Center for the Study of World Languages, Five Colleges, Incorporated., or any of its member institutions: Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst.

© 2003-2008 [Five College Center for the Study of World Languages](#) and [Five Colleges, Incorporated.](#) [Five Colleges, Incorporated](#) is the non-profit higher education consortium that administers cooperative agreements and programs among [Amherst College](#), [Hampshire College](#), [Mount Holyoke College](#), [Smith College](#) and the [University of Massachusetts at Amherst](#).

CultureTalk Senegal

LangMedia Resources for World Languages

Five College Center for the Study of World Languages



[Home](#) [About](#) [CultureTalk](#) [More Multimedia](#) [Course Guides](#) [Study Abroad](#) [Help](#)

[CultureTalk Home](#) | [CultureTalk Senegal](#)

Work: Market Sellers



Vegetable Seller

Video
[real](#) [mp4](#)

Wolof & English
[doc](#) [pdf](#)



Women Selling Grains

Video
[real](#) [mp4](#)

Wolof & English
[doc](#) [pdf](#)



Oyster Seller

Video
[real](#) [mp4](#)

Wolof & English
[doc](#) [pdf](#)



Washing and Sorting Shellfish

Video
[real](#) [mp4](#)

Wolof & English
[doc](#) [pdf](#)



The Most Expensive Fish

Video
[real](#) [mp4](#)

Wolof & English
[doc](#) [pdf](#)

Media Formats: Videos are in RealMedia and Quicktime 7.0 MP4 (i-Pod compatible) formats. Transcripts and translations are in Microsoft Word document format and in Adobe Acrobat compatible pdf files. Click on the link to open videos and transcripts. To download in Windows right-click on the link and choose "Save Target As" or "Save Link As." To download on a Mac hold down the "Option" key while clicking on the link. Materials are for personal and non-profit educational use only. They may not be republished, posted online elsewhere or used commercially.

About CultureTalk: CultureTalk is produced by the Five College Center for the Study of World Languages and housed on the [LangMedia Website](#). The project provides students of language and culture with samples of people talking about their lives in the languages they use everyday. The participants in CultureTalk interviews and discussions are of many different ages and walks of life. They are free to express themselves as they wish. The ideas and opinions presented here are those of the participants. Inclusion in CultureTalk does not represent endorsement of these ideas or opinions by the Five College Center for the Study of World Languages, Five Colleges, Incorporated., or any of its member institutions: Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst.

© 2003-2008 [Five College Center for the Study of World Languages](#) and [Five Colleges, Incorporated](#).

[Five Colleges, Incorporated](#) is the non-profit higher education consortium that administers cooperative agreements and programs among [Amherst College](#), [Hampshire College](#), [Mount Holyoke College](#), [Smith College](#) and the [University of Massachusetts at Amherst](#).

Five College Mentored Intermediate Turkish Study Guide 7

Available online at <http://langmedia.fivecolleges.edu/turkish>

MAIN TOPIC: EDUCATION

Subtopic: School Life

Related Videos from *CultureTalk Turkey*

1- tu_kres_z1e	Nursery school
2- tu_preschool_z1e	Kindergarten
3- tu_primaryschool_z1e	Uniforms and snacks
4- tu_mathanxiety_g1e	Math and tutoring
5- tu_school_z3e	Boarding school schedule
6- tu_school_z4e	Food at boarding school
7- tu_school_z5e	Dormitory life
8- tu_school_g1e	Illness and makeups

Discussion Questions for Conversation Session:

- 1- Did you go to nursery school or kindergarten before you started your primary education? Do you think it is necessary to send children to nursery schools and kindergartens? What are your memories from nursery school/kindergarten?
- 2- Do you think students should wear uniforms at schools? Are there any schools in the U.S. that require uniforms? In your opinion, what are the advantages/disadvantages of wearing uniforms?
- 3- What are your ideas about boarding schools and dormitories? Have you ever studied at a boarding school or lived in a dormitory? What are the advantages/disadvantages of boarding schools and dormitories?
- 4- Discuss the food at your college and compare it with food at your high school or at your home. What is your favorite dish at home? And in the dining hall?

Roleplay Activities for Conversation Session:

1- You live in a dormitory in a double room. You have a history exam and you are trying to study for it. However, your roommate is listening to music at a high volume. You need to explain your situation to your roommate and ask her/him to be quiet. (Students change roles after the first performance). As you work your way through this roleplay, practice handling a cooperative roommate, a roommate who needs convincing, and a roommate who refuses to turn the music down.

First student: The student studying for the exam.

Second student: The roommate.

2- You are supposed to submit a project paper for your chemistry class at the end of this week. However, you have been sick for the last two weeks, have missed chemistry lab and therefore have not finished enough experiments to write the paper. Go see your chemistry teacher, apologize for having missed your lab sessions, and ask for an extension. (Students change roles after the first performance).

First student: The student

Second student: The teacher

3- You have an important Math exam next week and you are having trouble understanding some topics that the test will cover. You know one of your classmates is really good at Math. You want to study with her/him. You call him/her to check if s/he can help you. (Students change roles after the first performance).

First student: The student having trouble with Math

Second student: The classmate

4- This is your first year at university and you don't know anyone who is sitting at the dining table. Break the ice by engaging the other students on the topic of the food at the university.

First student: The newcomer

Second student(s): The continuing students

Faculty Evaluators for *CultureTalk: Exploring Critical Languages and Cultures*

Rowland Abiodun
John C. Newton Professor of the History of Art and Black Studies
Amherst College roabiodun@amherst.edu

Robert J. Bickner
Professor of Thai Language and Literature
University of Wisconsin, Madison rbickner@facstaff.wisc.edu

Susan Darlington
Professor of Anthropology and Asian Studies
Hampshire College sdarlington@hampshire.edu

Ralph Faulkingham
Professor of Anthropology (African Studies)
University of Massachusetts

Suren Gambhir
Professor of SouthEast Asian Studies
University of Pennsylvania sgambhir@sas.upenn.edu

Jay Garfield
Doris Silbert Professor of the Humanities and Professor of Philosophy (Tibet)
Smith College jgarfield@smith.edu

Jim Hicks
Comparative Literature (BCS)
University of Massachusetts jhicks@smith.edu

Sean Redding
Professor of History (South Africa)
Amherst College sredding@amherst.edu

Laszlo Tikos
Professor Emeritus of Slavic Languages and Literatures
University of Massachusetts tikos@slavic.umass.edu

Bogdan Radic
Associate Professor of Slavic Literature
Indiana University bradic@indiana.edu

Stephen Jones
Professor of Russian and Eurasian Studies (Georgian)
Mount Holyoke College sfjones@mtholyoke.edu

CultureTalk: Exploring Critical Languages and Cultures
Sample Questionnaire for Faculty Evaluators
Five College Center for the Study of World Languages

Accessibility of Site:

1. From where did you access the site (office computer, home computer, language lab, computer lab, internet café)?
2. Did you have any problems playing the videos on the site? If so, please describe.
3. Did you have any problems viewing the transcripts and translations of the videos? If so, please describe.

Content reviewed:

1. Which country and region sites did you review?
2. In what languages were these videos?
3. Did you focus on specific topic sections? If so, which ones?

Diversity of Content

1. *CultureTalk: Exploring Critical Languages and Cultures* strives to present a wide variety of voices and perspectives by featuring people of many different ages and walks of life. To what extent has this goal of diversity been met for the material you reviewed? In what ways has it not been met?

Quality of Transcripts and Translations

1. To what extent are the transcripts and translations accurate?
2. To what extent are the transcripts and translations useful?

Utility of Content for Faculty and Students

1. Can you use *CultureTalk: Exploring Critical Languages and Cultures* to enhance your courses? If yes, which courses and how would you use it? If no, what is preventing it from being incorporated into your courses?
2. Do you currently use a similar resource in your courses? If yes, which resource?

What changes and additions would you recommend for the site?

CultureTalk: Exploring Critical Languages and Cultures
Sample Student Evaluation Form

Accessibility of Site:

1. From where did you access the site (office computer, home computer, language lab, computer lab, internet café)?
2. Did you have any problems playing the videos on the site? If so, please describe.
3. Did you have any problems viewing the transcripts and translations of the videos? If so, please describe.

Evaluation of Usefulness of Content

1. Which types of videos do you find most interesting?
2. Which types of videos do you find most useful for your formal studies?
3. What have you learned this semester from using the *CultureTalk: Exploring Critical Languages and Cultures* site that you might not have learned through your other course materials?
4. What don't you like and/or what don't you find useful about *CultureTalk: Exploring Critical Languages and Cultures*?

Diversity of Content

1. *CultureTalk: Exploring Critical Languages and Cultures* strives to present a wide variety of voices and perspectives by featuring people of many different ages and walks of life. To what extent has this goal of diversity been met for the material you studied? In what ways has it not been met?

What suggestions do you have for future additions or revisions to the site's content or display?

Interview Guidelines for Videographers

CultureTalk: Exploring Critical Languages and Cultures

Suggestions with Possible Interview Questions

Education

--Interview children and teens of various ages (get a parent's permission) about school. What do they study? What is a typical day like? What kind of homework or exams do they have? What do they like most about school? What don't they like? What's the most exciting thing they have learned recently? What was the hardest? What do they do when they are not in school?

--Interview college/university students about their studies and lives. What are they studying? What is a typical day or week like? What is the path to their degree (number of years, exams, etc.)? What do they find most interesting about their studies? What is their campus like? Where and how do students live? Eat? Work? What do students do when they aren't in class or studying? What kinds of extracurricular activities are there?

--Interview teachers. What do they teach? What ages? How did they choose their profession? What is a typical day like? What do they most want their students to learn? What motivates their students? What are the challenges facing teachers and students?

Family and Home Life

--Interview any members of a household. Who lives in the household? Extended family? Family and people who work for the family? Who cooks, cleans, and does laundry? Who shops for food? Who cares for children? What work do children do in the household? Are there special roles or responsibilities by age or gender? Do elders have certain roles or privileges? Who works outside the home?

--Food preparation. Film someone making a favorite and common local dish. Have them describe what they are doing as you film. Keep the camera on the person while they are working, stop for separate close-ups of various stages of the dish, get close-ups of the ingredients before you start, and a close-up of the finished dish.

--Have someone give a tour of a typical house or apartment. Important filming tip: Don't have the person move around and talk at the same time. Film the person standing still in one place with the microphone right there! Focus on each area of a room for at least 3 seconds before slowly moving the camera to show another area. In other words, don't move the camera much and don't film moving people.

--Have someone talk about a special area of the house or a favorite activity. A garden or gardening, a craft, a religious shrine, etc.

Music, Arts, and Recreation

--Interview people discussing their favorite music and musicians.

--Interview people discussing their favorite sports, athletes, or teams.

--Interview someone who is familiar with local/regional theatre, dance, music, or film. You can ask about what kinds of performances are given, who performs, and how the performers learn

their art. What different genres or types of expression are found? What is popular? What does the person like most and why? Are performers paid or do they do it without pay? Do artists face particular challenges in practicing their art? How does local art influence and/or is influenced by “globalized” art forms (i.e., for example, local “rap” or “jazz”). NOTE: Do not videotape live performances because that raises copyright issues even if you have the permission of the performers!

--Interview someone familiar with literary trends or who can talk about a particular author or genre that is important to them. For literary trends in general: What writers are widely read? In what language(s) do they write? How do people learn about their work (newspaper reviews, bookstores, word of mouth, school, etc.)? Who publishes their work? About specific favorite authors or genres: who do you read? In what ways is the work significant to you? What would you recommend to someone else to read? Why?

Cultural Traditions

--Interview people talking about how a major life event is celebrated or commemorated—such as births, naming rituals, coming of age rituals, marriages, deaths, etc.

--Interview people talking about how major holidays are celebrated.

--Interview people talking about other cultural traditions such as special types of etiquette, rituals, norms of behavior in certain situations, expectations for behavior for children, for males or females, for older adults, care for the sick or elderly, care for orphans or others without the means to subsistence.

Work and Economic Life

--Interview people about their professions. How did they come to do what they do? How did they learn to do their work? What is a typical day like? What do they like about their work? What is most important to them about their work? What are the biggest challenges they face in doing their work?

--Interview people about general public feelings about the economy in the country. Is the state of the economy a topic of conversation? What is going well for the country in economic terms? What are people worried about? Are jobs an issue? Prices for foods and basic goods? Health issues? Debts? Is farming a factor? Industry? High-tech?

--Interview people about how the culture/country provides for basic needs and services. What do people do when they get sick? Who treats them? What does it cost? Are there people who need help to meet their basic food needs? How does this happen? How are children who are orphaned, disabled people, or elderly people cared for?

--Interview young people about their vocation choices. How do they want to provide for themselves or their families when they grow up? Do they want to practice a particular profession? Why that profession?

Current Events

--Interview people about current events or issues in the country. Some possible topics are relatively non-controversial. Some are not. Use your judgment. It is fine for people to express their opinions as long as they remember that whatever they say will be publicly available on the web. Some people need to be more cautious than others. When we put anything on the web, we will need to provide an introduction and/or variety of views and perspectives that show diversity

of opinion apart from what any one person says. There are ways of talking about potentially controversial subjects that help educate people about what the issues are without being directly partisan. For example, discussion of elections, party politics, or hot political topics. The person can describe the tone of the campaign in the country, the major parties or candidates, and the major issues of discussion in the campaign/debates. If they are inclined to give their opinions on particular issues, they should explain why they tend toward that opinion and at the same time explain what others who disagree with them would say. The same is true for controversial social issues such as AIDS, birth control, gender roles, etc. Be especially careful around issues of ethnic or religious conflicts. Discussions can be frank and educative, without being polemical.

Oral History

--Interview older people about their lives. They might want to talk in general about what things were like when they were young, or about some significant event that affected the course of their life (moving from the country to the city, getting married), or about their memories of significant historical events or periods (for example, older people in the U.S. will often talk about what things were like during World War II, or when President Kennedy was shot, or about what life was like under segregation and the various events of the civil rights movement.)

On Helping Students Preparing to Study Abroad in Your Country

--Interview people about what they would most like a visiting student to learn about and experience while in their country.

--Interview people about what constitutes "good behavior" for a visitor to the country. What norms of etiquette and attitude should a foreigner adopt in order to fit in, to avoid giving offense, and to generate good will among those s/he meets.

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-FCBudNarr-culturetalk.pdf**

CultureTalk: Exploring Critical Languages and Cultures
Five College Center for the Study of World Languages (FCCSWL)

Budget Narrative: All budget items and activities respond directly to the competitive preference priority for materials development in twenty specific Less Commonly Taught Languages. No funds are directed toward activities that do not meet the priority.

The activities reflected in the budget include the work of filming, editing, transcribing, translating, and preparing *CultureTalk: Exploring Critical Languages and Cultures* videos for web distribution, oversight of the project, and supervision of the staff by the project co-directors. The budget is based on FCCSWL experience with similar projects: 89% of project costs relate to personnel (wages and benefits), with only 3% for supplies and a modest 8% in indirect costs, calculated under the Restricted Indirect Cost Rate in compliance with 34CFR 76.564(c)(2).

This emphasis on the human element of the project reflects FCCSWL's philosophy of focusing resources on hiring high quality personnel as the most cost-effective means of achieving project excellence. Doing all the design and production work in-house avoids the need to hire expensive outside web designers. Finally, the use of standard and relatively inexpensive computers, video supplies, and software also controls costs.

The position titles, roles and salaries of all project personnel, including production staff, student pre-testers and faculty evaluators, are provided in the detailed spreadsheet below. These compensation rates reflect standard Five College wage and fringe benefit rates. The spreadsheet also includes a detailed description of the video camera and computer supplies which will be required. Other resources committed to this project include existing FCCSWL computers and video equipment; Five Colleges, Inc. supports the day-to-day operations of FCCSWL, its project workroom, and the *LangMedia* webserver.

Budget Narrative for *CultureTalk: Exploring Critical Languages and Cultures*
 Five College Center for the Study of World Languages
 International Research and Studies Grant Proposal
 April 23, 2009

All budget items relate to the Competitive Priority 1 - Instructional Materials

	Year 1 June 2009- 10	Year 2 July- June 2010-11	Year 3 July- June 2011- 12	<u>Category Subtotal</u>
FUNDS REQUESTED FROM THE U.S. DEPARTMENT OF EDUCATION				
<u>1. Personnel</u>	\$97,986.00	\$100,266.00	\$100,614.00	<u>\$298,866</u>
Project Co-Director, Elizabeth Mazzocco, Personnel, Content Selection, Evaluations, Presentations				
Based on starting salary of \$101,308, 3% increase per year.				
Year 1- .1 FTE (10% of time, 12 months)	10,131.00	10,435.00	10,748.00	
Year 2- .1 FTE (10% of time, 12 months)				
Year 3- .1 FTE (10% of time, 12 months)				
Project Co-Director, Amy Wordelman Project Management, Content Selection, Web Design				
Based on starting salary of \$68,136, 3% increase per year				
Year 1- .2 FTE (20% of time, 12 months)	13,627.00	14,036.00	14,457.00	
Year 2- .2 FTE (20% of time, 12 months)				
Year 3- .2 FTE (20% of time, 12 months)				
Video and Web Producer Video Filming, Editing, Supervision of Workroom				
17 hrs. per week, 52 weeks, \$18.72 per hour, 3% increase per year	16,548.00	17,044.00	17,556.00	
Materials Development Asst. Assists with Filming, Editing, and Web Page Construction				
\$15.75 per hour, 40 hrs. per week, 12 months per year (100% of time to project, 12 months per year)	32,760.00	33,743.00	34,755.00	
Bookkeeper (Purchasing, Payroll, Student Employee Records)				
3 hrs. per week, 52 weeks, \$18.72 per hour, 3% increase per year (payroll and records for the many student native speakers working on the project)	2,920.00	3,008.00	3,098.00	
Native Speakers and Student Assistants: Videographers, Transcript/Translators, Participants, Tech Help 25-30 student assistants per year				
Videographers: 16 overseas video shoots a year, \$350 stipend each; Local Participants in Interviews/Conversations: 80 hrs. per year, \$10.00 per hour; Transcript/Translators: 1000 hrs. per year, average pay is \$12 per hour; (undergraduates are paid \$10.00/hr.; graduate students are paid between \$12.00 - \$15.00 per hour depending upon experience); Student web server programmer: 100 hrs. per year, \$16.00 per hour; 25-30 students each year involved in various parts of the project	20,000.00	20,000.00	20,000.00	
Student Evaluators for Videos, Transcripts, and Translations (Pre-testing Phase - User Testing by Language Students)				
Years 1 & 2: approximately 20 hours per language; 20 languages; \$10.00 per hour	2,000.00	2,000.00		
<u>2. Fringe Benefits:</u> Includes health insurance, contributions to a tax-deferred annuity plan, employer medicare and social security taxes, workers' compensation insurance, life insurance, and disability insurance which averages 30% of employee's salary.	23,177.00	23,861.00	24,567.00	<u>\$71,605</u>
CoDirector Elizabeth Mazzocco: UMass Benefits at 30%	3,039.00	3,130.00	3,224.00	
CoDirector Amy Wordelman: Five College Benefits at 30%	4,088.00	4,211.00	4,337.00	
Video and Web Producer: Five College Benefits at 30%	4,964.00	5,113.00	5,267.00	
Materials Development Assistant: Five College Benefits at 30%	9,828.00	10,123.00	10,427.00	
Bookkeeper: Five College Benefits at 30%	876.00	902.00	930.00	
Native Speakers: FICA for work done locally over the summer (based on .25 of total budget at 7.65% for FICA)	382.00	382.00	382.00	
<u>3. Travel (none)</u>	-	-	-	<u>\$0</u>

Budget Narrative

All budget items relate to the Competitive Priority 1 - Instructional Materials

	Year 1 July- June 2009- 10	Year 2 July- June 2010-11	Year 3 July- June 2011- 12	Category Subtotal
4. Equipment (none)	-	-	-	\$0
5. Supplies	7,702	6,150	825	\$14,677
2 multimedia equipped computers for video and image processing, writing transcripts and translations, and for assembling the web pages (\$1600 each)	1,600	1,600	-	
5 mid-range consumer mini DV video cameras such as Sony HDR-CX12High Definition Handycam® Camcorder (listed at \$899.39 each)	2,697	1,800	-	
5 high-quality microphones for the camcorders ECM-HQP1 Surround Sound Microphone [\$149.99]	450	300	-	
10 Camcorder Batteries for new camcorders (\$59.99 each)	360	240	-	
5 Tripods for new camcorders (\$39.99 each)	120	80	-	
5 Camcorder carrying cases (\$39.99 each)	120	80	-	
5 Travel plug/power converter sets (\$25 each)	75	50	-	
12 Extra memory sticks for new camcorders (\$39.99 each)	280	200		
100 mini DV tapes per year (bulk for approx. \$3 each)	300	300	300	
Consumable and replacement A/V supplies such as: DVD-Rs for archiving and backups (3 100-packs/year @ \$69.99) Replacement microphones for older camcorders (4/year @ \$24.99) Replacement microphone batteries (20/year @ \$3.19) Replacement headphones (6/year @ \$9.99) Replacement tripods (3/year @ \$29.99)	525	525	525	
Software to equip new computers: Microsoft Office Standard (2 copies @ \$129.99) Adobe Premier (2 copies @ \$344.95) ProCoder 3 video conversion software (2 copies @ \$198.95) Adobe Acrobat Professional (1 copy, \$499.95) Adobe Photoshop (1 copy, \$299)	1,175	975	-	
6. Contractual (not applicable)				\$0
7. Construction (no construction costs)				\$0
8. Other (outside evaluators and native speakers)	-	1,500	1,500	\$3,000
Faculty Evaluators - years 2 - 3				
10 language/area specialists at the rate of \$300 for each review of content. Each reviewer will complete a questionnaire in year 2 or 3 as initial drafts of sites are ready for testing. Because of the wide geographic scope of the project and the number of languages involved, we need external advice about the content and usefulness of the site for the audiences we are trying to reach. These reviewers will bring additional expertise and will ensure the overall quality of the finished product.	\$0	\$1,500	\$1,500	
9. Total Direct Costs (lines 1-8)	\$128,865	\$131,777	\$127,506	\$388,148
10. Indirect Costs U.S. Dept. of Education allowed indirect cost rate of 8%	10,309.00	10,542.00	10,200.00	\$31,051.00
11. Training Stipends (no training costs)				
12. Total Costs	\$139,174	\$142,319	\$137,706	\$419,199