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U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The Board of Regents of the Univ...

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	$ 39,018	$ 55,455	$ 57,673	$ 0	$ 0	$ 152,146
2. Fringe Benefits	$ 22,517	$ 36,116	$ 37,498	$ 0	$ 0	$ 96,131
3. Travel	$ 5,000	$ 5,200	$ 1,082	$ 0	$ 0	$ 11,282
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 1,900	$ 1,948	$ 916	$ 0	$ 0	$ 4,764
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 64,560	$ 39,333	$ 18,366	$ 0	$ 0	$ 122,259
9. Total Direct Costs (lines 1-8)	$ 132,995	$ 138,052	$ 115,535	$ 0	$ 0	$ 386,582
10. Indirect Costs*	$ 60,623	$ 59,195	$ 48,274	$ 0	$ 0	$ 168,092
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 193,618	$ 197,247	$ 163,809	$ 0	$ 0	$ 554,674

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): Department of Health and Human Services
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The Board of Regents of the Univ...

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

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-abstract.pdf**

Abstract

The U.S. *National Standards for Foreign Language Learning* (Standards) represent the greatest movement in U.S. history for setting goals for language instruction across languages, instructional levels, institutions and states. Despite the Standards' learner-centered orientation in describing what language students should know and be able to do, research on the Standards since their creation in 1996 has not investigated whether the goals of the Standards do, in fact, reflect the goals of students at any level of instruction, in any languages. This marked absence of the student perspective is striking, especially given increasing efforts to implement the Standards more broadly, extending their impact from K-12 into postsecondary instruction as well as from commonly taught languages (CTLs) to less commonly taught languages (LCTLs). If student goals do not align with the Standards, or if students do not believe they can attain the goals of the Standards, educational reform based on the Standards should be questioned.

The proposed study, *Goals of Postsecondary Students and the National Standards for Language Learning*, investigates the alignment between the Standards and the learning goals of postsecondary students through a large-scale national survey of postsecondary students of many diverse languages at the beginning of the first and end of the second year of study at institutions that receive significant Title VI funding to support instruction in LCTLs. The study's mixed method design consists of a written survey based on statements taken directly from the Standards, and simplified cognitive interviews. In the survey, students will be asked if each content statement represents a goal for them and if they expect to attain this goal by the end of their degree programs; the survey will be administered to approximately 20,000 students nationwide. The cognitive interview will probe students' understanding of the Standards statements and their goals, beliefs and expectations. It will be conducted with a subset of 200 students. The survey data will be analyzed with descriptive statistics to show how students' goals and their expectations of attaining them align with the Standards, how students rank order these goals, and which of the 5 goal areas (the "5 Cs") of the Standards are most important in these rankings. Inferential statistics will be used to investigate differences between the CTLs and the LCTLs and between students at the beginning of the first year of study and at the end of the second year of study. Multiple demographic variables will provide controls and offer routes to probe findings in depth through the cognitive interviews. In the interviews, the researchers will ask students to think aloud while they are doing the survey and to respond to probe questions about their understanding of the Standards and about their goals and expectations. These interviews will be transcribed and analyzed by themes to provide indications of the reasons behind students' goals and beliefs.

The findings of the study will be disseminated by the American Council on the Teaching of Foreign Languages and through conference presentations and publications; they will also be shared with an ongoing task force to review the impact of the Standards. The results of the study will inform the design of foreign language programs, the development of foreign language curricula, the implementation of the Standards at the postsecondary level and in critical LCTLs, and possible revisions of the Standards themselves.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1240-narrative.pdf**

Narrative

Goals of Postsecondary Students and the National Standards for Foreign Language Learning

Proposal submitted to:
U.S. Department of Education, Office of Postsecondary Education
International Education Programs and Services
International Research and Studies Program

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1. Need for the Project

a) Need for the proposed study in foreign language education

The U.S. *National Standards for Foreign Language Learning* (Standards, 2006, 1999, 1996), now over 10 years old, represent the greatest movement in U.S. history for setting goals for foreign language (FL) education across languages, institutions, instructional levels (K-16) and states. The Standards describe what "language students should know about and be able to do" (Standards, 2006, p. 13) through 11 content standards in 5 goal areas (the 5 Cs): Communication, Cultures, Connections, Comparisons, and Communities. The Standards were designed to have a strong influence on FL teaching and learning, moving K-16 FL education from a methods-based organization of teaching to instruction describing and measuring what students are able to do.

This learner-centered orientation of the Standards suggests that the content standards represent student goals for language learning. However, research on the Standards since their creation in 1996 has not investigated whether the goals of the Standards do, in fact, reflect the goals or expectations of students in any language, at any level, K-16. Do language students have these goals? Are the goals of students of different languages also different? Do students' goals change as they advance in their studies? Do students expect to attain their personal goals before they complete their degrees?

Studies on the Standards to date have not addressed the perspectives of the stakeholders most implicated by the Standards: the students themselves. A task force for a project funded by the U.S. Department of Education to review the national impact of the Standards (Phillips & Abbott, 2007) has identified close to 900 references to the Standards in scholarly journals. Not a

single study in these 900 references has addressed the goals or expectations of students. This absence of research is particularly striking given the purported learner-centered framework of the Standards, as well as the broader learner-centered philosophy that underlies communicative language teaching today. It is especially troublesome because there is a fervent need for a wider range of students to learn a greater number of FLs, especially students preparing for careers outside the humanities and heading toward professional schools, and students studying less commonly taught languages (LCTLs). Do these students of LCTLs share the goals in the Standards, which were initially developed by four national language teaching associations primarily representing the commonly taught languages (CTLs) of French, German and Spanish?

The Standards were designed to frame instruction for K-16 FL education. Thus far, however, they have been more influential at the K-12 than the postsecondary level (Long, 2005; Swaffar, 2006), with 35 states having implemented K-12 standards or curricular frameworks based on the national model (Allen, 2002; Phillips & Abbott, 2007; Phillips, 1999). Consistent with the K-12 focus, most attention to the Standards concerns the CTLs. The recent literature review by the Standards task force identified the main journals in which articles about the Standards appear: *Modern Language Journal, Hispania, Die Unterrichtspraxis, Foreign Language Annals, French Review,* and the *ADFL Bulletin*. The journals of teachers of Spanish, German, and French are represented; journals devoted exclusively to any LCTL are absent.

At the postsecondary level, there has been a gradual diffusion of the Standards in several areas: college language textbooks, pedagogical methods courses (Knight, 2000), professional development for postsecondary instructors, and in the scholarly literature, seen especially in the *ADFL Bulletin*. With that diffusion into postsecondary instruction, interest in the Standards is reaching many LCTLs, which are taught almost exclusively at the postsecondary level. This

increased interest is evidenced by the adoption of the Standards by national LCTL organizations. The basic framework of the Standards has now been adopted by 10 professional organizations[1] through the creation of language-specific standards. Currently, there are standards for Arabic, Chinese, Classical languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. Many more LCTLs are following suit, with initiatives currently underway to develop standards in Hindi, Swahili, Swedish, and Yoruba, among others. Yet, an empirical research basis to support the implementation of the Standards in these languages is completely absent. LCTL educators developing standards based on the model of the National Standards must be informed by research that addresses the specific goals and expectations of their students. Otherwise, they risk adopting models and frameworks that were developed for CTLs and may not be appropriate to meeting LCTL students' goals and needs.

The proposed study will help to inform LCTL educators at a critical time in their adoption of the Standards. Given increasing efforts to implement the Standards more broadly, extending their impact from K-12 into postsecondary instruction as well as from CTLs to LCTLs, there is a clear need for a study that focuses on the perspective of students, especially at the postsecondary level and in critical LCTLs, where students are highly focused on what they want to get from their courses, and in a relatively short period of time, to meet life objectives.

The proposed project will investigate the alignment of postsecondary students' goals and expectations with the Standards. The project is based of a national survey of postsecondary students of many diverse languages (34+ LCTLs and the 3 CTLs) at the beginning of the first

[1]American Association of Teachers of Arabic, American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Italian, American Association of Teachers of Spanish and Portuguese, American Classical League, American Council on the Teaching of Foreign Languages, American Council of Teachers of Russian, Chinese Language Association of Secondary-Elementary Schools/Chinese Language Teachers Association, and National Council of Japanese Language Teachers/Association of Teachers of Japanese

and end of the second year of study at institutions that receive significant Title VI funding to support instruction in LCTLs. The project builds on a pilot study (N=2,288 students of 31 languages in the first and fourth semester of study) conducted in 2007-08 at the University of Wisconsin-Madison, a leader in the United States in LCTL education and research. The results of the pilot study[2] indicate a compelling rationale for a national study. First, the pilot study showed that postsecondary students' language learning goals do, in fact, strongly correspond to the goals of the Standards. Of concern, however, is that the degree to which individual Standards aligned with student goals was quite varied: 95% of students in the pilot study indicated that Communication Standard 1.2, "understand and interpret written and spoken language on a variety of topics," was a goal for them; only 52%, however, said the same of Communication Standard 1.3, "present information, concepts and ideas to an audience of listeners or readers on a variety of topics." Even more compelling, this pilot study revealed striking differences in the relative importance for students in the 5 Cs of the Standards, with the fifth and final C, Communities, actually ranking *first* for students in importance. The student perspective thus contrasts sharply with those of teachers and administrators, who typically rank the Communities Standard *last* in importance (Bartz & Singer, 1996). A third finding of note in this pilot study is the significant difference (a paired *t*-test, p= 0.00) between students' goals for language learning, as reflected in the Standards, and their expectations for attaining those goals by the end of their formal course of studies. Looking at individual Standards, we found that whereas 95% of students at the beginning of the first year study have Standard 1.2 (the interpretive mode of communication) as a goal, only 70% expect to attain that goal by graduation. The marked

[2] Magnan, S. & Kim, S. with D. Murphy, "Learner perceptions of goals in the U.S. National Standards and the Common European Framework," 15th World Congress of Applied Linguistics, Essen Germany, August, 2008.

differences between the perspectives of students and instructors, and between students' goals and their expectations for attaining them, have serious implications for the field: from promoting enrollment, to materials and curriculum design, to responding to broader societal needs.

Results from this pilot study clearly indicate a strong and compelling rationale for a national study. As the Standards grow in their influence on how FLs are taught in the United States, and particularly, as they become more important at the postsecondary level and for many LCTLs, it is imperative that the student perspective be foremost in our thinking. It is clearly time to check the fit between the Standards and students' goals and their belief in their attainability.

b) Authorized activities under Section 605 of Title VI

This study addresses several of the areas mandated under Section 605 of Title VI: studies and surveys to determine needs for increased or improved instruction in FL; research on more effective methods of providing instruction and achieving competency in FLs; and the application of standards across all areas of FL instruction and classroom use.

2. Usefulness of Expected Results

a) Potential for utilization by other projects or programs

The results from this study have excellent potential for being used by other projects and programs involved in FL education throughout the United States to inform course, curriculum, and program initiatives in both LCTLs and CTLs, as well as the implementation and future revisions of the Standards themselves. If the study discovers that the Standards do reflect the goals of postsecondary students, it will provide impetus for postsecondary educators to accelerate adoption of the Standards, fostering articulation between the K-12 and postsecondary levels. If the study shows that the Standards do not reflect the goals of postsecondary students, it

will raise questions about K-12 students as well, pointing to re-examination of the Standards around a student perspective. If students of specific languages, or of LCTLs more broadly, do not have personal goals related to the Standards, or if they do not believe these goals to be attainable, the adoption of the model of the Standards for LCTLs will be called into question. If the results of the proposed study are in line with the results of the pilot, with relatively high value placed on the Communities Standards, the findings would suggest that service learning and social pairings, either in person or virtually, become more central in the curriculum. Such findings would also add insight to theoretical discussions in the field of Second Language Acquisition (SLA) about a sociocultural basis for language learning (Magnan, 2008).

The researchers are highly active in the profession and will disseminate results of the study widely through publication in scholarly journals and presentations at conferences such as the American Council on the Teaching of Foreign Languages (ACTFL), national meetings of the CTL and LCTL language teaching organizations, the National Council of Less Commonly Taught Languages (NCOLCTL), the American Association for Applied Linguistics (AAAL) and the Modern Language Association (MLA). Results will also be shared with members of the ongoing U.S. Department of Education-funded Standards review project, through the participation of Sally Magnan, who chairs the literature review task force. The dissemination will be strengthened by the project's collaboration with ACTFL, the largest national professional organization in the United States focused on the teaching of FLs. ACTFL will use targeted emails to advise the profession on the study's findings and announce results in the *Language Educator* and on the ACTFL website.

Finally, results from institutions participating in the study (Appendix B, Part 1) will be shared with those institutions directly. These institutions are the primary ones in which LCTLs

are taught in the United States and, as such, they set the agenda for innovation and reform in postsecondary LCTL education. (See Appendix C for letters of support from representatives of three of these institutions, Heidi Byrnes, Georgetown University; Susan Gass, Michigan State University; and Richard Kern, University of California-Berkeley.) The project's potential benefits to the field of FL and LCTL education are evidenced by strong and enthusiastic letters from national leaders such as June Phillips, co-director of the original Standards project; Bret Lovejoy, Executive Director of ACTFL; Michael Everson, Past President of NCOLCTL; and Emily Spinelli, Executive Director of the American Association of Teachers of Spanish and Portuguese (AATSP). (Appendix C.) These letters emphasize that the results of the study will provide the field with long-overdue information that will be leveraged through movement toward adoption or revision of the Standards.

b) Replicability of results

The study is designed to encourage replication of results. This project is a mixed method study (Creswell, 2008) consisting of a written survey drawing on a large, national sample (estimated 20,000) of students, languages and institutions and cognitive interviews conducted with a sub-sample of students (estimated 200). The survey instrument and probe questions from the cognitive interviews will be disseminated with the study's findings so that they can be used by any institution, professional organization or researcher wishing to look at specific groups of students. The survey is short (15 minutes), and thus will be relatively easy for other institutions to administer. Data collected from the study will be analyzed using statistical models ensuring validity and reliability and encouraging generalizability and replicability. The selection of statistical tests takes into account the type of tests that are often found in the professional FL

teaching literature, which will increase teacher's understanding of the results and the likelihood of replication studies over time and at other institutions.

3. Development of New Knowledge

The proposed project contributes to the purposes of the International Educations programs by providing data that will help to validate specialized materials and techniques for FL acquisition and fluency, emphasizing (but not limited to) LCTLs. By investigating student goals and expectations, the study will help to address significant concerns regarding low national enrollments at the postsecondary level in many critical LCTLs: according to the Fall 2006 Modern Language Association (MLA) survey, modern language course enrollments in the United States account for only 8.6% of total course enrollments, down from over 16% in 1960 (Furman, Goldberg & Lusin, 2007, p. 72). For critical LCTLs, the percentage of students studying the language at all levels combined represents only 1% of college enrollments (Jackson & Malone, 2009). Th**e** 2007 MLA report "Foreign Languages and Higher Education: New Structures for a Changed World," and responses to it (e.g., Levin, Hammer, & Coffey, 2009), highlight the need for postsecondary language instruction to be more responsive to students' needs and interests as a way of encouraging ongoing study. Such perspectives have been supported by empirical research by Brown (2009), which confirms that postsecondary students' decisions to continue language study may be jeopardized when student and instructor expectations are not aligned. Knowledge generated from this study will thus be helpful for efforts to stimulate interest in FL study and to increase enrollments in LCTLs, thereby increasing national capacity in critical LCTLs. The results will likewise contribute to efforts to develop and revise standards for LCTLs, particularly in terms of

LCTL student goals and their similarities or differences from the goals and expectations of students of CTLs.

4. Formulation of Problems and Knowledge of Related Research

Studies on the Standards to date have addressed teachers' and administrators' perceptions (Allen, 2001, 2002; Bartz & Singer, 1996), implementation (Long, 2005; Sarroub, 2001; Sarroub & Moeller, 1999), the relative importance of the 5 C goal areas (Magnan, 2008b), the role of professional development in helping to align teachers' thinking with the Standards (Allen, 2001; Cisar, 2005; Bruning, Flowerday, & Trayer, 1999), and the national influence, impact, and future of the Standards (Phillips & Abbott, 2007). No studies to date have examined the Standards from a student perspective.

In the CTLs there has been considerable research on reasons students enroll in courses (Lantolf & Sunderman, 2001; Magnan & Tochon, 2001). These reasons would appear to correspond to students' goals for language study. Existing studies suggest a certain commonality between the goals of CTL and LCTL students, but point toward important differences: for the LCTLs, there is more interest in communicating with members of the target community (Husseinali, 2006; Yang, 2003) and seeking connections with cultural roots (e.g., Liu & Shibata, 2008) and less motivation from FL requirements (Yang, 2003). Magnan, Murphy, Back & Garrett-Rucks (forthcoming) revealed significant differences in reasons for language study between students of CTLs and LCTLs, pointing to these same areas. There has been no research on how CTL and LCTL students might differ in terms of the precise goals put forth by the National Standards, but these indicators suggest that LCTL students would be even more interested in the Communities Standard than CTL students. For both CTLs and LCTLs, Magnan

et al. also showed a significant difference between first and third semesters in students' primary reasons for enrolling in the course. This finding suggests the need to look closely at year of study about how student goals align with the Standards.

The study examines the learning goals and expectations for attaining them of CTL and LCTL students in their first two years of language study at the postsecondary level. The study aims to determine the fit, or non-fit, between students' learning goals and expectations for attaining them, and the goals put forth in Standards. The project will expand on the 2007-08 UW-Madison pilot study to address the following research questions (RQs):

Alignment of student goals with the National Standards	
RQ 1.	Do the Standards reflect goals held by U.S. FL students at the postsecondary level? Do these rankings fall into categories consistent with the five goal areas of the 5 Cs (Communication, Cultures, Comparisons, Connections, Communities)?
RQ 2.	Do the Standards reflect students' expectations of being able to attain these goals? Do these rankings fall into categories consistent with the five goal areas of the 5 Cs (Communication, Cultures, Comparisons, Connections, Communities)?
Relative importance of individual Standards from the perspective of students	
RQ 3.	How do students rank the eleven content standards of the National Standards in terms of their personal goals?
RQ 4.	How do students rank the eleven content standards National Standards in terms of their expectations for attaining these goals?
Relationship between students' goals and expectations for attaining those goals	
RQ 5.	What is the strength of relationship between the ranks of the goals students hold and students' expectations to attain these goals?
Differences between groups of students (LCTLs and CTLs; individual languages)	
RQ 6.	Are student goals different for different language groups, conditioned by student profiles (year in school, reason for studying language, academic discipline, gender)?
RQ 7.	Are students' expectations of attaining these goals different for different language groups, conditioned by student profiles?
RQ 8.	Does the magnitude of difference between goals held and expectation of attaining goals change by language group, conditioned by student profiles?
Difference between 1st and 2nd year of study	
RQ 9.	Is there a difference between student goals at the beginning of first year and at the end of second year of language study?
RQ 10.	Is there a difference between student expectations for attaining these goals at the beginning of first year and at the end of second year of language study?

5. Specificity of Statement of Procedures

Two types of data will be collected: responses to a survey and recordings of cognitive interviews.

Survey. The written survey instrument is comprised of 24 items: 11 items based directly on the Standards, 12 demographic items for student profiles, and 1 open-ended question. (See Section 6, below; Appendix B, Part 2.) The survey will be field-tested at the UW-Madison early in the Fall 2009. It will then be administered at 10 participating institutions in the Spring 2010 (2nd year students) and Fall 2010 (1st year students). Campus coordinators at each institution will receive explicit instructions and conference-call training from the research team and staff of the University of Wisconsin Survey Center (UWSC) on administration procedures. The UWSC will prepare all instructions and materials to send to each institution's campus coordinator. Campus coordinators will distribute packets to instructors with information on the study and instructions for administering and returning it. Instructors will read instructions to students and give them 15 minutes of class time to complete the surveys. Instructors will return completed surveys and informed consent forms to campus coordinators, who will send them in postage-paid envelopes to the UWSC. The UWSC will work closely with campus coordinators and instructors at participating institutions to answer questions and trouble-shoot problems. Following each implementation of the survey, the UWSC will deliver data files with cleaned and coded data with variable and value labels, data documentation, verbatim text of open-ended items, and a field report detailing final return rates by institution. (More detail is in Appendix B, Part 4) **.**

Cognitive interviews. To provide further insight into the survey data, members of the research team will conduct cognitive interview with students at two institutions: the UW-Madison and one other. Approximately 50 students at each institution will be selected to represent a variety of languages, targeting those languages in the competitive preference priority.

These interviews will be conducted during each of the first-year and second-year administrations, for a targeted total of 200 interviews. Each interview will last 30 minutes. Researchers will ask probe questions such as: *What does this statement mean in your own words? What made you hesitate when responding to this statement? Why is/isn't this a goal for you? What makes you think you will/will not attain this goal? What, specifically, do you imagine that you might do to attain this goal? Why do you think this activity will help you attain this goal?* At the end of the interview, researchers will ask: *Do you have any personal goals that you don't find represented in this survey? What are they? How likely do you think you are to attain them?*

Participants. Participants in the study will be students enrolled in first-year and second-year FL courses at 10 postsecondary institutions that receive substantial Title VI funding in support of instruction in LCTLs. The 10 institutions will be selected from those in Appendix B, Part 1 to reach a large population of students of many LCTLs. Participating institutions will be selected based on the identification of a campus coordinator to facilitate data collection and approval of the institution's human subject review committee. In most cases, all students in all classes will be surveyed but, in the case of languages with relatively large enrollments (i.e., Spanish and French), classes will be randomly selected in line with the sample size needed. Two groups of students will be surveyed: students in their first year of language study (the first 2 weeks of instruction) and students at the end of their second year of language study (the last 2 weeks of instruction). For each group, we estimate that we will distribute surveys to 5 institutions with approximately 1,500 students and to 5 institutions with approximately 1,000 students. With the survey administered in class, we estimate that we will obtain roughly an 80% response rate, which will yield approximately 10,000 completed surveys from first-year students

and 10,000 completed surveys from second-year students, for a total sample of 20,000.

Analysis of the survey. Procedures for the statistical analysis for the research questions follow. In each case, analysis will be separate for the two cohorts: beginning-of-first-year students and end-of-second-year students. Controls will be set by student profiles (e.g., language, year in school, reason for studying language, academic discipline, gender). For RQs 1-5, a series of descriptive statistical analyses will be conducted. For RQ 1 and 2 (alignment of student goals with the Standards) the analysis will examine central tendency (mean, median) and dispersion (standard deviation, minimum and maximum scores) of each content standard survey item response as well as the item responses grouped by each of the 5 C goal areas of the Standards. Frequency distributions of selection options will also be analyzed. For RQs 3 and 4, (relative importance of individual Standards) item responses will be aggregated and ranked from most to least positive. For RQ 5 (relationship between goals and expectations for attaining them), two analyses will be conducted: first, students' rankings will be compared between student goals and expectations for specific content standards, and second, a spearman rho rank order correlation will be used to examine the relationship between students' goals and their expectations of attaining them. To address RQs 6-8 (differences between LCTL and CTL students; and for individual languages if over 100), both descriptive and non-parametric (if justified, parametric as well) modeling statistical approaches will be used. Central tendency and dispersion will be conducted and compared for each item and for each 5 C category. To determine if significant differences exist between groups, a Kruskal-Wallis test will be conducted. If differences are found, post-hoc comparisons will be analyzed. If warranted, parametric approaches will also be explored for RQs 6-8, specifically analysis of variance tests and appropriate post-hoc

comparisons. For RQs 9-10, descriptive, non-parametric, and if warranted, parametric approaches will be applied as described for RQs 6-8 above.

Analysis of the cognitive interviews. The cognitive interview will serve to cast light on possible reasons behind students' answers on the survey. The interviews will be transcribed by a professional service and randomly checked by a graduate student assistant in SLA. The verified transcriptions will be analyzed by the research team. The interviews for each cohort (year of study) will be analyzed separately. The team will conduct an analysis by themes, reviewing the transcripts several times and marking themes that reappear in students' remarks. The researchers will then read the transcriptions again and pull out these identified themes for comparison across students by language groups. The analysis will provide in-depth insights regarding each standard and about each of the 5 C goal areas in terms of students' goals and their expectations for attaining them. The findings from the cognitive interviews will be considered in conjunction with the findings from the survey to give a more nuanced view of students' responses.

6. Adequacy of Research Methodology and Scope of Project

a) Research methods. The study aims to understand how the personal goals and expectations of students studying a wide variety of FLs align with the 11 content statements of the National Standards and to disseminate the results widely to practitioners and administrators in FL education at the postsecondary level and beyond. The project is a mixed method study based on: (1) a survey of postsecondary students of FLs at the beginning of the first year and at end of the second year of FL study, administered in class; (2) cognitive interviews in which a subset of these language students will participate. The large data set from the survey and its analysis will yield answers to the research questions; the cognitive interview will help elucidate and explain

the results. It is important to have a large sample given the many institutions, each with different student populations, where FLs are taught in the United States. It is equally important to have a more personalized, in-depth look at student perspectives because language learning is a complex, individual matter that resists the standardization on which a large survey must rely.

The survey (Appendix B, Part 3) is based on the 11 content statements of the Standards, making a direct connection between the project's aims and the survey instrument. The survey presents the 11 content statements in randomized order, each with two questions: (a) *Is this a goal for you?* and (b) *Do you expect to attain this goal by the end of your formal course work for your degree?* These two questions are straightforward, corresponding directly with the project's aims: to capture how well the Standards describe what students want to know and to be able do with the FL, and to understand whether students believe they will attain these goals through formal study. The Likert scale on which students respond is comprised of four choices (*definitely not, probably not, probably, definitely*), to encourage students to reveal their feelings clearly as either corresponding or not with the standard statements. In addition to the items based on the content statements of the Standards, the survey includes an open-ended item: *Are any of your personal goals not represented in this survey? If yes, what are they? How well do you think you will attain these goals by the end of your formal course work for your degree?* This item will help identify goal areas that may not be represented in the Standards. Finally, the survey asks 12 background questions to ensure that the data is correctly coded for language and year of study, and to provide controls for possible factors influencing students' goals and beliefs.

The survey will be administered by instructors in class, providing a much higher response rate than an online survey. The 2007-08 UW-Madison pilot study, which yielded an excellent response rate, showed that instructors were willing to give class time to the project.

The survey instrument was piloted by the UW-Madison Language Institute in 2007-08. The 11 content standards were changed slightly to direct them toward the student reader: (e.g., *Students demonstrate understanding...of the language studied and their own* was changed to *Demonstrate understanding...of the language I am studying and my own.*) Before this pilot, a small cohort of students reviewed the 11 content standards to verify that they understood them. Based on this review, one word that students found unclear, *accessible*, was changed to *available: Acquire information and recognize the distinctive viewpoints that are only* available *through the foreign language and its culture.* The survey was then administered following procedures that are similar to those in the proposed study: language instructors administered the survey in class to a total of 2,228 students in 31 languages at two levels of instruction, returning completed surveys to a central location. Subsequent analysis showed the survey questionnaire to be highly reliable (Cronbach alpha = .97). In addition, feedback was sought from instructors and students, leading the research team to make three changes: (1) the words *for your degree* was added at the end of the question: *Do you expect to attain this goal by the end of your formal study?* (2) a 5-point Likert scale with a *not sure* response was changed to a 4-point Likert scale because the *not sure* option, which was placed in the center of the scale, was rarely used, proved to be confusing for students, and was not ultimately useful for the analysis because it didn't indicate a belief in either direction; (3) several profile questions were clarified and others added. Based on this pilot and subsequent review, we are confident that the survey instrument will work well for this project.

The cognitive interview has not yet been piloted. It is a vital new aspect of the proposed research. The probe questions for the cognitive interview will be reviewed by members of a project's advisory board and by colleagues through ACTFL. The questions will be field-tested

and the responses analyzed. After the field test, participating students will be asked to comment on the procedure and to make suggestions for improving the interview in a way that would encourage them to express freely and clearly their goals and beliefs.

The method of analysis and the findings will be reviewed by advisory board members and by colleagues through ACTFL to gain insight before the analysis in the full study begins.

An approved human subjects protocol is in place from the 2007-08 pilot study; an expansion has been submitted and is pending for the proposed study (UW-Madison protocol # SE-2009-0274). Protocols will be submitted to IRBs of all participating institutions in Fall 2009. Informed consent will be obtained from all participants, whose identity will remain anonymous.

The design of the study relies on campus coordinators at participating institutions to coordinate administration of the survey in many languages and courses. To guarantee the successful recruitment of campus coordinators, ACTFL will provide assistance with contacts at target partner institutions, supplementing Magnan and Murphy's extensive networks in the field. Coordinators will receive instruction, training and support from the research team and staff of the UWSC. Given the amount of coordination that will be required and the importance of campus coordinators to the success of the project, coordinators will be offered an honorarium of $1,000: $500 for each administration of the survey.

Size, scope and duration. The anticipated sample size of approximately 20,000 students of 37 + languages (34+ LCTLs , 3 CTLs) at 10 institutions across the United States is more than sufficient to meet the aims of the study and for the proposed statistical tests. In the case of smaller subgroups of the sample, such as LCTLs with small enrollments, the team will ensure that at least 100 responses are available for tests of statistical difference. If 100 responses are not available, languages will be combined for statistical tests, if it makes sense to do so, or only

descriptive statistics will be reported on these languages. In fact, the sample size is so robust that more complex methods of analysis should be possible: if the initial analysis warrants it, item response theory (IRT) will be used to examine item and student responses to the survey. Because estimates created from IRT are interval, more robust analyses, all of which are parametric in nature (linear and mixed linear models), could be employed.

The scope of the study to include 10 Title VI institutions is an important aspect of the project's design. It ensures broad representation of critical LCTLs, facilitates the dissemination of results and encourages the consideration of findings in future curricular initiatives. The collection of data at two points of instruction, at the beginning of first year, and at the end of second year of instruction, is also an important aspect of the project's scope, given high attrition in many courses after the language requirement is met (often at the end of the second year of study). Moreover, work by Magnan, Murphy, Back & Garrett-Rucks (forthcoming) suggests that goals change as students continue language study. For recruitment of students into beginning language courses, it is important to understand their goals as they begin language study; to address high rates of attrition, it is important to understand what encourages students to continue beyond the language requirement. Equally important are the goals students think they will attain through formal study. The answer to this question will give insight on how students perceive the curriculum and will suggest a match or mismatch between the curriculum and students' personal goals. Here, looking at students by groups—especially students in different fields or in professional schools—will help the profession better understand where different learning trajectories are desired by different students.

The duration of the project is appropriate to its goals and for the academic calendars of participating institutions: 1 semester for preparation, field testing, and to recruit partner

institutions and campus coordinators; 2 semesters to conduct the survey and cognitive interviews; 1+ year for analysis, overlapping with the data collection; and 1 year, overlapping with the analysis, for dissemination of results. Formative evaluation will be done throughout, at key steps in the research process; summative evaluation will be conducted at the project's completion.

7. Plan of Operation

The design of this study is of the highest quality. It represents the collaboration of experienced researchers affiliated with highly regarded programs and organizations: the UW-Madison Language Institute, the UWSC, the Wisconsin Center for Educational Research, and ACTFL.

Plan of Management

The plan of management is designed to ensure that the project will be completed and administered efficiently and effectively. Dr. Sally Magnan will provide overall leadership and direction; she will also actively participate in all phases of the project. Magnan will be assisted by Dr. Dianna Murphy, who will serve as a research associate, likewise participating in all aspects of the study. Murphy will also serve as dedicated project manager, ensuring that all project tasks are completed in a timely manner, partners work together effectively, and the grant is administered properly. Murphy will provide direct supervision for a graduate student assistant in SLA who will assist the research team. Dr. Gary Cook will oversee the study's statistical design and analysis; he will also provide supervision of a graduate student assistant in statistics. The timeline for the project is as follows:

Time	Tasks
Spring-Summer 2009	1. Prepare for project: allocate office space and set up workstations; hire graduate student assistant in SLA 2. Recruit campus coordinators at partner institutions

	3. Submit human subject protocols to partner institutions
Fall 2009	1. Develop initial probe questions for cognitive interviews 2. Finalize layout and design of written survey 3. Field test data collection procedures and survey at UW-Madison: administer survey, conduct cognitive interviews; solicit formative feedback 4. Conduct analysis of field test data; solicit formative feedback 5. Revise survey, cognitive interview questions and data collection procedures, based on field test 6. Provide revised version of survey, cognitive interview questions and data collection procedures to advisory board and ACTFL for feedback 7. Revise cognitive interview questions and data collection procedures, based on field test and on feedback from ACTFL and advisory board 8. Develop detailed training materials for campus coordinators and instructors at target institutions 9. Finalize partner institutions and campus coordinators
Spring 2010	1. Provide training for campus coordinators 2. Complete, print and prepare classroom packets of 2nd year surveys 3. Mail 2nd year survey packets to participating institutions 4. Administer survey to students at the end of their 2nd year of language study 5. Conduct cognitive interviews of students at the end of their 2nd year of study 6. Collect and process 2nd year survey responses 7. Recruit graduate student assistant in statistics 8. Conduct interviews with campus coordinators on data collection procedures 9. Recruit outside evaluators for summative evaluation
Summer 2010	1. Transcribe recordings of cognitive interviews 2. Complete processing of 2nd year survey responses 3. Begin analysis of 2nd year data 4. Revise procedures, based on feedback from campus coordinators 5. Complete, print and prepare classroom packets of surveys students at the beginning of the 1st year of study 6. Mail 1st year survey packets to participating institutions
Fall 2010	1. August-September: administer survey to students at the beginning of 1st year of language study 2. Conduct cognitive interviews of students at the beginning of their 1st year of study 3. Collect and process 1st year survey responses 4. Transcribe recordings of cognitive interviews 5. Continue analysis of 2nd year data 6. Send Report 1 on analysis of 2nd year data to ACTFL and advisory board, with request for feedback on both analysis and interpretation 7. Revise analysis and interpretation, based on feedback
Spring-Summer 2011	1. Continue analysis of 2nd year data 2. Begin analysis of 1st year data 3. Send Report 2 on data analysis of 1st year data to ACTFL and advisory board, with request for feedback on both analysis and interpretation 4. Revise analysis and interpretation, based on feedback

	5. Disseminate preliminary findings from study of students at the end of their 2nd year of study
Fall 2011	1. Continue analysis of data 2. Send Report 3 on data analysis of 1st and 2nd year data to ACTFL and advisory board, with request for feedback on both analysis and interpretation 3. Revise analysis and interpretation, based on feedback 4. Disseminate preliminary findings from analysis of 1st year data
Spring 2012	1. Disseminate preliminary findings from final analyses 2. Conductive summative evaluation 3. Disseminate final findings, conclusions, and suggested implications to the profession

Objectives of the Project and Use of Resources

The aim of the project is to conduct a study to investigate the alignment of postsecondary students' goals and expectations with the National Standards. The specific objectives are to (1) administer a survey and conduct interviews with students enrolled in FL courses at the beginning of the first year and end of the second year of language study at 10 institutions receiving Title VI funding in support of LCTL instruction; (2) analyze the results to answer a series of research questions on the alignment of student goals with the Standards; the importance of individual standards; the relationship between students' goals and expectations for attaining those goals; differences between groups (LCTLs and CTLs and individual languages); and differences between the 1st and 2nd year of study; and (3) disseminate the findings widely to the FL field.

These objectives clearly address the purpose of the (Section 605) program to conduct studies and surveys to determine needs for increased or improved instruction in FL; research on more effective methods of providing instruction and achieving competency in FLs; and the application of standards across all areas of FL instruction and classroom use.

The project makes exceptional use of expertise in the field of FL education through collaboration with ACTFL and a national advisory board, and at the UW-Madison, through the

Language Institute, Doctoral Program in SLA, UWSC and Wisconsin Center for Educational Research.

Equal Access Treatment

The UW-Madison is an affirmative action, equal opportunity employer that does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, or disability.

8. Quality of Personnel

The project will be directed by **Dr. Sally Sieloff Magnan** (Ph.D., French Linguistics), an internationally recognized scholar in SLA and leader in FL education. A professor of French, Magnan directs the UW-Madison Language Institute and Doctoral Program in SLA, programs that involve faculty and students in many languages. Magnan served as editor-in-chief of *The Modern Language Journal* for 14 years (1994-2007), the leading scholarly journal in the United States devoted to research and discussion about the learning and teaching of foreign and second languages, which greatly increased publication on the LCTLs under her tenure. She also served as series editor for *Issues in Language Program Direction* for 17 years (1990-2006) and President of the American Association of University, Supervisors, Coordinators, and Directors of Foreign Language Programs. She has begun several national initiatives that continue today: the ACTFL Research SIG, the annual meetings of CIC Romance Language Course Directors, the AAUSC annual volume series, and the panels of editors presenting journals at AAAL. Magnan has authored many articles and chapters, including most recently an article on the National Standards that challenges the nature of the 5 C construct and a research study on reasons students study CTL and LCTL languages. She has also edited many books, most recently *Mediating Discourse Online* (2008a), and is co-author of the widely used college French textbooks, *Paroles*

(2006). She is active in CTL and LCTL education, regularly teaching postsecondary methods courses, and directing a project to develop online methods courses for postsecondary instructors of LCTLs. Magnan has received numerous professional awards including the ACTFL Florence Steiner award for Leadership in Foreign Language Education, Postsecondary.

Dr. Dianna Murphy (Ph.D., Slavic Linguistics) will serve as research associate and project coordinator. Dr. Murphy is Associate Director of the UW-Madison Language Institute, where she provides leadership, project management and expertise for projects in LCTL research, materials development, methods preparation and distance learning. She also administers the interdisciplinary Doctoral Program in SLA. Murphy has served as project manager and co-author on projects in advanced-level listening comprehension and multimedia authoring tools development; instructional materials and curriculum development in Chinese, Kazakh, Russian, Swahili and Uzbek; and a national initiative, with the National Council of Less Commonly Taught Languages (NCOLCTL), to create and offer methods courses for postsecondary LCTL instructors. She serves as conference manager for the American Association of Teachers of Slavic and East European (AATSEEL), and AATSEEL delegate to the NCOLCTL. Murphy recently received the College of Letters and Science Early Career Award for Academic Staff and, with Rifkin, Spasova, Thorstensson, and Familiant, the 2008 AATSEEL Award for Best Contribution to Language Pedagogy.

Dr. H. Gary Cook (Ph.D., Educational Measurement, Evaluation and Research Design), research scientist with the Wisconsin Center for Educational Research, will provide direction on statistical design analysis. Cook is a research scientist in the Wisconsin Center for Education Research who directs research for the World-Class Instructional Design and Assessment (WIDA) Consortium. Previously, he served as the Director of the Office of Educational

Accountability for the Wisconsin Department of Public Instruction, directing the state's public school assessment programs. Dr. Cook is a qualified and experienced Federal Peer Reviewer for No Child Left Behind (NCLB*)*. His recent research interests focus on the alignment of standards and assessments, and policy issues associated with Title III accountability.

Data collection will be conducted by staff with the UWSC (See Appendix B, Part 4), in close collaboration with the research team. The UWSC has been conducting social research surveys since it was founded in 1987. Originally established to serve both the instructional and research needs of faculty on the UW-Madison campus, the UWSC has grown to serve a wide-range of clients including educational researchers, the Wisconsin State Government and non-profit organizations. UWSC staff members are trained in state-of-the-art methods of measurement and techniques for obtaining the highest response rates possible.

The research team will be assisted by campus coordinators at partner institutions, and by two advanced UW-Madison graduate student assistants, one in the Doctoral Program in SLA, administered in the Language Institute, to assist with the data collection and analysis, and one, in statistics, to assist with data modeling and statistical tests.

Finally, the project will be advised by members of a national advisory board comprised of leaders in FL and LCTL education representing diverse languages. Members of the project's advisory board will include Marty Abbott, Director of ACTFL Educational Programs; Heidi Byrnes (German), Georgetown University, Vice President of the American Association of Applied Linguistics; Benjamin Rifkin (Russian), Temple University, Past President of the American Association of Teachers of Slavic and East European Languages; Michael Everson (Chinese), University of Iowa, Past President of the National Council of Less Commonly Taught Languages; Magdalena Hauner (Swahili), Associate Dean for the Arts and Humanities, UW-

Madison College of Letters and Science; and Emily Spinelli (Spanish), Executive Director of the American Association of Teachers of Spanish and Portuguese. The advisory board will review progress of the project on an ongoing basis, assisting with formative evaluation, and will assist in disseminating the results of the study to the profession.

9. Budget and Cost Effectiveness

The budget for this 3-year study is $554,674. The budget is intended to provide adequate support for the project at a reasonable cost. Funding from the U.S. Department of Education is requested for:

Salary and fringe benefits for the research team:

- 3 month's summer salary and fringe benefits for Dr. Sally Magnan
- 25% FTE for 3 years for Dr. Dianna Murphy
- 3% FTE for 3 years Dr. H. Gary Cook
- 33% FTE for 9 months for 3 years for a doctoral student assistant in SLA
- 50% FTE for 9 months for 2 years for a doctoral student in statistics (years 2-3)

Travel to conduct cognitive interviews, and to participate in professional conferences to disseminate results of the project.

Contractual Services with (1) the UWSC, administering the survey and managing survey data; (2) ACTFL, assisting with institutional contacts, formative evaluation and dissemination of results; (3) Enablr.com, for transcription of cognitive interviews. Additional funding is requested for honoraria for onsite campus coordinators at 10 partner institutions, and for formative and summative evaluation.

Supplies. A modest amount is requested for supplies, including computer workstations for graduate project assistants and licenses for SPSS statistics software.

10. Evaluation Plan

The objective of this project is to measure how student goals align with the National Standards by (1) administering a written survey and conducting cognitive interviews with students enrolled in FL courses at 10 institutions with large LCTL enrollments at the beginning of the first year (Fall 2010) and end of the second year of language study (Spring 2010); (2) analyzing the results to answer a series of research questions on the alignment of student goals with the Standards; the importance of individual standards; the relationship between students' goals and expectations for attaining those goals; differences between groups of students (LCTLs and CTLs; year in school); and differences between 1st and 2nd year of study (Summer 2010 – Fall 2011); and (3) disseminating the findings widely to the FL field (Summer 2011 – Spring 2012).

Formative evaluation of the project is scheduled to coincide with these objectives, following the project through each step of the research. (1) After the field test of the survey and data collection procedures, cognitive interview protocol questions, and analysis (Fall 2009), the advisory board will be consulted for feedback prior to finalizing the instruments and procedures for the full study. (2) After data is collected at each institution, (Spring 2010 and Fall 2011), campus coordinators will be consulted for feedback. (3) Following each analysis phase, written reports will be made to ACTFL and the project's advisory board, with specific requests for feedback on data analysis and interpretation. These include: Report 1 on analysis and interpretation of 2nd year data (Fall, 2010); Report 2 on analysis and interpretation of 1st year data (Spring, 2011); Report 3, on final analyses and interpretations (Fall 2011). (4) Throughout, there

will be consultation with project advisory board members, who will also advise on the best ways to disseminate findings to the field.

Summative evaluation will be conducted in the Spring-Summer 2012 by two outside evaluators who were not involved in the project or with its formative evaluation. The individuals who will conduct the evaluation will be selected by the advisory board in Year 1 of the project; candidates are leading researchers in FL education and SLA: Lyle Bachman, Ke Chuaren, Ray Clifford, Andrew Cohen, Elaine Horwitz, John Norris, or Paul Toth. The evaluators will be given a full report and access to any data requested in order to conduct a thorough review. The review will consider the project's aims, research questions, procedures (survey instrument and cognitive interview protocol), data analysis, results and their interpretation. Particular attention will be paid to the relationship between the findings and the researcher's interpretations of them to ensure that they are not overstated or understated. They will evaluate the project based on the field's knowledge of best research practice, as well as their experience and intuition gained working with language students. This summative evaluation is critical given the potential for the findings of this study to reinforce or call for revision of the National Standards based on student goals, as well as the potential for guiding curriculum development in the future.

11. Adequacy of Resources

The UW-Madison, ranked as one of the top research universities in the world (2006 Shanghai Jiao Tong University rankings), is a leader in international and area studies, language education and research. The UW–Madison is arguably the top university in the country in LCTL education, with the capacity to teach over 80 languages (59 modern languages and 26 ancient/classical languages). The university ranks as one of the most prolific research universities in the world,

placing third among American public universities for research expenditures. The project will benefit from the full research, instructional and administrative resources of the University and of the UW-Madison Language Institute, UWSC, and Wisconsin Center for Educational Research. The project will be administered in the Language Institute, which has tentatively allocated administrative staff to administer the grant and office space for project personnel.

12. Competitive Preference Priority

This proposal addresses the competitive preference priority for the 2009 competition by conducting research on the following LCTLs (Appendix B, Part 2): Arabic, Armenian, Chinese, Croatian, Hebrew (Modern), Hindi, Indonesian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian, Swahili, Tagalog, Thai, Turkish, Urdu, Vietnamese, and Yoruba. These languages are LCTLs for which national enrollments indicate a likely adequate sample size for the study. Other LCTLs will be added to the sample, based on course offerings and enrollments at target U.S. institutions in academic years 2009-10 and 2010-11, when data for this study will be collected.

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Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-AppendixA.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-AppendixB.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-AppendixC.pdf**

Appendix A. Curricula Vitae

SALLY SIELOFF MAGNAN

CURRENT POSITIONS
Professor of French, University of Wisconsin, Madison
Director, Language Institute, University of Wisconsin, Madison
Director, Centre de ressources, University of Wisconsin-Madison
Co-Director, Second Language Acquisition Doctoral Program

CAREER UNIVERSITY POSITIONS
University of Wisconsin, Madison

Currently	Professor of French
2001-2003	Pickard-Bascom Professor of French (award limited to a 3-year period)
1992	Professor of French
1987	Associate Professor of French
1981	Assistant Professor of French

Indiana University

1976-1981	Associate Instructor

Michigan State University

1973-1976	Teaching Assistant

EDUCATION

PhD 1981	French Linguistics (emphasis in applied linguistics), Indiana University, Bloomington
MA 1975	French (literature), Michigan State University, East Lansing
BA 1972	French & English, Secondary Teacher Certification, Michigan State University, East Lansing

HONORS
Professional Service Award: American Association of Supervisors, Coordinators, and Directors of Foreign Language Programs, 2009.
Article Award: Edouard Morot-Sir Pedagogical Prize, 2007. "Enjeux et défis de l'enseignement du français langue étrangère en France et aux Etats-Unis." *French Review*, 80, 2006, pp. 332-352.
ACTFL Florence Steiner Award for Leadership in Foreign Language Education, Postsecondary, 2005.
Chevalier des palmes académiques from the French government, 2003.
Paroles: CD-ROM. CINDY (Cinema in Industry), Gold Medal for best use of video in USA higher education, 1999; nominee for international competition. INVISION (New Media Magazine), finalist for best higher education CD-ROM, authorization to use INVISION logo.
AATF Nomination to ACTFL for Anthony Papalia Award for Teacher Education, 1998, 1999.
Chancellor's Award for Excellence in Teaching, University of Wisconsin, Madison, 1997.
Wisconsin Distinguished Foreign Language Educator Award, Wisconsin Association of Foreign Language Teachers, 1996.

Certificate of Recognition, Wisconsin Association of Foreign Language Teachers, 1988.
Distinguished French Educator Award, Wisconsin Association of American Teachers of French. 1986.
Certificate of Recognition, Illinois Foreign Language Teachers Association, Oral Proficiency Project, Title VI, 1985.
Honorable Mention for Best Article of 1979 from the *Modern Language Journal*: "Reduction and Error Correction for Communicative Language Use: the Focus Approach," *Modern Language Journal*, 63, 1979, pp. 342-349.

GRANTS RECEIVED

National Online Less Commonly Taught Languages Teacher Training Initiative (co-PI with Antonia Schleicher). Department of Education, 3-year grant, 2006-09.
Sabbatical, Project entitled Language Improvement and Negotiation of Identity during Study Abroad, Spring semester 2006.
Funds from European Studies Center, UW, Madison to develop new course on immigration 2006
Funds from European Studies Center, UW, Madison to research motivation and anxiety in beginning French and Spanish learners, 2005.
Grant from International Studies, UW, Madison to test and research French proficiency of UW students in Paris and Montpellier, 2005.
Carol Mason Kirk departmental award (with Laurey Martin-Berg) to analyze data form a study on error correction in student writing, 2004.
"Language Connections." Wisconsin Association of Foreign Language Teachers, to develop materials and workshops for high school teachers, 2004.
Intime grant to develop wireless web applications for French 101, UW, Madison, 2002.
Intime grant to develop a pedagogical Web site to be used in TV5, UW, Madison 2000.
"The Definition and Evolution of Research Paradigms in the Study of Second Language Acquisition," Sabbatical, University of Wisconsin, Fall Semester, 1998.
“Assessing the Qualitative and Quantitative Paradigms: Future Directions in Second Language Acquisition Research.” University of Wisconsin Graduate School Summer Stipend, 1997.
Madison 100 French Forum. Conference grant from Wisconsin Association of Foreign Language Teachers, 1997.
Videodisc Training for ESL and foreign language instructors, (with Richard Young), Department of Instructional Technology Grant, University of Wisconsin, 1995.
Cross-Cultural Communication between ITAs and American Undergraduates (with Cecilia Ford, Richard Young, Jane Zuengler), Knapp Foundation, University of Wisconsin, 1994.
Sabbatical, Project entitled Recent Developments in Theories and Practices of Foreign Language Learning and Teaching, Spring Semester 1991.
New and Innovative Course Funding for French Teacher Program in Quebec, 1990, 1991. Délégation du Québec, Project Grant to plan a summer study abroad program in Quebec for Wisconsin secondary teachers, 1989.
Graduate School, University of Wisconsin, Summer Research Support 1988.
U.S. Department of Education, (with Anthony Ciccone, Constance Knop, Peter Schofer, University of Wisconsin), to conduct an intensive summer seminar on literature, culture, methodology, and proficiency testing for secondary and postsecondary French teachers, Madison, Wl, October 1986 - October 1987.
Graduate School Research Support and Research-Service Committee Grants, University of Wisconsin-Madison, to prepare articles concerning second-language acquisition principles and the ACTFL oral proficiency interview, Spring semester 1986-1987.
Summer Stipend, School of Education, University of Wisconsin-Madison, to plan an intensive summer institute for WI secondary and post-secondary teachers, 1week, August 1986.

Course release from College of Letters and Science, University of Wisconsin-Madison, to plan and conduct workshops and to consult on proficiency projects in University of Wisconsin foreign language departments, Fall Semester 1985.

Spencer Foundation Research Grant, School of Education, University of Wisconsin-Madison, to investigate the relationship between oral proficiency and grammatical errors in French, August 1984 - August 1985.

Knapp Foundation Grant, 1983, and Undergraduate Teaching Improvement Council Grant, 1982, University of Wisconsin-Madison, (with Robert DiDonato, Lucia Garner, Henry Geitz, Jeffrey Kirsch, Constance Knop, University of Wisconsin-Madison) to organize and conduct two orientation workshops to train teaching assistants in University of Wisconsin-Madison foreign language departments.

PROFESSIONAL CERTIFICATIONS

ACTFL OPI Tester in French
ACTFL OPI Trainer in French

COURSES TAUGHT AND SUPERVISED

Taught: Second language acquisition (graduate); Teaching methods (graduate, including Doctoral Students in Second language acquisition, students in various language departments, secondary teachers and Advanced Placement seminars); French language (undergraduate and graduate); French Immigration and Beur literature (undergraduate; secondary teachers); Quebec literature, language, and culture (undergraduate).

Supervised: TAs and Lecturers teaching first- through fifth-semester French, at various times 1981-present

PUBLICATIONS

1. Editor, *The Modern Language Journal.* (1994-2007). International, leading quarterly in Second Language Acquisition Studies. Acceptance rate 11%. Print and world-wide electronic consortia. Blackwell Publishing. Quarterly, 670 pages per volume.

2. Edited Volumes, as Editor or Series Editor (21)

Mediating Discourse Online. Benjamins, 2008.

Pedagogical Norms for Second and Foreign Language Learning (co-editor: Gass, Bardovi-Harlig, Walz). Benjamins, 2002.

Challenges in the 1990s for College Foreign Language Programs Boston, MA: Heinle, 1991.

Shifting the Instructional Focus to the Learner Middlebury, VT: Northeast Conference, 1990.

Series Editor. *Issues in Language Program Direction.* Boston: MA, Heinle. (1990-2006).

2006 *Insights from Study Abroad for Language Programs. (*Ed. Sharon Wilkinson)

2005 *Internet-mediated Intercultural Foreign Language Education*. (Ed. J. Belz, S. Thorne).

2004 *Language Program Articulation: Developing a Theoretical Framework* (Ed. K. Paesani, C. Barrette).

2003 *Advanced Foreign Language Learning: A Challenge to College Programs* (H. Byrnes, H. Maxim)

2002 *The Sociolinguistics of Foreign-Language Classrooms: Contributions of the Native, the Near-native, and the Non-native speaker* (C. Blyth)

2001 *SLA and the Literature Classroom: Fostering Dialogues* (V. Scott, H. Tucker)

2000 *Mentoring Foreign Language Teaching Assistants, Lecturers, and Adjunct Faculty* (B. Rifkin).

1999 *Form and Meaning: Multiple Perspectives* (J. Lee, A. Valdman)
1998 *Research Issues and Language Program Direction* (L. K. Heilenman).
1997 *New Ways of Learning and Teaching: Focus on Technology and Foreign Language Education* (J. Myskens)
1996 *Changing Demographics of Foreign Language Instruction* (J. Liskin-Gasparro)
1995 *Redefining the Boundaries of Language Study* (C. Kramsch)
1994 *Faces in a Crowd: The Individual Learner in Multisection Courses* (C. Klee)
1993 *Dynamics of Language Program Direction* (D. Benseler)
1992 *Development and Supervision of Teaching Assistants in Foreign Languages* (J. Walz)
1991 *Assessing Foreign Language Proficiency of Undergraduates* (R. V. Teschner)
1990 *Challenges in the 1990s for College Foreign Language Programs* (S. Magnan)

3. Chapters/Articles in Scholarly Books (14)

"The Unfulfilled Promise of Teaching for Communicative Competence: Insights from Sociocultural Theory." In *Sociocultural Theory and the Teaching of Second Language,* J. Lantolf & M. Poehner (Eds). Equinox, 2008, 351-379.

"Requesting Help in French: Developing Pragmatic Features during Study Abroad" (with M. Back*). Insights from Study Abroad for Language Programs*. (Ed. S. Wilkinson), Heinle, 2006, pp. 22-44.

"Anxiety and the True Beginner-False Beginner Dynamic in Beginning French and Spanish Classes" (Frantzen, Diana & Sally Magnan). *Foreign Language Annals,* 38, 2005, 71-190.

"Factoring in Previous Study of Other Foreign Languages When Designing Introductory Courses." (with D. Frantzen, R. Worth). *Language Program Articulation: Developing a Theoretical Framework* (Ed. K. Paesani, C. Barrette), Heinle, 2004, pp. 149-171.

"Wireless Communication: Bringing the Digital World into the Language Classroom." (with M. Farrell, M- F. Jan, J. Lee, C- P. Tsi, R. Worth). *Teaching with Technology*. Ed. Lara Lomicka, Jessamine Cooke-Plagwitz. Heinle, 2003, pp. 171-79.

"Pedagogical Norms: Development of the concept and illustrations from French" (with J. Walz). In *Pedagogical Norms for Second and Foreign Language Learning* (Gass, Bardovi, Magnan, Walz). Benjamins, 2002, pp. 15-40.

"Second-Language Production: SLA Research in Speaking and Writing." *Research in Language Learning: Principles, Processes, and Prospects.* Lincolnwood, IL: National Textbook Company, 1993, pp. 156-97 (with S. Gass).

"Social Attitudes: The Key to Directing the Evolution of Grammar Teaching, *Georgetown University Roundtable on Language and Linguistics 1991*, ed. J. E. Alatis. Washington: Georgetown University Press, 1991, pp. 323-34.

"Just Do It: Moving TAs Toward Process-Oriented Communicative Classroom Testing. *Assessing Foreign Language Proficiency of Undergraduates*, ed. R. Teschner. Boston: Heinle, 1991, pp. 135-61.

"Contenu langagier et linguistique dans les programmes de formation," in R. C. Lafayette, ed, *L'Enseignement du français aux Etats-Unis*. Paris: Didier Erudition, 1988, pp. 165-71.

"Proficiency in Perspective in the Foreign Language Classroom," *Foreign Languages: Proficiency, Policy, and Professionalism*, ed. D. Birckbichler (Lincolnwood, Illinois: National Textbook Company, 1987), pp. 1-22.

"Teaching and Testing Writing for Proficiency: Skills to Transcend the Second-Language Classroom," *Proficiency, Curriculum, Articulation: The Ties that Bind*, ed. A. Omaggio. Middlebury, VT: Northeast Conference on the Teaching of Foreign Language, 1985 pp. 109-36.

"From Achievement toward Proficiency through Multi-Sequence Evaluation," *Foreign Language Proficiency in the Classroom and Beyond*, ed. C. James. Lincolnwood, IL: National Textbook Company, 1985, pp. 117-45.

"Native Speaker Reaction as a Criterion for Error Correction," *ESL and the Foreign Language Teacher*, ed. A. Garfinkel (Lincolnwood, IL: National Textbook Company, 1982), pp. 30-46.

4. Articles in Professional Journals (24)

"Reasons Students Take Courses in less Commonly Taught and More Commonly Taught Languages." (with D. Murphy, M. Back, P. Rucks.) Paper submitted for publication to *Foreign Language Annals*.

"Reexamining the Priorities of *The National Standards for Foreign Language Education*." *Language Teaching Journal*, 41, 3, 2008, 349-366.

"The Promise of the Digital Scholarship in SLA Research and Language Pedagogy." *Language Learning & Technology, 11*, 2, 2007, pp. 152-155.

"Gauging the Scholarly Value of Connecting Research to Teaching." *TESOL Quarterly* 41, 2, 2007, pp. 400-405.

"Reconsidering Communicative Language Teaching for National Goals." *The Modern Language Journal 91*, 2, 2007, pp.249-252.

"Social Interaction and Linguistic Gain during Study Abroad" (with M. Back.). *Foreign Language Annals, 40, 2007,* pp. 43-61.

"Enjeux et défis de l'enseignement du français langue étrangère en France et aux EtatsUnis." *French Review*, 80, 2006, pp. 332-352. (Received the Edouard Morot-Sir Pedagogical Prize, 2007).

"Anxiety and the True Beginner–False Beginner Dynamic in Beginning French and Spanish Classes." (with D. Frantzen). *Foreign Language Annals*. 38, 2005, pp. 171-190.

"Young Beur Heros: Helping Students Understand Tensions of Multi-cultural France." *French Review*, April 2004, pp. 914-927.

"Rediscovering Text: Multiple Stories for Language Departments." *ADFL Bulletin*, Fall 2004, pp. 9–15. (Reprinted in *Professions* 2004, Modern Language Association).

"Reconsidering French Pedagogy: The Critical Role of the Teacher and Teaching." (Magnan, S., F. Tochon). *French Review*, 74, 6, 2001, pp. 1092-1112

"*MLJ* Editorial Policy: Reflections of a Profession, Definition of its Disciplines." *The Modern Language Journal*, 85, 1, 2001, pp. 92-125.

"*MLJ* Policies and Practices: Their Evolution from 1916 to the Year 2000." *The Modern Language Journal*, 84, 1, 2000, pp. 1-4.

"Assigning New TAs to Second-Year Courses: Are TA Development Programs Adequate?" *ADFL Bulletin*, Vol. 24, 3, 1993, pp.36-43.

"Research in the 1990s: Priority to Theory-Building, Instructional Innovation, and Collaboration," (with K. Bailey, A. Omaggio Hadley, and J. Swaffar). *Foreign Language Annals*, April 1991.

"Do Spoken French and Grammatical Control Improve with Course Work?" *French Review*, 63, 1989, pp. 16-27.

"Grammar and the ACTFL Oral Proficiency Interview," *Modern Language Journal*, 72, 3, 1988, pp. 266-76.

"Rater Reliability of the ACTFL Oral Proficiency Interview," *Canadian Modern Language Review*, 43, 3, 1987, pp. 525-37.

"Teaming Teachers and Modifying Class Size: an Experiment in First-Year French," *French Review*, 60, 4, 1987, pp. 454-65.

"Assessing Speaking Proficiency in the Undergraduate Curriculum: Data from French," *Foreign Language Annals*, 19, 5, 1986, pp. 429-38.

"Age and Sensitivity to Gender Error in French," *Studies in Second Language Acquisition*, Special Issue, 5, 2, 1983, pp. 194-212.

"The Applied Linguistic Cooperative: Today and Tomorrow," *Modern Language Journal*, 63, 1983, pp. 382-92.

"Reduction and Error Correction for Communicative Language Use: the Focus Approach, *Modern Language Journal*, 63, 1979, pp. 342-49.

"Jean Auvray: Hélas qu'est-ce que de l'homme?" *Tropos* (graduate journal, Michigan State University), 4, 1975, pp. 35-39.

5. Textbooks (4)

Paroles, 3rd edition, and ancilliaries, including workbook/laboratory/video manual, instructor's manual, audio lab tapescript co-authored with L. Martin-Berg, W. J. Berg, Y. Ozzello. Wiley, 2006 (published in 2005).

Paroles. 2nd edition, and ancilliaries including TA manual, workbook/laboratory manual, instructor's manual, student video manual, audio lab tapescript, co-authored with L. Martin-Berg, W. J. Berg, Y. Ozzello. Wiley, 2002.

Paroles. 1st edition, and ancilliaries including TA manual, workbook/laboratory manual, instructor's manual, student video manual, audio lab tapescript, co-authored with L. Martin-Berg, W. J. Berg, Y. Ozzello. Harcourt, 1999.

En Route: Introduction au français et au monde francophone. New York: Macmillan, 1986, (with A. Valdman, C. Pons, E. Holekamp, M. Barnett, and M. Laronde). Including workbook/laboratory manual, instructor manual, tapescript, transparencies.

6. Electronic Publications (11)

Fundamentals of Foreign Language Teaching for LCTLs. Online course (with D. Murphy, E. Barnard, R. Worth), University of Wisconsin, Madison, 2008.

Paroles: Visages et cultures. Video (with Y. Ozzello, L. Martin-Berg, W. Berg, Levy-Konesky, Konesky). Harcourt Brace and Riverside Productions, 1999, 2005.

Paroles: CD-ROM. (with Y. Ozzello, L. Martin-Berg, W. Berg, C. Brammer). Harcourt Brace and Cortex Communications, 1999, 2005.

Paroles: CD-ROM Web Sites (with Y. Ozzello, L. Martin-Berg, W. Berg, C. Brammer, Sonja Moore, based on *Paroles* textbook material), 1999, 2005.

Paroles: Audio Lab Program (with Y. Ozzello, L. Martin-Berg, W. Berg). Harcourt, 1999, 2005.

Paroles: Dasher Software. Computer activities (with Y. Ozzello, L. Martin-Berg, W. Berg, J. Pusack, S. Otto, E. Ewing, C. Moisset, and G. O'Brien) Harcourt Brace, 1999.

Learning Face to Face. Video (with R. Young, C. Ford, J. Zuengler), University of Wisconsin, 1995.

7. Book reviews (10)

Hadley, Alice Omaggio. Teaching Language in Context. Boston: Heinle, 2001. French Review, 75, 2002, pp. 809-10.

Creswell, John W. Research Design: Qualitative & Quantitative Approaches. Thousand Oaks, CA: Sage, 1994. Modern Language Journal 81, 1997.

Rivers, Wilga. Teaching Languages in College: Curriculum and Content. Lincolnwood, IL: National Textbook Company, 1992. Modern Language Journal 76, 1992, pp. 544 45.

Chastain, Kenneth. Developing Second Language Skills: from Theory to Practice (Orlando: Harcourt Brace Jovanovich, 1988), Modern Language Journal, 74, 2, 1990, pp. 221 22.

Els, Theo Van, Bongaerts, T., Extra, G.,Van Os, C. Janssen Van Dieten, A.-M. Applied Linguistics and the Learning and Teaching of Foreign Languages (Baltimore: Edward Arnold, 1984), Modern Language Journal, 73, 1, 1989, p. 81.

Richards, J. ed., The Content of Language Teaching (New York: Cambridge University Press, 1985), French Review, 60, 2, 1986, pp. 302 04.

Johnson, K. and Porter, D. eds., Perspectives in Communicative Language Teaching (New York: Academic Press, 1983), Modern Language Journal, 69, 3, 1985, pp. 293 94.

Seelye, N. Teaching Culture: Strategies for Intercultural Communication, second edition (Lincolnwood, Illinois: National Textbook Company, 1984) and T. Higgs, ed., Teaching for Proficiency: the Organizing Principle (Lincolnwood, Illinois: National Textbook Company, 1984), *Italica*, 62, 2, 1985, pp. 147-50.

Krashen, S. and Terrell, T. The Natural Approach: Language Acquisition in the Classroom (New York: Pergamon Press, 1983), Modern Language Journal, 68, 3, 1984, pp. 277 78.

Huot, H. Enseignement du français et linguistique (Paris: Armand Colin, 1981), French Review, 56, 5, 1983, pp. 807 8.8. Other Publications (16 essays, introductions, and reflections)

"What is Needed for Global Literacy to Become an Educational Reality?" *Modern Language Journal*, 92 2008, 628-630.

"Thank You to the Profession: Editor's Farewell Reflections," *The Modern Language Journal*, 91, pp. 505-510.

"Presenting the Focus Issue," *The Modern Language Journal*, 91, 2007, pp. 733-734.

"From the Editor: The *MLJ* Turns 90 in a Digital Age. *Modern Language Journal* 90, 2006, 1-5.

"Language Institute Helps Students Experience the World in a Day." (with Catherine Reiland), *WAFLT Bulletin*, 32, 2, 2005, pp. 9-10.

Powerpoint slides of keynote address, "Leading-Edge Strategies for Language Acquisition at the Post-Secondary Level." *Proceedings: Increasing Foreign Language Capacity:* Proceedings. Nancy Church, ed. Increasing Foreign Language Capability Conference funded by the Department of Education, 2005, pp. 43-68.

"World Languages Day," *Voice of WAFLT Bulletin*, Fall 32, 1, 2004. (with Catherine Reiland).

Solicited Reflection in "The Quiet Revolution in Language Teaching: Still Growing, Still Exciting, after All These Years." *Foreign Language Annals*, 35, 5, 2002, pp. 581, 589-593.

Introduction. "From the Editor: The *MLJ* Tradition and the Challenges Ahead." *Modern Language Journal*, 78, 1, 1994, pp. 7-9.

Test. "University of WI College-Level Placement Test." Madison: University of WI Press, 1992. (Exam prepared by a committee of which I served as chair from 1988 to 1993.)

Technical Note in Newsletter. "Learning Email: Is It Worth It*?" Professional Scholar*. Steven Kornguth, Editor. Madison, WI: Magna Publications, 1992, pp.4-5.

Report, authored as chair of subcommittee.: Section on Language Proficiency in "The Teaching of French: A Syllabus of Competence. The Preliminary Report of the Commission on Professional Standards." *AATF National Bulletin*. 13, Special Issue, October 1987, pp. 12-14. Revised and reprinted, October 1989.

Remarks as Discussant: "Legal Caveats on Communicative Proficiency Testing for Graduation Requirements or Teacher Certification," *Proceedings of the Symposium on the Evaluation of Foreign Language Proficiency*, Albert Valdman, ed. (Bloomington, Indiana, 1987), pp. 45-49.

Remarks: "Bennett-Biersteker Model for Proficiency Profiling in African Languages," *Proceedings of the Symposium on the Evaluation of Foreign Language Proficiency*, Albert Valdman, ed. (Bloomington, Indiana, 1987), PP.71-72.

Paper in ERIC Documents: Improved Training of Teaching Assistants through Inter-Departmental Cooperation (with Lucia Garner, Henry Geitz, Constance Knop), 1987. ERIC Document Number: ED 279210 FLO16527.

Chapter: "Evaluating Students in the Classroom," *Guide to Curriculum Development in Foreign Languages*, H. Grover, ed. (Madison, Wisconsin: Department of Public Instruction, 1985), pp. 186-92. (Reprinted in the Iowa Curriculum Guide.)

Abstract: "Issues of Reliability and Validity of the Oral Proficiency Interview*," Proceedings of the Association Internationale de Linguistique Appliquée*, vol. 814-15.

CONFERENCE PRESENTATIONS, INVITED LECTURES, AND WORKSHOPS

1. Presentations at International Conferences (12)

"Learner perceptions of goals in the U.S. national standards and Common European Framework, International Association of Applied Linguistics, Essen, Germany, August 2008 (with S. Kim).

"Facteurs contribuant à l'acquisition de la la compétence orale pendant un séjour en France." American Association of Teachers of French, Quebec, July 2005 (with D. Audaz).

"Pragmatic Features and Linguistic Gain during Study Abroad." International Association of Applied Linguistics, Madison, WI, July 2005. (Also co-organizer of symposium, Language development and negotiation of identities in study abroad.)

"Leading-Edge Strategies for Language Acquisition at the Post-secondary Level." Increasing Foreign Language Capacity. Montreal, April 2005 (invited keynote).

"Objectifs et enjeux de la diversité pédagogique". Fédération internationale des professeurs de français. American Association of Teachers of French. Atlanta, July 2004. (invited plenary)

"Helping Students Understand French Immigration through French-Maghrébin Literature," American Association of Teachers of French, Paris, July 2000.

"Competency-Based Language Teaching and Testing." African Language Teachers' Association International Conference, April 2000, Philadelphia.

"Teacher Standards: A Look at Portfolio Assessment." American Association of Teachers of French, Quebec, July 1994.

"Erreurs de grammaire en français parlé: Est-ce que leur fréquence et leur gravité remettent en question l'orientation de nos cours?" American Association of Teachers of French, Paris, July 1989.

"Contenu langagier et linguistique dans les programmes de formation," Colloque international sur l'enseignement du français aux Etats-Unis: aujourd'hui et demain, Baton Rouge, Louisiana, April 1987.

"Issues of Reliability of the Oral Proficiency Interview," Seventh World Congress of Applied Linguistics, Brussels, August 1984.

"Restructuring the Model of the Teaching of Oral Foreign Language Skills," Fifth World Congress of Applied Linguistics, Montreal, August 1978.

2. Presentations at National Conferences (33)

"Situating Special Purpose Courses in the University." Plenary address, KU CIBER Language Business Conference, Kansas City, April 2009.

"Socially based SLA Perspectives on the National Foreign Language Standards." Plenary Address, SLA Graduate Student Symposium, Madison, April 2008.

"Update on the National Online LCTL Teacher Training Initiative," with D. Murphy, E. Barnard, A. Schleicher. National Council of Less Commonly Taught Languages, Madison, April 2008.

"World Languages Day." With J. Campbell, American Council on the Teaching of Foreign Languages, San Antonio, November, 2007.

"Methods Preparation for Postsecondary Instructors of Less Commonly Taught Languages." With D. Murphy and A. Schleicher. American Council on the Teaching of Foreign Languages, San Antonio, November, 2007.

"Online Methods Preparation for the LCTLs: The National Online LCTL Teacher Training Initiative." With A. Schleicher and D. Murphy. National Council of Less Commonly Taught Languages, Madison, April, 2007.

"Developing a Language Institute at UW-Madison." ADFL Seminar 2006, Madison, June 2006.

"The Unfulfilled Promise of Communicative Language Teaching. National Colloquium on U.S. Language Educational Policy. Berkeley, CA, October 2005.

"Student Motivation for Undertaking Language Study." Poster presentation. With Sally Magnan. ACTFL, 2005.

"Comparing Student Profiles and Motivations in LCTLs and CLTs (with D. Murphy, P. Garrett)." NCOLCTL Annual Meeting, Madison, April 2005.

"Anxiety and Language Learning in French, Spanish, and Italian" (with D. Frantzen, R. Worth). American Association of Applied Linguistics, Portland, May 2004.

"Worldwide Connections: Empowering Students through Wireless Web Interactions" (with L. Martin-Berg and W. Berg), ACTFL, November, Philadelphia

"Rediscovering text: Multiple stories for language departments." Modern Language Association, NY, December, 2002.

"Demystifying the publication process." TESOL, Salt Lake, March, 2002.

"Multiple Theories, Competing Paradigms: Are They The Profession's Next Challenge?" American Association of Applied Linguistics." St. Louis, 2001.

"Attitudes of False Beginners and True Novices in First-Semester French Courses" (with R. Pierce). American Council on the Teaching of Foreign Languages, Philadelphia, November 1996.

"In Search of a Research Voice: The Quantitative/Qualitative Dilemma in L2 Pedagogical Inquiry." Second Language Research Forum, Tucson, AZ, September 1996.

"Talking the Talk: International TA's and American Undergraduates" (with R. Young and J. Zuengler). Annual Meeting of the Teachers of English as a Second Language, Chicago, March 1996.

"Changing Student Profiles: How Foreign Language Programs Might Respond." ADFL Summer Seminar, Omaha, June 1993.

"Professional Teacher Standards: Where Do We Go From Here?" American Association of Teachers of French, San Diego, July 1993.

"Teacher Standards? How Compatible are the AATF, AATG, AATSP, and ACTFL Models" (with R. LaBouve, L. Sandstedt, R. Schulz). American Council on the Teaching of Foreign Languages, San Antonio, November 1993.

"Grammar and Meaning: Teaching French at the Discourse Level" (with Y. Ozzello). American Council on the Teaching of Foreign Languages, Washington D. C., November, 1991.

"Directing the Evolution of Grammar Teaching by Understanding American Social Attitudes. Georgetown University Roundtable on Language and Linguistics, Washington, April 1991.

"Preparing TAs for Second-Year Courses: Are Our Orientations and Methods Courses Adequate?" American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs. Presented at annual meeting of the American Council on the Teaching of Foreign Languages, Nashville, November 1990.

"Priorities for Research in the 1990s: Reconsider, Continue, Expand, Initiate." Priorities Conference, American Council on the Teaching of Foreign Languages, Boston, 1989 (with K. Bailey, A. Omaggio Hadley, J. Swaffar).

"Level of Study, Proficiency Rating, and Grammar Mistakes in French," American Council on the Teaching of Foreign Languages, New York, November 1985.

"Guiding TAs in Structuring Lesson Plans," American Association of Teachers of French, Chicago, November 1984.

"Teaching Speaking and Writing for Proficiency," American Council on the Teaching of Foreign Languages, Chicago, November 1984.

"Proficiency in Writing: ACTFL/ETS Guidelines and their Classroom Implications, " American Council on the Teaching of Foreign Languages, San Francisco, November 1983.

"Interdepartmental TA Orientation: Collaboration for Greater Success" (with C. Knop), American Association of University Supervisors and Coordinators of Foreign Language Programs, San Francisco, November 1983.

"Evaluating Functional Oral Skills: Developing Key Criteria and Selecting Test Formats" (with F. Medley, Jr.), American Council on the Teaching of Foreign Languages, New York, November 1982.

"Learner Errors: From Native Speaker Reaction to Classroom Correction," American Association of Teachers of French, Annual Meeting, Cincinnati, November 1981.

"Implications from Natural Second Language Learning: the Focus Approach" (with A. Valdman), American Council on the Teaching of Foreign Languages, San Francisco, November 1977.

3. Presentations at Regional and State Conferences (24)

"Comment développer une collaboration et comment faire partie des activités interculturelles." WAATF meeting at the annual convention of the Wisconsin Association for Language Teachers, with Anne Dargent, November 2008.

"Online Professional Development for Teachers of Less Commonly Taught Languages." With Dianna Murphy and Robin Worth. Wisconsin Association for Language Teachers, Appleton, November, 2007.

"Enseigner le français à l'aide d'internet." with Anne Dargent and Laura Lemaître. Wisconsin Association for Language Teachers, Appleton, November, 2007.

"Educating Globally Competent Students" (keynote). Wisconsin Association for Language Teachers. Appleton, November 2005 (with G. Bousquet).

"Language Connections: African Storytelling and Scandinavian Cultures." Wisconsin Association for Language Teachers. Appleton, November 2005 (with co-presenters)

"More Languages for More Students? What Students Want from Foreign Language Classes" (keynote). Wisconsin Association for Language Teachers. Madison, February 2005.

Summative Comments to Roundtables, International Education Summit, January 2005.

"France in 2001: Understanding French Responses to National Change and Conveying Them to Students" (with G. Bousquet, R. Pierce). Wisconsin Association of Foreign Language Teachers, Appleton, November 2001.

"Accommodating Different Learning Styles" (with L. Martin-Berg, W. Berg). Central States Conference, Little Rock, AR, March, 1999.

"Using Videos and CD-ROMs in Lower-Level Language Courses" (with L. Martin-Berg, W. Berg). Wisconsin Association of Foreign Language Teachers, Appleton, WI, November 1999.

"What's New and What's Not: Placement, Credits, and Requirements in Foreign Languages at UW-Madison," (with L. Martin-Berg, S. Fritz, C. James). Wisconsin Association of Foreign Language Teachers, Appleton, November, 1997.

"Bridging the French Program: Advanced High School and AP to College Courses." (with L. Martin-Berg, W. Berg).Wisconsin Foreign Language Teachers Association, Appleton, November 1996.

"Strategy-based Process-oriented Instruction Across the Four Skills," (with W. Berg, L. Martin-Berg). Wisconsin Foreign Language Teachers Association, Appleton, November 1995.

"Changes in Language Requirements at the UW-Madison" (with L. Martin-Berg, L. Garner). Wisconsin Foreign Language Teachers Association, Appleton, November 1994.

"Linking Communicative Teaching and Testing through the Foreign Language Curriculum," Northeast Conference on the Teaching of Foreign Languages, New York, April 1991.

"A l'exploration de la culture québécoise dans les cours de français (avec L. Mathieu, Université du Québec à Trois-Rivières), Wisconsin Association of Foreign Language Teachers, Appleton, November 1989.

"The Long and Twisted Road: Facilitating the Journey from School to College," (keynote), Wisconsin Association of Foreign Language Teachers, Stevens Point, May 1987.

"Proficiency in Perspective in the Foreign Language Classroom: Practical Applications," Central States Conference on the Teaching of Foreign Languages, Columbus, OH, April 1987.

"Teaching for Proficiency in Writing," Wisconsin Association of Foreign Language Teachers, Madison, October 1986.

"Articulation between High Schools and the University of Wisconsin-Madison French Program: What Proficiency Testing Tells Us," Wisconsin Association of Foreign Language Teachers, Madison, November 1985.

"Building a Proficiency-Based Curriculum," Regional Conference on Strengthening the Humanities through Foreign Language and Literature Studies, Cincinnati, April 1984.

"Teaching for Oral Proficiency" (keynote), Oklahoma Foreign Language Teachers Association, Norman, April 1984.

"Pairing Teachers and Modifying Class Size: Surviving and Thriving in the Budget Crunch," Central States Conference on Foreign Language Teaching, St. Louis. March 1983.

"Developing Speaking Tests for Lower-level Courses," Wisconsin Association of Teachers of Foreign Languages, Madison, October 1982.

"Native Speaker Reaction as a Criterion for Error Correction," Central States Conference on Foreign Language Teaching, Louisville, April 1982.

4. Invited Lectures for Institutional Audiences (23)

"U.S. Perspectives on Communicative Language Teaching," Beijing Foreign Studies University, Beijing, China, May 2008.

"Reflections from *The Modern Language Journal*" (plenary session). Defense Language Institute, May 2006.

"Foreign Language Teaching: Productive Skills, Task Development and Assessment." University of Chicago, May, 2003.

"Our Students, Our Courses: What Can They Become?" Keynote for Symposium on the Future of Language and Literature Studies. Michigan State University, April 1997.

"Student Motivations for Language Study and Enrollment Trends," presentation at Madison 100 French Forum, University of Wisconsin-Madison, February 1997.

"Should We Design Basic Courses around Student Profiles?" Pennsylvania State University, February 1995.

"An Armchair Journey to Quebec." University of Wisconsin-Madison. Madison, February 1994.

"Teaching in a Proficiency-Oriented Curriculum," Indiana University, January 1989.

"The University of Wisconsin Placement Testing Project," Indiana University, January 1989.

"Preparation and Supervision of Teaching Assistants," Brown University, Providence, March 1988.

"Oral Proficiency Testing and Classroom Implications," University of Georgia, Athens, April 1987.

"The ACTFL Oral Interview: Information and Update" (two sessions), Madison Area Language Teachers, Madison, February and March 1986.

"Oral Proficiency Assessment: An Introduction," University of Texas-Austin, December 1985.

"Oral Proficiency Testing," University of Wisconsin-Milwaukee, March 1984.

"National Proficiency Standards for Foreign Languages: the Potential Impact at the University of Wisconsin-Madison." Madison, February 1984.

"Oral Proficiency Testing: the ACTFL/ETS Interview," French Immersion Weekend, Illinois Foreign Language Teachers Association, Lake Geneva, September 1983.

"L'Esprit québécois," French Immersion Weekend, Illinois Foreign Language Teachers Association, Lake Geneva, September 1983.

"Native Speaker and Teacher Evaluation of Learner Error in French." University of Wisconsin-Madison, May 1982.
"Toward Establishing a Hierarchy of Grammatical Errors for the Teaching of French," Indiana University Conference on Foreign Languages, Bloomington, May 1981.
"Error Sensitivity as a Criterion for Correction," Boston University, Boston, March 1981.
"Using Native Speaker Judgments to Guide Error Correction," West Virginia University, February 1981.
"Reactions to Learner Error in French," University of Nebraska, Lincoln, January 1981.
"Using French for Communication in the Beginning Classroom," Indiana University Conference on Foreign Languages, Bloomington, April 1979.

5. Seminars (5)
Instructor of 3-day seminar, Using Authentic Texts to Build Proficiency Goals in a Four-Skills Curriculum, Christian College Consortium, Seattle Pacific University, June 1990 (3 days)
Instructor of two-week intensive course on Teaching the Interactive Skills Speaking and Writing, Institute of the Modern Language Association and the Linguistic Society of America, University of Arizona, Tucson, June-July 1989.
Co-organizer and instructor of Intensive Summer Institute for Secondary and Post-Secondary French Teachers (4 weeks (with A. Ciccone, C. Knop, P. Schofer) through a grant from the U.S. Department of Education), Madison, June-July 1987.
Lecturer and consultant for intensive seminar on proficiency evaluation in Arabic and Swahili (3 weeks, under the direction of P. Bennett, University of Wisconsin, through a grant from the U.S. Department of Education), University of Wisconsin, Madison, May-June 1986.
Instructor in summer seminar on proficiency (3-week workshop on teaching and testing for proficiency in four skills, with D. Lange, T. Higgs), University of Minnesota, Minneapolis, June 1984.

6. Workshops and Panels on Publishing in Professional Journals: 44 presentations at conferences (ACTFL, AAAL, TESOL, SLRF, Central States Conferences, International Congress of Applied Linguistics, Northeast Conferences, among others)

7. ACTFL OPI Workshops in French: (11)

8. Workshops on Teaching with *Paroles* and its components: (6)

9. Other Workshops: (33)
"Action Research in the South Asian Language Classroom" (full-day workshop), South Asian Language Teachers at the annual conference of the National Council on Teaching Foreign Languages, Madison, April, 2008.
"Making Students Comfortable in Foreign Language Courses." Alliance of World Languages, Wausau, April, 2006.
"Black, Blanc, Beur? The Immigration Phenomenon and Multicultural Tension in France." American Associate of Teachers of French, Milwaukee, July, 2006. (with M. Bussone).
"Teaching and Testing Today." Association of African Languages, Philadelphia, April 2000.
"Proficiency Teaching and Testing in Foreign Languages." Michigan University, April 1997.
"Coordinating Language Programs: Wherein Lies Excellence?" University of Pennsylvania, Philadelphia, March 1995.

"Authentic Testing that Keeps the Basics too." University of Michigan, Ann Arbor, October 1994.

"Process-Oriented Writing throughout the Foreign Language Curriculum." Washington University, St. Louis, September, 1994.

"Teaching with Video: A Strategy-Based Approach" and "Writing in the Foreign Language Classroom: What Research Says to Methods." University of Northern Colorado, Greeley, June 1994.

"Test As We Teach: Emphasis on Process and Strategies" (with L. K. Martin, M. Grant, E. Locey, F. Perrand, D. Mjelde). Wisconsin Association of Foreign Language Teachers, Appleton, October, 1992.

"Expanding Classroom Interaction through Pair and Group Work," Extension Workshop, Central States Conference on the Teaching of Foreign Languages, Dearborn, MI, April, 1992.

"Integrating Proficiency-Building Activities at All Levels of Teaching," Janesville School District In-Service, January, 1992.

"Pair Work for Conversation and Cultural Awareness," Wisconsin Association of Foreign Language Teachers, Appleton, November 1991.

"An Update on Proficiency: Integrating Teaching and Testing of the Four Skills." Illinois Chapter of the American Association of Teachers of French. Chicago, March 1991.

"Communication from Start to Finish: Using a Learner-Centered Process Approach in Both Teaching and Testing," Wisconsin Association of Foreign Language Teachers, November 1990.

"Linking Skills in the Interactive Foreign Language Classroom," Madison Public Schools, January 1990.

"Using Authentic Materials to Teach the Four Skills in a Spiral Curriculum," Middleton High School, April 1989.

"Le Français langue seconde et le Québec" (with J. Michaels, J. Magerus, I. Popko), Wisconsin Association of Foreign Language Teachers, Appleton, November 1988.

"Writing Proficiency Guidelines in Indonesian and Thai," University of Wisconsin, Madison, February 1988.

Follow-up to Summer Seminar for High School and University Teachers of French (with A. Ciccone, C. Knop, P. Schofer). Wisconsin Association of Foreign Language Teachers, Madison, November 1987.

"The Proficiency-Based Classroom: Spiraling, Theory, and Practical Applications" (with H. Byrnes, F. Medley, Jr.), Georgia Institute of Technology, April 1987.

"Proficiency-Based Materials and Techniques for Improving Students' Discourse Skills in all Skills Areas," (with K. Buck, P. Lowe), American Council on the Teaching of Foreign Languages, Dallas, November 1986.

"Proficiency Testing: What Happens After a Tester Training Workshop" (organizer and coordinator with C. Klee, D. Lange, L. K. Heilenman, I. Kaplan, J. Thrush). Central States Conference on Foreign Language Teaching, Milwaukee, April 1986.

"Proficiency in the Four Skills," "Oral Proficiency Testing in Thai and Indonesian," "Curricular Implications of Proficiency Testing for Non-Commonly Taught Languages," series of three workshops for faculty UW Language Departments, University of Wisconsin, Madison, Fall 1985.

"Foreign Language Proficiency Assessment: the ACTFL Proficiency Guidelines." Indiana University, Bloomington, November 1985.

"Teaching Writing in the Foreign Language Classroom" and "Developing Activities for the Teaching of Writing," two workshops, Pennsylvania State University, College Park, July 1985.

"Testing and Teaching Proficiency in Writing" and "Oral Proficiency Familiarization Workshop," University of Iowa, Iowa City, March 1985.

"Oral Proficiency Testing and Curricular Implications" (organizer and coordinator, with R. Hoff, S. Welty). Wisconsin Association of Foreign Language Teachers, Madison, November 1984.

"Oral Proficiency Familiarization Workshop" (coordinator with M. Marks, S. Welty). University of Northern Iowa, September 1984.

"Oral Proficiency Familiarization Workshop (coordinator with L. Berd, J. Bragger, L. K. Heilenman, A. Omaggio, E. Scebold, S. Welty). Central States Conference on Foreign Language Teaching, Chicago, April 1984.

"Oral Proficiency Testing: A Familiarization Workshop" and "Oral Proficiency Testing: Impact on the Curriculum," two workshops, Consortium for Faculty and Course Development in International Studies, Morgantown, WV, April 1984.

"Oral Proficiency Familiarization Workshop" (with W. Allen). Pre-Conference Workshops, American Council on the Teaching of Foreign Languages, San Francisco, November 1983.

"Oral Proficiency Testing and Curricular Implications" (organizer and coordinator with M. Marks, S. Welty). Wisconsin Association of Foreign Language Teachers, Madison, October 1983.

NATIONAL PROFESSIONAL SERVICE

1. Professional Societies: Offices and Appointments

Secretary-Treasurer, American Association of Applied Linguistics, 2008.

Member, MLA Teaching Languages, Literature, and Cultures Series Editorial Board, 2000-2003.

Member, Steering Committee, National Federation of Modern Language Teachers, 1993 to present.

Member, Advisory Committee, Center for Applied Linguistics, 1993 to present.

Co-Chair, Commission on Professional Standards, American Association of Teachers of French, 1993-1995.

Co-Chair, AATF/AATSP/AATG/ACTFL Working Group on Teacher Standards, 1993-1995.

Chair, Special Interest Group on Research, American Council on the Teaching of Foreign Languages, 1992.

Member, Executive Committee, American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs, 1990 to present.

President, American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs, 1988 and 1989. (Served as Vice-President 1986 and 1987.)

Co-Chair of the Research Strand for the National Priorities Conference of the American Council of the Teaching of Foreign Languages, 1989.

Member of Nominating Committee for Office of President, National Federation of Modern Language Teachers Associations, 1989.

Chair of the Sub-Committee on Language Proficiency, Commission on Professional Standards, American Association of Teachers of French, 1985-1993.
Chair of the Pimsleur Award Selection Committee for Outstanding Published Research, American Council on the Teaching of Foreign Languages, 1987, and member 1986.

2. Professional Societies: Membership
American Association of Applied Linguistics (AAAL)
American Association of Teachers of French (AATF)
American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs (AAUSC)
American Council on the Teaching of Foreign Languages (ACTFL)
Modern Language Association (MLA)
Teachers of English as a Second Language (TESOL)
Wisconsin Association of Foreign Language Teachers (WAFLT)
National Council on Teaching Less Commonly Taught Languages (NCOTLCTL)

3. Activities at Professional Meetings:

a. Organized and/or chaired 19 panels, paper sessions, or poster sessions at regional, national and international conferences.
b. Panelist, discussant or respondent at 12 symposia or conferences
c. Poster session. "Investigating Student Motivation for Undertaking Language Study." (with Dianna Murphy). ACTFL, Baltimore, November.

4. Consulting and Editorial Work:

a. Books
Consulting Author: Paroles TA/Adjunct Manual. Wiley, 2002.
Editorial Board: Teaching Languages, Literature, and Cultures, Modern Language Association, 2000-present.
Series Editor of Issues in Language Program Direction. (see Publications: Edited Volumes)
Assistant Editor of *Shaping the Future of Foreign Language Education: FLES, Articulation, and Proficiency*. ed. J. Lalande. Proceedings of the Central States Conference on Foreign Language Teaching. Lincolnwood, IL: National Textbook. 1988.

b. Journals (referees and member of Editorial Board)
ADFL Bulletin (Referee, beginning 1990)
AAUSC Annual Volume (Editorial Board after ending series editor, beginning 2007)
Applied Linguistics (Referee, beginning 2000)
Canadian Modern Language Review (Advisory Board, beginning 1994)
Foreign Language Annals (Referee, beginning 1985)
French Review (Assistant Editor for Pedagogy, 1986-94)
Language Teaching Journal (Referee, beginning 2007)
Modern Language Journal (Editorial Board, 1988-94; Referee, 1983-94; Editor 1994-2007; Referee beginning 2008)
PMLA (Advisory Committee, applied linguistics and foreign language teaching, 2005-2007)
Studies in Second Language Acquisition (Referee, beginning 1988)

c. Reviewer of Manuscripts for Publishers (15) including Harcourt, Holt, Rinehart, Winston; McGraw-Hill, Heinle, Harcourt Brace Jovanich, Harper and Row, D.C. Heath, among others.

d. Special Projects:

Consultant for development of simulated oral proficiency interviews, Center for Applied Linguistics, 1994.

Consultant for survey, "Professional Assessments for Beginning Teachers," Educational Testing Service, 1992.

Evaluator in validity study to develop national written proficiency tests in French and English for the American Council on the Teaching of Foreign Languages, 1989.

Writing test items and designing item types for Educational Testing Service, 1988.

Consultant to project on developing proficiency tests for African languages, sponsored by Michigan State University and University of Wisconsin-Madison, 1987.

Critique of reading comprehension tests for the California Competency Testing Project, 1986.

Information exchange with Gina Fuchs, Director of Mini-School, Relais Universitaire, Strasbourg, France, to establish contacts with American institutions, 1986.

Consultant at the Language Coordinators Meeting, African Studies Association Annual Meeting, New Orleans, November 1985.

Critique of Generic Proficiency Guidelines for the American Council on the Teaching of Foreign Languages, 1985.

Critique of main sections of the Wisconsin Curriculum Guide for Foreign Language Teaching for the Wisconsin Department of Public Instruction, 1984.

Work with the Twin Cities collaborative in association with the NEH project, Strengthening the Humanities through Foreign Language and Literature Studies, 1983-84.

Linguistic and pedagogical consultant at the Illinois Foreign Language Association Immersion Weekend, Lake Geneva, September 1983.

5. External Evaluator and Consultant for 8 program reviews (undergraduate and graduate, French, Romance Languages, Modern Languages, Interdisciplinary Studies)

6. Proficiency Evaluator: Rating oral proficiency interviews for the American Council on the Teaching of Foreign Languages, 1984-1998.

7. Judge:

Concours de Poésie et de Prononciation, Wisconsin Association of Teachers of French, Madison, April 1987.

Senior Oral French Examination, Baraboo High School, Baraboo, Wisconsin, May 1986.

Concours de Poésie et de Prononciation, Wisconsin Association of Teachers of French, Madison, April 1985.

DEPARTMENT AND UNIVERSITY SERVICE

1. SLA Doctoral Program: Co-Director, Executive Committee, Admission Committee, Chair, French Section (Ph.D. students and doctoral minors), Preliminary Examination Committee, Dissertation committees (chair and member)

2. Centre de ressources, Director.

3. French and Italian: Admissions and Fellowships, Cercle français, Dissertation committees (chair and members), Executive Committee, French House, Graduate Studies, High School Liaison (chair), Honors Advisor, Lecturers, Language Course Chairs (chair), Oral Proficiency Testing (chair), Pedagogical Theory Committee (chair); Search and Screen,

Study Abroad Selection Committee, Undergraduate Studies, Delegate to CIC Language Coordinators Meetings, TA Review Committee (chair), Sexual Harassment (chair), Professional French Masters Admission and Steering Committees

4. Curriculum and Instruction: Master theses and dissertation committees (chair and member), one semester supervising student teachers

5. UW-Madison University and University System Activities: ACE Team for Developing Language Programs on Campus (chair); Ad-Hoc Committee on Second Language Acquisition (Chair); Ad-Hoc Committee to Develop Workshops for Letters and Science Teaching Assistants; Advisory Committee, National African Foreign Language Resource Center; Review Committee; Department of East Asian Languages and Literatures; Admissions Policy Committee; AP Seminars; Review Committee Chair, Department of German; Alternate for Letters and Science Faculty Senate; Campus representative/advisor for CIC Summer Program at Laval University in Quebec; DO-IT Instructional Technology Grants Review Committee; Chancellors Technology Initiative in Foreign Languages Consulting for other language departments in conjunction with grant applications and funded projects; Foreign Language Advisory Committee Foreign Language Conference Planning Committees; Foreign Language (Requirement) Implementation Committee (chair), Foreign Language Policy Committee, Foreign Language Placement Test Project; Global Forum on Languages, Literatures, and Cultures; Greater University Tutoring Service Advisory Board; Instructional Technology Committee; National African Language Resource Center Advisory Committee; Letters and Science Curriculum Committee; Lilly Program Mentor; Place for the Humanities Second Language Research Forum Advisor; Reaccreditation Team, Student Conduct Committee; University-High School Curriculum Liaison Committee; UW Collaborative Language Program Curriculum Committee.

6. Study Abroad: Campus coordinator for study at Laval University, Quebec; Developer, program director, and coordinator of immersion program for French teachers in Trois-Rivières, Quebec. Research study on Study Abroad and student gains in proficiency, 2003.

DIANNA MURPHY

diannamurphy@wisc.edu

EDUCATION

OHIO STATE UNIVERSITY — Columbus, OH 2000
Ph.D., Slavic Linguistics
Dissertation: *The gender of inanimate indeclinable common nouns in Modern Russian*
Adviser: Anelya Rugaleva

PUSHKIN RUSSIAN LANGUAGE INSTITUTE — Moscow, Russia
Advanced Russian Language Study — 1993-94

OHIO STATE UNIVERSITY — Columbus, OH
M.A., Russian Language, Literature and Linguistics — 1992

INDIANA UNIVERSITY — Bloomington, IN
Summer Workshop in Slavic Languages, Russian Level 7 — 1991

UNIVERSITY OF NEW HAMPSHIRE — Durham, NH
B.A., Russian; Minor, Political Science — 1989

PROFESSIONAL EXPERIENCE

UNIVERSITY OF WISCONSIN-MADISON — Madison, WI
2000-present

Associate Director, Language Institute. (2004-present)
General responsibilities as Associate Director include:

- all aspects of daily administration of all Language Institute programs, projects and personnel
- supervision of 2-3 academic staff and 5-6 student assistants
- development of programming and professional development opportunities for university and K-12 audiences
- coordination of Doctoral Program in Second Language Acquisition (28 students in 2008-09)
- research projects
- grant research, writing and administration

Current projects include working with teams of faculty, staff and graduate students on innovative, grant-funded instructional initiatives and research studies:

- Study on the reasons students enroll in less commonly taught vs. more commonly taught language courses
- Study on the alignment of student goals with the *National Standards for Language Learning*
- *National Online Less Commonly Taught Languages Teacher Training Initiative:* Manage and author course materials for 3-year project to develop and offer online methods courses for postsecondary instructors of less commonly taught languages. Co-author course materials and assignments. Coordinate work of authoring team, IT staff, programmers.

- *Online Language Initiative:* Co-direct project to develop and offer online Chinese language courses for business professionals. Serve as lead instructional designer. Responsible for technical design and implementation. Design learning activities and assessments. Edit lessons. Provide supervision, training and support to instructor and student assistants. Coordinate work of authoring team, student assistants, IT staff, programmers. Market courses to potential students.
- *Giannini Chinese Online Program:* Co-direct project to develop and offer online Chinese courses for high school students. Similar duties to above.
- *CAILS: Central Asian Interactive Listening Series:* Serve as pedagogical and administrative consultant.

Previous projects include:

- *RAILS: Russian Advanced Interactive Listening Series* (Benjamin Rifkin, PI; 2003-06): managed U.S. Department of Education grant project to develop and distribute nationally a series of 30 advanced-level, content-based listening comprehension lessons in Russian. Edited lessons. Supervised graduate assistants
- *Utamaduni Online: An Advanced Level Course in Swahili Language and Culture* (Magdalena Hauner, PI): managed NEH-funded project to develop a series of 11 lessons in Swahili language and culture.

Program Manager for Instructional Innovation, Division of Information Technology. (2003-04)
Managed instructional technology projects in foreign languages and other disciplines. Coordinated projects to develop web-based learning materials in Russian and Swahili. Served as pedagogical consultant (Swahili and Russian) and materials co-author (Russian).

Project Manager, Transforming Teaching Through Technology Foreign Languages Project in Advanced Level Listening Comprehension, Department of Slavic Languages and Literature. (2000-2003).
Coordinated large-scale project to develop advanced-level, online listening lessons based on authentic video in English, Russian and Spanish; and to develop and distribute multimedia authoring software for foreign languages. Coordinated work of lesson authors, media production specialists, programmers, and graphic designers. Participated in design, development and implementation of authoring software. Co-authored lessons. Supervised graduate assistants.

OHIO WESLEYAN UNIVERSITY — Delaware, OH
Adjunct Assistant Professor of Russian (2000); Instructor of Russian (1999). — 1999-2000
Taught First-Third Year Russian Language.

AMERICAN COUNCIL OF TEACHERS OF RUSSIAN — St. Petersburg, Russia
Resident Director, Summer Russian Language Program, State Russian Herzen Pedagogical University. Responsible for all aspects of onsite administration of summer study abroad program to Russia. — Summer, 1997

SCHOOL FOR INTERNATIONAL TRAINING — St. Petersburg, Russia
Academic Director (sabbatical replacement), Russian Program Abroad, Gornyi Institute. Responsible for all aspects of onsite administration of summer study abroad program to Russia. — Fall, 1995

AMERICAN COUNCIL OF TEACHERS OF RUSSIAN Resident Director, Summer Russian Language Program, Moscow State University.	Moscow, Russia Summer, 1995
TUFTS UNIVERSITY Resident Director, Tufts University Russian Language and Culture Program	Moscow, Russia Spring, 1994
OHIO STATE UNIVERSITY, PURDUE UNIVERSITY, EMORY UNIVERSITY Resident Director, OSU/Purdue/Emory Consortium Study Abroad Program to Moscow, Pushkin Russian Language Institute.	Moscow, Russia Academic year 1993-94
OHIO STATE UNIVERSITY	Columbus, OH
• Graduate teaching and research assistant	1991-98
• Onsite Director and voice of narrator, *NACHALO: When in Russia Coaching Tapes*	1998
• T.A. Coordinator and Supervisor, Russian Individualized Instruction	1995
• Onsite Coordinator, *Lager' Gorizont* Russian Language Camp	1993

COURSES TAUGHT

RUSSIAN LANGUAGE

- Elementary Russian, Intermediate Russian, Intensive Intermediate Russian I and II, Advanced Russian II (T.A.)
- Elementary - Advanced Russian Individualized Instruction

RUSSIAN LITERATURE AND CULTURE

- Masterpieces of Russian Literature in Translation, Seminar on Russian Culture, Introduction to Russian Culture (T.A.)

OTHER

- Methods and Techniques of Field Research

LANGUAGES

Russian: near-native
French, German, Polish, Old Church Slavonic: reading knowledge

CONFERENCE AND WORKSHOP PRESENTATIONS

2009 "Methods Preparation for Instructors of Less Commonly Taught Languages." With Antonia Schleicher. Title VI 50th Anniversary Conference. March, 2009. Washington, D.C.

"Teaching the Less Commonly Taught: Preparing Instructors of Less Commonly Taught Languages Through Online Methods Courses." With Margaret Merrill. Sixth International Language Teacher Education Conference. May, 2009. Washington, D.C.

"Student Goals and the National Standards: Aligning the Curriculum." With Sally Magnan. American Council on the Teaching of Foreign Languages Annual Convention. November, 2009. San Diego, California.

2008 Meeting the National Standards in Online Language Courses. Presentation for K-16 Chinese Language Teachers Workshop. October, 2008. Madison, Wisconsin. UW-Madison.

"Online Methods Preparation for the LCTLs: The National Online LCTL Teacher Training Initiative." With Sally Magnan, Antonia Schleicher and Erlin Barnard. National Council of Less Commonly Taught Languages. Madison, Wisconsin. April, 2008.

2007 "Methods Preparation for Postsecondary Instructors of Less Commonly Taught Languages." With Sally Magnan and Antonia Schleicher. American Council on the Teaching of Foreign Languages Annual Convention. November, 2007. San Antonio, Texas.

"Online Professional Development for Teachers of Less Commonly Taught Languages." With Sally Magnan and Robin Worth. Wisconsin Association for Language Teachers. November, 2007. Appleton, Wisconsin.

"Online Methods Courses for Postsecondary Instructors of LCTLs." Federal Interagency Language Roundtable Showcase. Washington, D.C.

"Challenges and Opportunities in Developing an Online LCTL Course." With Qamar Jalil. National Council of Less Commonly Taught Languages. April, 2007. Madison, Wisconsin.

"National Online LCTL Teacher Training Initiative." With Antonia Schleicher, Robin Worth and Erlin Barnard. National Council of Less Commonly Taught Languages. April, 2007. Madison, Wisconsin.

2006 "Comparing Student Motivation for Continuing Language Study in Less Commonly Taught and Commonly Taught Languages. With Michele Back. National Council of Less Commonly Taught Languages. April, 2006. Madison, Wisconsin.

"Multimedia in Advanced Level Learning: Lessons from the RAILS Project." With Benjamin Rifkin. National Council of Less Commonly Taught Languages. April, 2006. Madison, Wisconsin.

2005 "Student Motivation for Undertaking Language Study." Poster presentation. With Sally Magnan. American Council on the Teaching of Foreign Languages Annual Convention. November, 2005. Baltimore, Maryland.

"RAILS: Russian Advanced Interactive Listening Series." With Benjamin Rifkin. Federal Interagency Language Roundtable Showcase. Washington, D.C.

"Language Connections: African Storytelling and Scandinavian Cultures." With Sally Magnan, Catherine Reiland, Sharon Bradish and Becky Brem. Wisconsin Association for Language Teachers. November, 2005. Appleton, Wisconsin.

"Comparing Student Profiles and Motivations in Less Commonly Taught and Commonly Taught Languages." With Sally Magnan and Paula Garrett. National Council of Less Commonly Taught Languages. April, 2005. Madison, Wisconsin.

"New Software for LCTL Instructors." With Benjamin Rifkin and Katrina Daly Thompson. National Council of Less Commonly Taught Languages. April, 2005. Madison, Wisconsin.

"New Authoring Software and Video-Based Lessons." Foreign Language Education and Technology Conference. August, 2005. Provo, Utah.

2004 "Utamaduni Online: An Advanced Level Course in Swahili Language and Culture." With Magdalena Hauner and Katrina Daly Thompson. American Council on the Teaching of Foreign Languages Annual Convention. November, 2004. Chicago, Illinois.

"New Authoring Tools for Multimedia Lessons." With Benjamin Rifkin. American Council on the Teaching of Foreign Languages Annual Convention. November, 2004. Chicago, Illinois.

"Multimedia Materials for Advanced Learners." National Council of Less Commonly Taught Languages. April, 2004. Madison, Wisconsin.

"Helping Language Students Become Better Language Learners: Embedding Explicit Strategy Instruction into Online Learning Materials." Computer Assisted Language Instruction Consortium. June, 2004. Pittsburgh, Pennsylvania.

2003 "Building Tools for Teachers." Distance Teaching and Learning Annual Conference, August, 2003. Madison, Wisconsin.

2001 Learner Input into the Evaluation of CALL Materials." With Xenia Bonch-Bruevich. Computer Assisted Language Instruction Consortium. June, 2001. Orlando, Florida.

1998 "Variation in the Gender Assignment of Inanimate Indeclinable Nouns in Russian: The Moscow Experiment." American Association of Teachers of Slavic and East European Languages, December, 1998. San Francisco, California.

1997 Panelist, NACHALO: When in Russia Publisher's Forum, American Association of Teachers of Slavic and East European Languages, December, 1997. Toronto, Canada.

"A Closer Look at Gender in Russian." Midwest American Association for the Advancement of Slavic Studies Conference. Columbus, Ohio.

1995 "The Distribution of *tozhe* and *takzhe* in Russian," OSU Slavic Department Linguistics Roundtable. Columbus, Ohio.

1993 "Partial Negation as Poetic Device," University of Chicago Graduate Student Slavic Literatures Forum. Chicago, Illinois.

PUBLICATIONS

Magnan, S., Murphy, D., Back, M., & Rucks, P. (2008). "Reasons Students Take Courses in less Commonly Taught and More Commonly Taught Languages." Paper submitted for publication to *Foreign Language Annals*.

Murphy, D. & Youngs, B. (2003). "From the Classroom to the Web: Applying Best Practices from Foreign Language Education to the Development of Web-based Listening Materials." *Heinle Professional Series in Language Instruction: Teaching With Technology*. 1st edition. Ed. Lara Lomicka and Jessamine Cooke-Plagwitz. Boston: Heinle & Heinle,.

Murphy, D. "Introducing the Listening Assistant." *The IALLT Journal of Language Learning Technologies*. 35:2 (2003): 65-70.

Rugaleva, A., Hart, C., Murphy, D. & Starcheus, A. (1997). *Student Manual for Individualized Instruction*. (4 vols.) Columbus, OH: Ohio State University Foreign Language Publications.

Horne, D. "Preparing Your Students for Study Abroad in Russia," *AATSEEL Newsletter*. October, 1996.

RECENT SERVICE

College of Letters and Science Professional Development and Recognition Committee. (2009-10)

Assessment and Evaluation Committee, UW-Madison Arabic and Persian Immersion Program (2008-09)

Conference coordinator, annual meeting of the American Association of Teachers of Slavic and East European Languages (AATSEEL). Responsible for all aspects of coordinating academic conference for 400+ participants. (2006-2012)

AATSEEL representative to the American Council on the Teaching of Foreign Languages (2007), National Federation of Modern Language Teaching Associations (2007) and the National Council of Less Commonly Taught Languages (2008, 2009)

Workshop leader, Fulbright Teaching Assistants Orientation. (2007)

Co-Chair, University of Wisconsin-Madison Partners in Giving Campaign. (2006-2007)

AWARDS

College of Letters and Science Academic Staff Early Career Award (2008)
American Association of Teachers of Slavic and East European Language (AATSEEL) Best Contribution to Language Pedagogy Award (2008)
Ohio State University Department of International Studies Graduate Student Research Travel Grant, Moscow. (1998)
Title VI Foreign Language Area Studies (FLAS) Fellowship to support dissertation research. (academic year 1997-98)
OSU Graduate Student Leadership Award. (1997)
American Council of Learned Societies (ACLS) East European Language Training Grant. (1995; awarded)
Title VI FLAS Fellowship to support Russian language study (summer, 1991)
OSU Hilandar Resource Center Research Grant. (1990)

PROFESSIONAL DEVELOPMENT

Summer Institute on Culture as Core in the Language Classroom. Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota. (Summer, 2008)
U.S. Department of Education International Education Programs Language Workshop. (2007)
Workshops in IT project management. Division of Information Technology, UW-Madison. (2003-04)
Summer Institute on Styles and Strategies-Based Instruction. Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota. (Summer, 2001)
Weeklong workshop for language faculty on language learning technology. Center for Educational Technology, Middlebury College. (Summer, 2000)

PROFESSIONAL AFFILIATIONS

American Association of Teachers of Slavic and East European Languages
American Council on the Teaching of Foreign Languages
Wisconsin Association for Foreign Language Teaching

H. GARY COOK

EDUCATION

May 2001	Ph.D., Educational Measurement, Evaluation and Research Design, Michigan State University
June 1990	MA, Teaching English as a Second Language (TESOL), University of Hawai'i at Manoa
June 1988	BA, Linguistics, University of Hawai'i at Manoa

PROFESSIONAL EXPERIENCE

June 2007 to present	**Research Scientist**: Wisconsin Center for Educational Research-Value-added Research Center. Function as an embedded researcher and manage the WIDA Consortium's research and evaluation process. Provide policy research and evaluation consultation services for WIDA staff and member states.
January 2005 to June 2007	**Research Scientist**: Wisconsin Center for Educational Research-Value-added Research Center. Function as an embedded researcher and manage Milwaukee Public School's research and evaluation process. Provide policy research and program evaluation consultation and services for training staff within the Milwaukee Public Schools in advanced statistics for the Value-Added Research at Milwaukee Public Schools project.
January 2005 to present	**Private Consultant**: Provide consultation to states, universities and professional organizations on psychometric issues associated with state assessments and accountability systems. Provide specific expertise in federal assessment statutes, English language and special education assessments, alignment, and growth/value-added modeling in education.
June 2002 to December 2004	**Vice President of State Accounts**: Harcourt Assessment, Inc. Direct and manage company's State-level National Measurement Consultants. Provide leadership role and national strategy for winning and expanding statewide assessment accounts. Provide psychometric and statistical support for state clients as well as organizing support for regional Vice Presidents and Measurement Consultants. Provide expert advice regarding state and federal legislation, especially as it relates to the No Child Left Behind Act of 2001. Represent Harcourt at regional and national meetings, conferences and organizations.
October 1998 to June 2002	**Director, Office of Educational Accountability:** Wisconsin Department of Public Instruction. Direct the development, administration, scoring, reporting and management of the state of Wisconsin's public school assessment programs. Responsible for the supervision of 17 professional assessment staff members as well as the management of a $5 million annual state assessment budget.
August 1990 to 1998	**Testing Coordinator:** English Language Center, Michigan State University (MSU). Responsible for the development and administration of the English language testing program and consult in English language research at MSU.

August 1990 to 1998	**Specialist:** English Language Center, MSU. Responsible for curriculum development, in additional responsible to teach advanced English for academic purposes preparation courses for incoming international students at MSU.
August 1992 to 1998	**Educational Research Consultant:** Measurement Plus+, Lansing, MI. Owner and chief consultant of an educational research consulting business. Focus of business is to consult secondary and post-secondary institutions in the areas of measurement, program evaluation and research with specialty areas in large-scale state assessment, English language learner assessment, and special education assessment. Clients have been Ferris State University, Princeton University, University of Michigan, Central Michigan University, University of Detroit, Mercy, Lansing Community College.
Summer 1996, 1998	**Lecturer:** Department of Counseling, Educational Psychology and Special Education, MSU. Taught graduate summer course in introductory statistics (CEP 822). Taught basic statistical concepts and research methodologies.
August 1989 to June 1990	**Testing Coordinator:** English Language Institute, University of Hawai'i at Manoa. Responsible for the supervision, administration and development of the English language testing program at the English Language Institute.
August 1989 to June 1990	**Writing Instructor:** English Language Institute, University of Hawai'i at Manoa. Taught international graduate students in the writing of scientific papers.
June 1988 to August 1989	**ESL Instructor:** Taught beginning, intermediate and advanced ESL course at the following language schools in Honolulu Hawai'i: Pacific International Language School, McKinley High School, and New Intensive Course in English (N.I.C.E.) Program.

PUBLICATIONS/TECHNICAL REPORTS

Cook, H. G., Boals, T., Wilmes, C., & Santos, M. (2008). Issues in the development of annual measurable achievement objectives for WIDA consortium states (WCER Working Paper No. 2008-2). Madison: University of Wisconsin–Madison, Wisconsin Center for Education Research. Retrieved [e.g., May 15, 2008,] from http://www.wcer.wisc.edu/publications/workingPapers/papers.php

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Cook, H.G.(2006). Aligning English Language Proficiency Tests to English Language Learning Standards. Assessing Limited English Proficiency Students State Collaborative on Assessment and Student Standards (SCASS), Chief Council of State School Officers (CCSSO), Washington, D.C.

Cook, H.G.(2006). Findings of an Alignment Study of the Stanford English Language Proficiency Test and the English Language Proficiency (World-Class Instructional Design and Assessment) to the Delaware Grade Level Expectations in English Language Arts for Grades 3, 4, 5, 6, 7, 8, 9, and 10. Delaware Department of Education; Dover, DE. Retrieved January 7, 2008 from www.doe.k12.de.us/programs/aab/files/DE%20SELP-ELP%20Alignment%20Report-final.pdf.

Cook, H.G. (2006). Hawaii State Alternate Assessment Technical Report—Year 1. State of Hawaii Department of Education, Honolulu, HI.

Cook, H.G., Chin-Chance, S. & Sueoka, L. (2006). Summary Report: Alternate Achievement Standards Proficiency Scores for the Hawaii State Alternate Assessment (HSAA). State of Hawaii Department of Education, Honolulu, HI.

Cook, H.G. (2006). Hawaii State Alternate Assessment Pilot Test Administration Technical Report. State of Hawaii Department of Education, Honolulu, HI.

Cook, H.G. (2006). Alignment Study: Pennsylvania's Language Proficiency Standards for English Language Learners to Stanford English Language Proficiency Test. State of Pennsylvania Department of Education; Harrisburg, PA.

Cook, H.G. (2006). Alignment Study Report: Reading and Mathematics Assessment Frameworks to Illinois Measure of Annual Growth in English (IMAGE). Illinois State Board of Education; Springfield, IL.

Cook, H.G. (2005). Research Report #0504: Milwaukee Public Schools Alignment Study Of Milwaukee Public Schools' Learning Targets In Reading and Math To Wisconsin Student Assessment System Criterion-Referenced Test Frameworks in Reading and Math. Milwaukee Public Schools Office of Assessment and Accountability: Milwaukee, WI.

Cook, H.G. (2005). Research Report #0503: Evaluation of the Milwaukee Teacher Education Center (MTEC) At Elementary Grades. Milwaukee Public Schools Office of Assessment and Accountability: Milwaukee, WI.

Cook, H.G. (2005). Alignment Study: Wyoming's K-12 English Language Development Standards for English Language Arts to Stanford English Language Proficiency Test. Wyoming Department of Education, Casper, WY.

Cook, H.G. (2005). Alignment Study: Michigan's K-12 English Language Proficiency Standards to Mountain West's ELL Assessment and Accountability/Works' ELL Assessment. Michigan Department of Education, Lansing, Michigan.

Cook, H.G. (2005). Alignment Study: South Dakota's English Language Proficiency Standards for English Language Learners K-12 to Stanford English Language Proficiency Examination. South Dakota Department of Education: Pierre, South Dakota.

Cook, H. G. (2005). Research Report #0501: What's Best in the Middle? Student Engagement, Achievement, Attainment, and Growth Differences Between K-8 and Middle School Grade Configurations at Milwaukee Public Schools. Milwaukee Public Schools Office of Assessment and Accountability: Milwaukee, WI.

Cook, H.G. (2003). Technical Report: Scoring of the Nebraska Statewide Eighth Grade Writing Assessment. Nebraska Department of Education: Lincoln, NE.

Cook, H.G. (2001). Investigating Growth Trajectories on English as a Second Language Listening and Reading Comprehension Tests. Unpublished doctoral thesis.

Cook, H.G. (December, 2000). The coming testing backlash? National Council on Measurement in Education Newsletter, 8:4.

Cook, H.G., Fredrick, V. & Karbon, J. (2000). Wisconsin Makes the Connection: Teaching and Testing Reading Comprehension—A Handbook for Teachers. Wisconsin Department of Public Instruction: Madison, WI.

Fortier, H. Cook, H.G., & Burke, N. (2000). Wisconsin High School Graduation Test Educator's Guide. Wisconsin Department of Public Instruction: Madison, WI.

Cook, H.G., Dunsmore, C.J. & Tan, H.S.S. (1998). Language Testing Video Series #1 Workbook. Michigan State University Press: East Lansing, MI.

Cook, H.G., Lin, Y.P., Dunsmore, C.J., & Tan, H.S.S. (1998). Language Testing Video Series #1: Test Development. Telstate Publications, Michigan State University: East Lansing, MI.

Cook, H.G. (1997). [Review of Davidson, F. (1996). Principles of Statistical Data Handling.}. Studies in Second Language Acquisition, 19:4, 517.

Cook, H.G. (1994). Computer adaptive testing: A review with an ESL twist. Papers in Applied Linguistics-Michigan, 8:1, 1-14.

Keiser-Bishop, C. & Cook, H.G. (1994). Equipping teachers in training: Content-area course development. Papers in Applied Linguistics-Michigan, 8:1, 1-12.

Cook, H.G. (1991). Criterion-referenced testing: you can bank on it. Papers in Applied Linguistics-Michigan, 6:2, 19-39.

Brown, J.D., Cook, H.G., Lockhart, C. & Ramos, T. (1991). Southeast Asian language proficiency examinations. In S. Anvian (Ed.) Current Developments in Language Testing. Singapore: SEAMEO Regional Language Centre.

GRANT AWARDS

Principal Investigator (2008-2011). Formative Language Assessment Records for ELLs (FLARE) in Secondary School: Development of an integrated formative assessment system in middle and high schools for ELLs. Carnegie Corporation of New York, $1,605,000.

Co-Principal Investigator with Steve Ellitott and Leola Sueoka, (2004-2005). Enhancing the Hawaii State Alternate Assessment System: Development, Implementation, and Validation. U.S. Department of
Education, Office of Special Education Programs, $441,000.

PROFESSIONAL AFFILIATIONS

Member of the American Educational Research Association
Member of the National Council on Measurement in Education
Member of the International Language Testing Association

RESEARCH INTERESTS

Large-scale testing policy in K-12 and university educational settings
Communicating assessment related terms and concepts (assessment literacy)
Testing and statistical analyses in education, especially in language education
Modeling of educational growth using Multivariate Mixed Models
Modeling of educational systems using Multivariate Mixed Models
English as a second language (ESL) curriculum development
English language learner (ELL) program development, assessment, alignment evaluation and administration

CONTACT INFORMATION

Work:
1025 West Johnson Street
Madison Wisconsin, 53706-1706
Phone: 608-890-0471
Fax: 608-263-3733
Email: hcook@wisc.edu

Appendix B. Supplemental Project Information

1. Target Institutions

Institutions receiving significant Title VI support for instruction in LCTLs through NRCs

Arizona State University
Brigham Young University
Columbia University
Cornell University
Duke University
Emory University
Georgetown University
Harvard University
Indiana University
Michigan State University
New York University
Northern Illinois University
Ohio State University
Stanford University
Syracuse University
University of California, Berkeley
University of California, Los Angeles
University of Chicago
University of Florida
University of Hawaii
University of Kansas
University of Michigan
University of North Carolina
University of Pennsylvania
University of Pittsburgh
University of Texas-Austin
University of Utah
University of Virginia
University of Washington
University of Wisconsin-Madison
Yale University

2. Target Languages

Languages with national enrollments of 250+ in the Fall 2006, based on the Modern Language Association report, *Enrollments in Languages Other than English in United States Institutions of Higher Education, Fall 2006* (Furman, Goldberg & Lusin, 2008)

	Language	National enrollments
1.	Arabic	19,590
2.	Armenian	285
3.	Cherokee	283
4.	Chinese	42,909
5.	Czech	329
6.	Dakota/Lakota	585
7.	Dutch	445
8.	French	174,712
9.	German	82,143
10.	Greek, Modern	1281
11.	Hawaiian	1347
12.	Hebrew, Modern	8,437
13.	Hindi*	1932
14.	Hmong	253
15.	Indonesian	291
16.	Irish	384
17.	Italian	65,362
18.	Japanese	50,894
19.	Korean	5,924
20.	Norwegian	782
21.	Ojibwe	466
22.	Persian	1464
23.	Polish	1224
24.	Portuguese	9,487
25.	Russian	22,470
26.	Samoan	263
27.	Serbo-Croatian	273
28.	Spanish	598,241
29.	Swahili	2138
30.	Swedish	722
31.	Tagalog/(P)Filipino	898
32.	Thai	297
33.	Turkish	614
34.	Urdu*	284
35.	Vietnamese	1282
36.	Yiddish	969
37.	Yoruba	265

*Enrollments in courses in Hindi-Urdu are 393

3. Survey Instrument

Survey of Your Goals and Expectations for Language Study

Instructions: You will read a series of statements expressing personal goals. First, indicate to what degree each statement represents a personal goal for you **for the language you are studying in this class**. Then, indicate to what degree you believe you will attain this goal by the end of your formal language study in classes.

	Definitely not	**Probably not**	**Probably**	**Definitely**
1. Understand and interpret written and spoken language on a variety of topics.				
1a) Is this a goal for you?	○	○	○	○
1b) Do you expect to attain this goal by the end of your formal course work for your degree?	○	○	○	○
2. Demonstrate an understanding of the relationship between the practices and perspectives of the culture I am studying				
2a) Is this a goal for you?	○	○	○	○
2b) Do you expect to attain this goal by the end of your formal course work for your degree?	○	○	○	○
3. Reinforce and further my knowledge of other disciplines through the foreign language.				
3a) Is this a goal for you?	○	○	○	○
3b) Do you expect to attain this goal by the end of your formal course work for your degree?	○	○	○	○
4. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.				
4a) Is this a goal for you?	○	○	○	○
4b) Do you expect to attain this goal by the end of your formal course work for your degree?	○	○	○	○

5. Demonstrate an understanding of the relationship between the products and perspectives of the culture I am studying.

5a) Is this a goal for you?

5b) Do you expect to attain this goal by the end of your formal course work for your degree?

6. Demonstrate understanding of the concept of culture through comparisons of the cultures I am studying and my own.

6a) Is this a goal for you?

6b) Do you expect to attain this goal by the end of your formal course work for your degree?

7. Demonstrate understanding of the nature of language through comparisons of the language I am studying and my own.

7a) Is this a goal for you?

7b) Do you expect to attain this goal by the end of your formal course work for your degree?

8. Use the language both within and beyond the school setting.

8a) Is this a goal for you?

8b) Do you expect to attain this goal by the end of your formal course work for your degree?

9. Acquire information and recognize the distinctive viewpoints that are only accessible through the foreign language and its cultures.

9a) Is this a goal for you?

9b) Do you expect to attain this goal by the end of your formal course work for your degree?

10. Show evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.

10a) Is this a goal for you?

10b) Do you expect to attain this goal by the end of your formal course work for your degree?

11. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

11a) Is this a goal for you?	○	○	○	○
11b) Do you expect to attain this goal by the end of your formal course work for your degree?	○	○	○	○

12. Are any of your personal goals not represented in this survey? If yes, what are they? How well you think you will attain these goals by the end of your formal course work for your degree?

13. What language are you studying in this course?

14. What is your level of study of this language?
- 1st year
- 2nd year
- other

15. What is the PRIMARY reason you are taking this course?
- personal interest, enjoyment, curiosity
- meet a degree requirement
- use in my future career
- future travel, including study abroad
- family background
- strengthen my application to graduate or professional school
- societal responsibility
- small classes and making friends
- other

16. Is the language you are studying in this course spoken by members of your family at home?
- yes
- no

17. Thinking about these goals you expect to attain, how many years of formal study, after this one, do you imagine that they will take to attain?
- 1 more year
- 2 more years
- 3 more years
- 4 more years
- 5 or more additional years

18. How likely is it that you will spend at least 6 consecutive months abroad in a country in which the language you are studying in this class is spoken in the next 5 years?

- very likely
- somewhat likely
- not very likely
- not likely at all

19. What is the name of your academic institution? _____

20. What is your gender?

- male
- female

21. What is your citizenship?

- U.S. citizen or permanent resident
- Other

22. What is your age?

- 15-18
- 19-21
- 22-25
- 26-30
- 31+

23. What year are you in school?

- first-year undergraduate
- second-year undergraduate
- third-year undergraduate
- fourth/fifth year undergraduate
- undergraduate six years or more
- graduate or professional student
- other

24. What is your current or major or expected academic field? Select the category that best fits.

- applied sciences
- arts
- education
- engineering
- humanities
- natural sciences
- formal sciences
- natural sciences
- social sciences
- professional
- other

4. Proposal from the University of Wisconsin Survey Center

UNIVERSITY OF WISCONSIN SURVEY CENTER

UNIVERSITY OF WISCONSIN - MADISON
1800 UNIVERSITY AVENUE
MADISON, WISCONSIN 53705
608-262-8432 (FAX)
608-262-1688

Goals of Postsecondary Students
and the National Standards for Foreign Language Learning

April 16, 2009

For more information please contact:

John Stevenson, Associate Director
(608) 262-9032 stevenso@ssc.wisc.edu

UWSC Web Site: http://www.uwsc.wisc.edu

Clients

Sally Magnan, Ph.D.
Director, Language Institute
University of Wisconsin-Madison
1322 Van Hise Hall, 1220 Linden Avenue
Madison, WI 53706
(608) 262-1575
ssmagnan@wisc.edu

Dianna Murphy, Ph.D.
Associate Director, Language Institute
University of Wisconsin-Madison
732 Van Hise Hall, 1220 Linden Avenue
Madison, WI 53706
(608) 262-9741
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1] STUDY DESIGN

Overview

The UW Survey Center will collect survey data from students at ten Title VI schools. The students will be in two cohorts; students enrolled at the beginning of Year 1 of foreign language study, and students enrolled at the end of Year 2 of foreign language study. The University of Wisconsin Survey Center (UWSC) will coordinate data collection of a four-page self-administered paper survey with students.

Methods

Dr. Magnan and Dr. Murphy will recruit partner institutions from nine Title VI schools to administer surveys to students in foreign language classes. UW-Madison will be included in our sample of ten schools. Dr. Magnan and Dr. Murphy will secure institutional agreements to participate and all approvals for Human Subject Protection. They will also request that each of these partner institutions designate a key contact person to assist with data collection. Dr. Magnan and Dr. Murphy will be providing an incentive for each participating school's key contact person, as they will have a non-trivial amount of work to do to help make the project a success ($1,000 honorarium each).

The UWSC project director will then work very closely with the key contacts at each institution. UWSC will provide all training and instruction on data collection, and will coordinate the timing of each institution's survey in accordance with their yearly schedule, as each school will have a different calendar, and schools will be on semesters, trimesters or quarter systems.

UWSC will work together with the clients' project staff to coordinate with the key contacts and get all necessary information to determine the number of classes and number of students that will be surveyed. The institutional key contacts will help coordinate the selection of classes as well as assembling the TA and course lists. For each institution, UWSC will then assemble class packets, and prepare all instructions and materials for data collection. These packages will be sent to each institution's contact person. UWSC will call to ensure that all materials have arrived and that all instructions are clear. After sufficient time, UWSC will follow-up to make sure everything is going as planned and to answer any questions.

UWSC will also provide pre-paid shipping materials to each participating institution. The key contacts will be responsible for collecting surveys at the end of each class, and returning completed surveys to UWSC in the postage-paid envelopes. We expect that in addition to training, UWSC will also need to check in and provide encouragement and appreciation to these key partners.

When packets are received at UWSC, data entry/scanning and quality control will begin. A proportion of cases will be checked for accuracy, and if problems are discovered, additional quality control will be done. A recent experiment at UWSC showed a very low entry error rate of less than 0.01%. We do not anticipate that double entry of surveys will be necessary or cost effective.

To help ensure an effective data collection plan, we are choosing to begin with the end of second semester survey. We made this choice because a survey late in the semester will be easier for the first gathering of data than the survey early in the Fall: instructors and enrollments tend to be set earlier for second semesters/third quarter courses than for classes the begin in the Fall; a later start will give us more time in the academic year to train institutional partners. We will use the end-of -second-year survey to help these key partners understand the mechanics and challenges of the data collection process. That experience will help them in the subsequent Fall semester/quarter when they need to survey beginning-of-first-year students in the first week or so of classes, when enrollment and instructor assignments are more uncertain and more in flux.

Sample Size

We will be conducting two surveys at each of the 10 schools, one with students at the end of their second year, one with students at the beginning of the first year.

For the purposes of this study, we are estimating that for each of the two surveys we will distribute:

- 5 Schools with approximately 1,500 students
- 5 Schools with approximately 1,000 students

We estimate that with student absentees and other non-participation, we will obtain a roughly 80% response rate. This will yield:

- Approximately 10,000 completed surveys from beginning of first year students
- Approximately 10,000 completed surveys from end of second year students

Pretesting and development of survey instrument

The survey will be conducted with a four page self-administered questionnaire (SAQ), which has already been piloted at UW-Madison and shown a .97 reliability. To this survey more demographic questions will be added to complete student profiles. UWSC will provide expert review of drafts of the expanded survey instrument. The center's director is national survey design expert Dr. Nora Cate Schaeffer. Project directors receive exceptional training in the design of survey questions to ensure high quality data, paying attention to best practices in survey design to maximize validity and reliability. Dr. Jen Dykema, our senior methodologist and expert in cognitive interviewing methods, will assist with development of pretesting methods.

During the development stages (November of the first year of the grant cycle), UWSC will collaborate with the clients to pilot the survey with a small number of UW-Madison classes. In addition to these formal pretests, we will also work with our client to develop a simplified cognitive interview to be conducted with a small subset of students. We will use a combination of concurrent and retrospective probing to describe respondents' understanding of key concepts

and to gain added insight on student thinking as they complete the survey. With concurrent or "think-aloud" probing, respondents report their thought processes while answering each question. During the field period for the two surveys, the client will conduct interviews with a sub-group to test the probe questions and gain insight into how students answered questions to the survey. UWSC will provide any methodological or question wording assistance desired to shape those questions and follow-up.

Additional Notes

UWSC project staff will also take responsibility to do the following:

- Create respondent cover letters detailing study purpose, study funding, ensuring confidentiality and providing contact persons for respondent questions.
- Design, layout, and printing of SAQ's.
- Provide feedback on how to format the self-administered questionnaire to make it user-friendly and in accordance with other survey research best practices.
- Design and print questionnaires to be scanned for data entry.
- Design, layout, merge and print of all other materials (e.g. advance letters outgoing and return envelopes)

2] DELIVERABLES

UWSC will provide regular progress reports. At the conclusion of each survey, UWSC will deliver:

1. Cleaned, coded data in the format of the clients choosing (e.g. SAS, SPSS, STATA, etc.) with variable and value labels.
2. Verbatim text of all open-ended items, sorted by instrument, item and case ID.
3. Data documentation.
4. A field report detailing method a final return rates by school

In addition, UWSC will archive all data and maintain all sample files should they be needed for future follow-up studies.

3] TIMELINE

2009

September-October	Initial client and project staff meetings Begin drafting questionnaires Layout pretest instruments Draft advance letters, scripts for recruiting schools Begin developing training materials for partners at participating schools
November	Conduct in-depth interviews to pretest think-aloud questions Pilot survey at UW-Madison classrooms
December	Deliver pilot data

2010

January-February	Finalize questionnaire content and layout Client finalizes recruitment of schools

March	UWSC contacts and trains in-school partner
	UWSC assembles and ships materials
April-May-June	End-of-second-year survey conducted
July-August	End-of-second-year survey data delivered
June-July	UWSC prints all materials for beginning-of-first-year survey
August	UWSC re-contacts and re-trains in-school partners
	UWSC assembles and ships all materials
August-September	Beginning-of-first-year survey conducted
December	Beginning-of-first-year survey delivered

4] UWSC PROJECT BUDGET

Survey Project Budget

Total Wages and Salary	$ 50,533
Total Fringe Benefits	$ 15,919
Total Supply And Material Costs	$ 24,140
(E.g. sample purchase, postage, printing, other supplies)	_____
Sub-Total	**$ 90,591**
Indirect Charges @ 0% *	$ 0
Total	**$ 90,591**

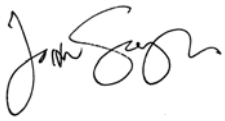
Budget by Grant Year

Year 1 (7/09-6/10)	**$55,410**
Year 2 (7/10-6/11)	**$27,177**
Year 3 (7/11-6/12)	**$ 8,004**
Total	**$90,591**

***NOTE:** Budget presumes that money will be transferred to UWSC from within the UW, and hence no indirect charges will be added by UWSC. If this is not the case, an indirect will need to be calculated.

Please do not hesitate to contact me if I can provide any other information or clarification. I can be reached at (608) 262-9032 or e-mailed at stevenso@ssc.wisc.edu. We look forward to working with you on this important project. Thank you very much.

Sincerely,



John Stevenson
Associate Director

Appendix C. Letters of Support

GEORGETOWN UNIVERSITY

Department of German

Heidi Byrnes

March 13, 2009

Review Committee
International Research and Studies Program
1990 K Street, NY, 6th floor
Washington, DC 20006-8521

To the Committee:

I am delighted to write in strong support of the grant proposal being submitted by the Language Institute at the University of Wisconsin, Sally Sieloff Magnan, Principal Investigator.

The proposed project, *Goals of Postsecondary Language Students and the National Standards for Language Learning*, is an extraordinarily timely and necessary one. In fact, in reading over the project outline, I was struck by the fact that, in all the statements that have been made about the Standards, the perspective of the language learners themselves, as the ones who are most "implicated," has been completely lacking. That lack of information is all the more critical for postsecondary education because it is at that educational level that the *Standards* have been least influential despite their initial conceptualization as covering K-16, and despite the fact that an anticipated articulation into the collegiate environment is surely among the most desired consequences of a focus on Standards in K-12 education and, by implication, of the entire Standard project.

In other words, the proposed survey, with its supplementary information, can be expected to provide crucial and much overdue information that can be leveraged into further movement toward adoption of the Standards for higher education and/or for reconsidering the nature of the prioritization of their content. Such information is all the more timely as future language education policy is being laid out in diverse contexts, not least because of increasing interest on the part of the MLA to support curricular work in collegiate foreign language departments.

Without a doubt, the results of the proposed study will be much anticipated by the profession and enormously useful to anyone engaged in programmatic thinking for the FL profession.

Sincerely,

Heidi Byrnes
George M. Roth Distinguished Professor of German
byrnesh@georgetown.edu

Box 571048 Washington, DC 20057-1048
Telephone 202-687-6051 Fax 202-687-7568

THE UNIVERSITY of WISCONSIN MADISON

March 25, 2009

Review Committee
International Research and Studies Program
1990 K Street, N.W., 6th floor
Washington, DC 20006-8521

Dear Members of the Committee:

It is with great enthusiasm that I write in support of the proposal by Professor Magnan of the UW–Madison Language Institute to examine the National Standards for Foreign Language Learning in light of postsecondary student expectations. She argues that standards for learning cannot afford to exclude the learners' goals and priorities. Yet, to date, academic work on the standards has failed to examine this key variable. Magnan proposes to survey and interview a sample of college-level learners as they begin study of a second language and again after two years' study to determine how closely their learning goals and expectations align with current standards and whether they change over time. In addition to looking at the fit between the standards and the students, Magnan will look to see if there are differences in expectations across graduate, undergraduate, and professional students.

As the standards gain wider currency at the postsecondary level, where learners' personal motivations are a significant factor in determining which languages and cultures to study, it is essential that the standards incorporate and align with their needs and expectations, as well as those of instructors and institutions. Student-driven standards are particularly important to the Title VI National Resource Centers, which are the recognized repositories of the nation's expertise in area and international studies, including many of the less commonly taught—but more commonly spoken—world languages and cultures. It is precisely because these languages have fewer learners that they are more vulnerable if taught to a standard perceived as inappropriate by students.

Understanding clearly what students want and believe they need from language training is information with the potential to guide learning expectations, shape standards, modify curriculum, and ultimately advance the profession. I urge you to give Professor Magnan's proposal your most serious consideration.

Sincerely,

Gilles Bousquet
Dean, Division of International Studies
Pickard-Bascom Professor of French

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March 13, 2009

Review Committee
International Research and Studies Program
1990 K Street, N.W., 6th floor
Washington, DC 20006-8521

Dear Review Committee Members,

I am pleased to write on behalf of the project *Goals of Postsecondary Language Students and the National Standards for Language Learning,* a proposal submitted to you from The Language Institute, University of Wisconsin-Madison. Their proposed development of a survey for post-secondary students is a huge step forward if we are to understand both the effect and the potential of the Foreign Language Standards on our students' learning goals and perspectives. Given the current setting of foreign language education, this study is important as it validates the standards from the perspective of those on the "receiving end," namely, our students. With a general consensus among the K-12 community for the importance of standards-based curricula, but less enthusiasm or awareness among post-secondary educators, how our learners are forming their value systems with regards to the importance of foreign language is a goal of this study that will be critical to understand.

Yet, I would like to address the importance of this proposal from a slightly different perspective-- that of less commonly taught languages (LCTL's) in America. As past-president of the National Council of Less Commonly Taught Languages (NCOLCTL) who has been active in LCTL initiatives for a number of years, I have seen LCTL's go from being viewed as largely esoteric and extravagant luxuries to viable academic options for students in the U.S. K-12 and post-secondary environments. With languages such as Chinese, Arabic, Hindi, and Persian beginning to expand at the K-12 level and receiving more funding interest from the U.S. government, teacher education initiatives are underway in these and other LCTL's that use the National Standards to help develop their programs and curricula, not to mention the attitudes and perspectives of their teachers. Yet, we are only beginning to explore how well our developing LCTL teachers are succeeding in incorporating these standards, and whether their students are gaining the content, proficiency, and attitudes the standards are meant to inspire. Given that many LCTL teachers are often native speakers of their languages and will not be developed through traditional undergraduate teacher preparation programs that stress the importance of the standards, it will be important to learn from their students how well their LCTL experience has included a standards-based content and philosophical foundation. Therefore, the information derived from this project will be critical for informing the foreign language community in general about the impact of its standards, but will also be important for telling us whether the

traditionally less well-served LCTL's are on their way to attaining a more mainstreamed presence within the U.S. K-16 educational setting.

In closing, I can recommend this proposal without reservation. In the past, I have worked with Professor Sally Magnan and members of the U-W Language Institute on a co-sponsored grant with NCOLCTL to develop online teacher education modules for LCTL's, a project that is coming to a successful completion. Highly knowledgeable and coming from an institution famous for its support of LCTL initiatives, Professor Magnan and her associates have done a superb job in developing modules that will help streamline teacher development among LCTL teachers. I am more than confident that she and members of The University of Wisconsin Language Institute will continue to serve LCTL as well as the more mainstream foreign language community through their fine work and demonstrated commitment.

Sincerely yours,

Michael E. Everson
Associate Professor of Foreign Language Education
The University of Iowa

MICHIGAN STATE
UNIVERSITY

April 12, 2009

Review Committee
International Research and Studies Program
1990 K. Street, N.W., 6th Floor
Washington, D.C. 20006-8521

Dear Review Committee:

I have read with great interest the IRS proposal *Goals of Postsecondary Language Students and the National Standards for Language Learning* submitted by the University of Wisconsin under the leadership of Professor Sally Magnan. I write this letter to give you my unqualified support for this proposal. Student goals for learning have always been of interest to me and I am pleased to see that Professor Magnan is proposing to undertake a broad-based survey to determine what those goals are. The project itself, based on previous work at the University of Wisconsin, will undoubtedly be of interest to the field, regardless of the results. As suggested in the proposal, were there to be an alignment between student goals and the *Standards*, there would be impetus to adopt the *Standards*. On the other hand, were the results to show something different, there might be a need to rethink post-secondary curricula. Most likely, as was reflected in the pilot project results, the results will support some standards more strongly than others.

There is an impressive list of institutions from which data will be gathered. The representativeness of this sample will ensure that results are far-reaching and will have implications for how language instruction is perceived in the U.S.

This project is an important one in the continuing development of U.S. foreign language instruction.

Sincerely,

Second Language Studies

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Susan Gass
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April 13, 2009

Review Committee
International Research and Studies Program
1990 K Street, N.W., 6th floor
Washington, DC 20006-8521

To the Review Committee:

I write in strong support of Professor Sally Sieloff Magnan's proposed project, *Goals of Postsecondary Students and the National Standards for Foreign Language Learning*. The Standards are a landmark development in the history of foreign language teaching in the U.S., yet, as Professor Magnan notes in her proposal, we do not yet have an adequate sense of language learners' perspectives on the Standards. Because more and more states are adopting foreign language standards based on the National Standards (my state of California just adopted foreign language standards this past January), the time is right to find out how well the Standards are aligned with students' goals, aspirations, attitudes and beliefs.

The University of California at Berkeley is a major recipient of Title VI funding, and we offer instruction in 60-70 foreign languages each year. The Berkeley Language Center would be delighted to assist in the Madison project by administering the survey to our language students at Berkeley. We are vitally interested in the questions raised in the proposed survey, particularly the relative rankings that students give to the eleven content standards in terms of their own personal language learning goals, and possible differences across languages and levels of study. While the findings will be useful to us broadly, they will be particularly important to us in the critical less commonly taught languages.

The survey appears to be exceptionally well designed, and I am interested to see that the statistical analysis will be supplemented with interviews with students while they complete the survey, to provide deeper insight into their thinking. This is exactly the type of study that needs to be done at this juncture, and the University of Wisconsin-Madison is the perfect institution to carry it out. I support Professor Magnan's proposal wholeheartedly.

Sincerely,

Richard Kern
Associate Professor, French
Director, Berkeley Language Center

American Council on the Teaching of Foreign Languages

ACTFL

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April 15, 2009

Review Committee
International Research and Studies Program
1990 K Street, NW, 6th Floor
Washington, DC 20006-8521

Dear Members of the Review Committee:

I am pleased to write a letter of support for a proposal submitted for a 3-year grant to the U.S. Department of Educational International Research and Studies Program entitled, *Goals of Postsecondary Language Students and the National Standards for Language Learning*. This proposal is being submitted by the Language Institute of the University of Wisconsin, Madison.

This project will provide an important look at the goals and expectations of postsecondary students in terms of their language learning and how these are aligned with the national student standards. This will be a critical additional perspective to the current project directed by ACTFL to look at the impact of the national student standards 13 years after their publication in 1996. The goals of this project will complement the work included in the ACTFL project. The results of this project will also be important in informing university faculty regarding appropriate course, curriculum, and program direction to more directly meet the needs of today's students.

In addition, ACTFL is prepared to assist with this project by providing contacts at the targeted Title VI schools, by disseminating the results of the project, by providing updates on the project to the language profession, and by serving in a general advisory capacity to the project.

ACTFL is pleased to collaborate with the University of Wisconsin, Madison on this project and to provide this letter of support to encourage its funding.

Sincerely,

Bret Lovejoy
Executive Director

CAMPAIGN FOR
WEBER STATE UNIVERSITY

COLLEGE OF ARTS & HUMANITIES
JUNE K. PHILLIPS, DEAN

6007 Elizabeth Lane
Lawrence, PA 15055

March 17, 2009

Review Committee
International Research and Studies Program
1990 K Street, N.W., 6th floor
Washington, DC 20006-8521

To the Committee:

The proposed research study, *Goals of Postsecondary Students and the National Standards for Foreign Language Learning,* is a well conceived project that will provide important information, now only anecdotal, about student attitudes and the values they hold toward the study of foreign languages. This project will align well with and enhance the information that accrues from an IRS project now underway that looks at the influence and impact the national standards are having on the foreign language profession after a decade plus of existence. That project focuses on how the standards are addressed in the professional literature, in states, schools, and institutions of higher education, and in professional development. It does not address student goals or attitudes, and by doing so, this new proposal adds an extremely valuable perspective.

The Language Institute proposal is also timely in that a recent set of recommendations from a Modern Language Association Ad-Hoc Committee on Languages has challenged higher education faculty to broaden their curriculum to meet needs of learners who have reasons for continuing language study that do not fit the traditional purposes of literary analysis and criticism or teaching. By focusing on student goals, the proposed study will discover important data that will inform the profession and that could have major impact on future programs. This is evidenced by the pilot study conducted and the student views obtained in it. The pilot demonstrates a need as well as a viable process. Information that will emanate from the study proposed will have impact on many levels:

- assessing student attitudes can assist in better design of programs and expanded enrollments in language courses;
- student perceptions can also inform possible revision of the standards and/or operational terms as some are seen to be of higher value than previously assumed;
- interest on the part of higher education faculties in the standards could be increased as they are shown an alignment of them with student goals (i.e., standards are not just a school issue).

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Finally, the Language Institute at the University of Wisconsin is in an excellent position to pursue this project. The personnel are well informed about the standards, grounded in solid research expertise, and host a wide offering of critical as well as traditional languages. The resulting information will be widely distributed and add to the professional literature and research agenda.

Sincerely yours,

June K. Phillips
Dean & Professor Emerita
Weber State University

College of Liberal Arts
TEMPLE UNIVERSITY

Department of French, German, Italian & Slavic
Anderson Hall, 1114 W. Berks Street
Philadelphia, PA 19122

To: International Research & Studies Program Review Committee
Date: March 21, 2009

As a former IRS Grant Recipient (RAILS Project, 2003-2006) I am delighted to endorse the proposal from Dr. Sally Magnan of the University of Wisconsin-Madison Language Institute, Goals of Post-Secondary Language Students and the National Standards for Language Learning for IRS Support. In this letter I will explain why I enthusiastically recommend this project to you, discussing the merits of the project itself, the qualifications of the Principal Investigator, and the record of the University of Wisconsin-Madison in language studies.

The field of modern languages has been subject to considerable fluctuations in both student enrollments and financial support from local, state and federal agencies. Despite these fluctuations the field has developed criteria and procedures for the assessment of learner performance (the Proficiency Guidelines and proficiency-based tests such as the oral proficiency interview and the writing proficiency test) and, over the course of the last 15 or so years, standards for learning, teaching and curricular design (National Standards for Language Learning). In the last several years, many associations of teachers of modern languages, including both commonly and less commonly taught languages, have created language-specific versions of the National Standards. Many scholars have evaluated the reliability and validity of the oral proficiency interview, and, by implication, the proficiency guidelines themselves. There have also been a number of significant projects on the correlation between learning outcomes and years of study, measured in terms of the benchmarks established in the Proficiency Guidelines. By comparison, there has been far less research on relationship between the National Standards and the goals and interests of language students at the post-secondary level.

This project constitutes an important and significant investigation of the National Standards. With a large number of survey respondents at a broad range of institutions receiving federal support for language study, this project will offer a statistically sound analysis of the degree to which the National Standards reflect the goals and motivation of language students. A critical component of the project is its longitudinal aspect: by surveying students at the first and fourth semesters of instruction, the project team will be able to establish whether instruction itself has an impact on shaping students' goals and motivations for further study. The project will therefore help instructors and curricular planners improve curricula, lesson plans, teaching, and testing; it will also help leaders in the language field better understand what steps might need to be taken to enhance the engagement of stakeholders in the foreign language enterprise and the commitment — by

students, teachers, school boards, deans, and provosts — of precious resources (time and money) to the learning and teaching of foreign languages.

The project is not only important and significant, it is also *ready* to be deployed upon the receipt of the funding requested. The substantial pilot project, conducted at the University of Wisconsin-Madison, demonstrates the readiness of the project team to expand the survey to other institutions and conduct a robust statistical analysis of the data collected.

Dr. Magnan, the project's Principal Investigator, has an outstanding record as a scholar in second language acquisition. Her research, both quantitative and qualitative, has been published to great acclaim in the most prominent and prestigious journals in the foreign language field. Indeed, her excellence as a scholar is evidenced also by her successful tenure as editor of the Modern Language Journal for 14 years and as managing editor of the annual volume of the American Association of Supervisors, Coordinators and Directors of Foreign Language Programs. Dr. Magnan has an equally outstanding record as a leader in the foreign language field, as evidenced by her role as director of UW-Madison's Language Institute and the institutional (UW-Madison), national (ACTFL's Florence Steiner Award) and international (France's Chevalier des Palmes) awards, among others, recognizing her excellence in leadership in the foreign language field. Indeed, there are only a handful of scholars in the foreign language field with Magnan's record of accomplishment. Dr. Magnan is the best qualified person in the nation to lead this important effort.

As a former faculty member of the University of Wisconsin-Madison, I know full well the measure of that university's commitment to the foreign languages. This commitment is evidenced not only in the shear number of languages regularly taught at Madison (from Arabic to Zulu), the establishment of the Language Institute in 2004, but also in its 11 federally funded title VI centers, and the National African Language Resource Center. UW-Madison's International Institute, led by Professor of French Gilles Bousquet, provides critical support for the National Council of Less Commonly Taught Languages, whose secretariat is housed at UW-Madison. The Language Institute has considerable experience managing grants, including the RAILS and CAILS grants, as well as other projects. Dr. Dianna Murphy, Associate Director of the Language Institute, is an exceptional manager, ready to work with Dr. Magnan to make this project a smashing success. I know of no institution in the country whose dedication to languages *and* the language field is as strong as Madison's.

For all these reasons, I enthusiastically endorse Dr. Magnan's proposal for IRS funding. If you have any questions about this letter, please do not hesitate to contact me.

Benjamin Rifkin

Benjamin Rifkin
Professor of Russian
Temple University
brifkin@temple.edu

THE UNIVERSITY of WISCONSIN MADISON

DATE: April 1, 2009

TO: International Research and Studies Program Committee

Dear Colleagues,

On behalf of the College of Letters and Sciences at the University of Wisconsin, Madison, I write to express my strong endorsement of the proposal to study the alignment of students' language learning goals with the National Standards for Foreign Language Learning.

At the post-secondary level, these National Standards have not been as widely used as they should be. The UW-Madison works hard to maintain an excellent articulation for WI high school students who come to do their undergraduate studies with us. Given the importance of the National Standards for Foreign Language Learning on the secondary level, it behooves us to understand better how they can work for us at the post-secondary level as well. Our institution, and I trust that the other Title VI institutions who will participate in this research, stand to benefit greatly from the better understanding of our students' goals and motivations for language learning that the proposed study will provide.

The University of Wisconsin-Madison leads the country with the capacity to teach over 80 modern and classical languages. About 40 languages are taught regularly during the academic year, and others at intensive summer institutes. We eagerly undertake innovation in course design, in the classroom and online, and in materials development. As we are develop courses and materials toward the National Standards, we need greater insight on how university students view the goals that these Standards present.

I am delighted that the Language Institute at the UW-Madison is proposing this study. The Language Institute is the academic home of our doctoral program in Second Language Acquisition (SLA). Setting this research within the SLA program will provide it with the necessary theoretical basis as well as an eye toward instructional implication. Working with the SLA program, the Language Institute has already conducted a successful pilot study on the proposed topic, and presented it to members of our language departments, who found it thought-provoking and highly useful in their course development efforts. Like this pilot study, the proposed study will have outstanding leadership in Professor Sally Magnan, Director of the Language Institute and Co-Director of the Doctoral Program in SLA, who will serve as PI on the proposed project, and Associate Director of the Language Institute Dr. Dianna Murphy, who will serve as research associate and project coordinator.

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Gary Sandefur, Dean 608/263-2303 FAX: 608/265-3564 gsandefur@ls.admin.wisc.edu www.ls.wisc.edu

The Language Institute will work closely with research scientists affiliated with other campus units, the University of Wisconsin Survey Center and the Wisconsin Center for Education Research (WCER). The Survey Center will provide expertise in instrument design, sampling, survey administration, and data collection, coding and documentation. Dr. H. Gary Cook, a research scientist with the Wisconsin Center for Education Research, one of the leading centers in the world for basic and applied education research, will provide consultation on the research design and will oversee the data analysis. The proposed project will thus draw widely from expertise on our campus, as well as work closely with other Title VI institutions, with whom Magnan and Murphy have the necessary close contacts.

I am excited about this project and the direct benefits it promises for our institution and for post-secondary efforts more generally to align foreign language study with the National Standards for Foreign Language Learning. If the University of Wisconsin-Madison receives this grant, the study will have our full support.

Sincerely,

Gary Sandefur
Dean, College of Letters and Science

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March 23, 2009

Review Committee
International Research and Studies Program
1990 K Street, N.W., 6th Floor
Washington, DC 20006-8521

Dear Review Committee:

I have read with great interest the proposal *Goals of Postsecondary Language Students and the National Standards for Language Learning,* a project from the Language Institute at the University of Wisconsin-Madison. I highly recommend funding for this three-year project whose main purpose is to conduct a national survey of postsecondary language students to investigate the extent to which the *National Standards for Foreign Language Learning* reflect their goals and expectations. My rationale for recommending the funding of the project follows.

This project is important and long overdue. The *Standards* have been in place for more than ten years and to date there is no study that has examined students' attitudes toward the learning goals suggested by the *Standards.* While there have been several studies that have investigated the *Standards* from the point of view of curriculum and instruction, this will be the only study done from the point of view of the learner. As the proposal points out, if the national standards do not reflect student goals, then the impact of the *Standards* could be jeopardized.

The project will be directed by Sally Sieloff Magnan, Director of the Language Institute at the University of Wisconsin-Madison. There is no doubt that Professor Magnan will be able to complete this project successfully and within the project time-line. Professor Magnan has an excellent reputation in the field. She has teaching experience and research expertise in second language acquisition theory, foreign language education, and foreign language methodology. For many years, Professor Magnan was Editor of the *Modern Language Journal,* a scholarly publication dedicated to research in the fields mentioned above. As a result, Professor Magnan is very knowledgeable about the research in foreign language education and related areas.

This project here under consideration builds on a pilot study conducted at the University of Wisconsin-Madison during the 2007-2008 academic year. The number of students (N=2,288) in that study was quite large and the number of languages (N=31) was also impressive. Based on the analysis of the data from that original study, it was concluded that a national study should be

done to determine if the UW-Madison results were unique. Because this new project builds on a previous study, it will not require a lot of time to prepare the survey. In other words, this new survey and project is basically ready to implement.

The results of the survey are important for a variety of reasons. If the study indicates that there are significant gaps between student attitudes and the national standards, then the standards may need to be revised. If the study indicates that students do not believe that the goals are attainable, then current curricula and instructional practices may need to change. Lastly, if the study indicates that students place a higher value on certain standards than instructors do, discussions will need to take place about professional priorities.

In summary, I highly recommend the funding of this important study by the 2009 International Research and Studies Program. The proposed project has all the necessary criteria for success: (1) the proposed survey is based on a well-conducted pilot project; (2) the proposed project is well conceived and ready to be implemented; (3) the project is important for the field of foreign language education and the use of the national standards; and (4) the project will be directed by Professor Sally Sieloff Magnan, an excellent researcher, who will manage the project in an effective fashion. I look forward to studying the results of the survey and using the findings to further the teaching and learning of world languages.

Sincerely,

Emily Spinelli

Dr. Emily Spinelli
Executive Director, AATSP
Professor of Spanish, Emerita, University of Michigan-Dearborn

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-budget.pdf**

Budget Narrative

The table below provides an itemized budget for proposed study, *Goals of Postsecondary Students and the National Standards for Foreign Language Learning*. The budget reflects a 4% inflation rate from Years 1-2 and Years 2-3. Fringe benefits are calculated based on University of Wisconsin-Madison standard rates, as follows: faculty and academic staff, 38.5% of salary; graduate project assistants, 27.5% of salary. Tuition remission for graduate project assistants is $8,000/ academic year.

	Year 1	**Year 2**	**Year 3**	**Subtotal for Years 1-3**
	2009-10	**2010-11**	**2011-12**	
Personnel				
Principal Investigator, 1 month's summer salary for 3 years (Sally Sieloff Magnan)	$15,576	$16,200	$16,847	$48,623
Research associate and project coordinator, 25% FTE for 3 years (Dianna Murphy)	$15,299	$15,910	$16,547	$47,756
Research consultant, 2% FTE for 2 years (H. Gary Cook)	n/a	$2,045	$2,127	$4,172
Graduate Project Assistant, 33% for 9 months for 3 years (PhD student in SLA)	$8,143	$8,469	$8,807	$25,419
Graduate Project Assistant, 50% for 9 months for 2 years (PhD student in Statistics)	n/a	$12,831	$13,345	$26,176
TOTAL Personnel	**$39,018**	**$55,455**	**$57,673**	**$152,146**
Fringe Benefits				
Principal Investigator, 1 month's summer salary for 3 years (Sally Sieloff Magnan)	$6,153	$6,561	$6,992	$19,706
Research associate and project coordinator, 25% FTE for 3 years (Dianna Murphy)	$6,043	$6,444	$6,867	$19,354

Research consultant, 2% FTE for 3 years (H. Gary Cook)	n/a	$828	$883	$1,711
Graduate Project Assistant, 33% for 9 months for 3 years (PhD student in SLA)	$2,321	$2,498	$2,686	$7,505
Graduate Project Assistant, 50% for 9 months for 2 years (PhD student in Statistics)	n/a	$3,785	$4,070	$7,855
Tuition remission for graduate project assistants ($8,000/year per assistant)	$8,000	$16,000	$16,000	$40,000
TOTAL Fringe Benefits	**$22,517**	**$36,116**	**$37,498**	**$96,131**
Travel				
Travel to national conferences (1 person to 1 conference/year)	$1,000	$1,040	$1,082	$3,122
UW researchers (Magnan & Murphy) to travel to partner institution to conduct cognitive interviews	$4,000	$4,160		$8,160
Total Travel	**$5,000**	**$5,200**	**$1,082**	**$11,282**
Supplies				
Computers and workstations for graduate assistants	$1,000	$1,040		$2,040
Printing and duplicating	$200	$208	$216	$624
Office supplies	$200	$200	$200	$600
Software (license for SPSS, other software)	$500	$500	$500	$1,500
TOTAL Supplies	**$1,900**	**$1,948**	**$916**	**$4,764**
Other				
Contractual services for onsite implementation of survey at 10 partner institutions ($1,000 honorarium each)		$5,000	$5,200	$10,200
Honoraria for formative and summative project evaluation	$2,000	$2,000	$2,000	$6,000
Contractual services data collection by UW Survey Center	$55,410	$27,177	$8,004	$90,591
Transcription of cognitive interviews (200 interviews x 30 minutes each @ $1.00/min.)	$4,000	$2,000		$6,000
Contractual services, ACTFL, for assistance with institutional	$3,000	$3,000	$3,000	$9,000

contacts, formative evaluation and dissemination of results				
Postage	$150	$156	$162	$468
TOTAL Other	**$64,560**	**$39,333**	**$18,366**	**$122,259**
Total direct costs	$132,995	$138,052	$115,535	$386,582
Modified total direct costs	$124,995	$122,052	$99,535	$346,582
Indirect costs (48.50% of modified total direct costs)	$60,623	$59,195	$48,274	$168,092
TOTAL COSTS	$193,618	$197,247	$163,809	**$554,674**