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Closing Date: APR 23, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Maryland

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	\$ 116,636	\$ 103,291	\$ 106,661	\$ 0	\$ 0	\$ 326,588
2. Fringe Benefits	\$ 27,644	\$ 26,917	\$ 27,826	\$ 0	\$ 0	\$ 82,387
3. Travel	\$ 4,600	\$ 5,680	\$ 3,004	\$ 0	\$ 0	\$ 13,284
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 600	\$ 600	\$ 900	\$ 0	\$ 0	\$ 2,100
6. Contractual	\$ 20,125	\$ 10,125	\$ 15,375	\$ 0	\$ 0	\$ 45,625
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 169,605	\$ 146,613	\$ 153,766	\$ 0	\$ 0	\$ 469,984
10. Indirect Costs*	\$ 46,641	\$ 40,318	\$ 42,286	\$ 0	\$ 0	\$ 129,245
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 216,246	\$ 186,931	\$ 196,052	\$ 0	\$ 0	\$ 599,229

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 6/1/2009 To: 5/31/2012 (mm/dd/yyyy)
 Approving Federal agency: ED 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)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Maryland

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.doc**

ABSTRACT

The National Foreign Language Center (NFLC) at the University of Maryland proposes a project to address a burgeoning interest in teaching Chinese and Arabic in secondary schools by developing high quality e-learning materials that will help students improve their ability to read the languages.

The project builds on a multi-year, \$25 million investment in LangNet, a sophisticated e-learning system developed for the US government. LangNet provides electronic practice materials that enable government workers to improve their ability to carry out their jobs by increasing their reading and/or listening proficiency.

Over the past three years, under a previous I.R.S. grant, the NFLC has adapted and enhanced the LangNet software to produce 110 learning modules to help secondary school students of Chinese develop and improve their reading proficiency. In this process, new features have been built into the LangNet software that are especially appropriate for beginning high school learners.

Secondary school teachers and students of Chinese across the country have warmly received the already developed Chinese materials, and there is great interest in having more of them. A more important focus of the proposed project, however, will be to leverage the knowledge and skills learned in the Chinese project to apply them to Arabic, where the UCLA database of language materials reports that no materials expressly designed for American high school learners of Arabic currently exist.

The Project design will require the strong team of Chinese material developers at the NFLC to work side-by-side with the new team of Arabic developers for the first year, meeting frequently and learning the full capabilities of the software. In the second and third years, the Arabic developers will continue on their own, but the first year of learning from developers of materials in another LCTL will be invaluable. It will be especially important for the two Graduate Assistants in Second Language Education.

The materials will be available at no cost on the Internet, accessible without User ID or password. In addition to secondary students, the materials will also be accessible to other interested people, including college students in lower level courses and government personnel seeking to improve their reading skills.. In addition to Internet accessibility, the project will make CD-ROMs available to schools that wish them.

Project evaluation will include using questionnaires and focus groups to obtain data on teacher and student perceptions of the quality of the materials, their usefulness, and their strengths/weaknesses throughout the pre-testing and revision phases of the project. Intensive summer STARTALK programs will make classes available.

Building on LangNet, a project designed to meet the needs of government workers, and on *Read-Chinese!*, an adaptation of LangNet to high school learners, the proposed project represents a considerable cost savings. Needed hardware and software have been purchased and/or developed; an authoring tool that both facilitates and guides the work of materials developers has been developed, tested, and refined; quality criteria for materials have been developed, reviewed, and revised; support for developers that includes face-to-face training, a resource manual, and computer-based modules is now available; and production processes and management protocols that have resulted in over 5,000 hours of instructional materials delivered to specifications and on time will be used to manage production in this project.

Project Narrative

Project Narrative

Attachment 1:

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

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Mandatory Attachments

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	-	
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E-Learning Materials for Improving Reading Proficiency among Secondary School Students of Arabic and Chinese

1. Need for Project

“[The Committee for Economic Development] recommends expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less-commonly taught languages such as Arabic, Chinese, Hindi, Japanese, Korean, Persian/Farsi, Russian, and Turkish..”¹

The above recommendation by the national Committee for Economic Development, which appears in its major 2006 report on the importance of international education and foreign language education for U.S. economic and national security—and the particular importance of certain “critical” languages—is only one of many such statements that have been issued in the last five years by major public organizations. Some others include the “White Paper” of the National Language Conference (2004), the study by the National Research Council (2007) on *International Education and Foreign Languages: Keys to Securing America’s Future*, and the paper by the Association of International Educators recommending “An International Education Policy for U.S. Leadership, Competitiveness, and Security” (2007). Each of these reports explicitly mentions the critical importance to the United States of developing more Americans with functional competence in Less Commonly Taught Languages, and particularly Arabic and Chinese.

Purpose of the Proposed Project

The National Foreign Language Center (NFLC) at the University of Maryland proposes a project to significantly strengthen the learning and teaching of Arabic and Chinese at the high school level, where high-quality dedicated materials that are appropriate to the ages and language abilities of the students are severely lacking in both languages, and especially in Arabic. The project will build upon a system to create and publish online rich learning modules for reading Chinese that the NFLC has developed for secondary school learners during the last three years. The system will be

¹ Research and Policy Committee. (2006). *Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security*. Washington, DC: Committee for Economic Development Pg. 27.

used to develop additional innovative materials for Chinese during the first year of the project and will be extended to develop 110 online reading modules for high school students of Arabic. In addition to producing state-of-the-art new online learning materials for both languages, the project will also provide structured opportunities for the members of the two language teams to learn from each other and share solutions to common development issues. The need for such collaborative work across languages has been recognized as especially critical for non-Indo-European less commonly taught languages like Arabic and Chinese because educators in those languages often must work by themselves, without colleagues.

The proposed project will help to address the rapidly burgeoning interest in learning Chinese and Arabic in American secondary schools by developing high quality e-learning materials that will help students improve their ability to read the languages and will provide additional instructional resources for teachers.

Arabic and Chinese as priority languages

Under the Higher Education Act enacted in August 2008, the Secretary of Education must consult with Federal agency heads to get recommendations about areas of national need for expertise in foreign languages. For 2009, responses were submitted by nine Cabinet Departments, all but one of which made explicit recommendations that increased capacity in certain foreign languages is vital to the country's future. Five of the recommendations listed priority-order recommendations, and four of those ranked Arabic or Chinese as the highest priority, and only the Departments of Health and Human Services and Labor ranked either language lower than third. (Chinese was ranked fourth and fifth, respectively, by those departments.) The Departments of Agriculture, Commerce and State ranked Arabic and Chinese 1-2, with State listing them highest among six "super-critical" languages. The Departments of Defense, Interior and Treasury did not prioritize their recommendations; Defense listed Arabic and Chinese with ten others, Interior listed them with five others and Treasury included them with Spanish in a short list of three. Thus, the agencies of the federal government most responsible for oversight and support of economic competitiveness and national security are unanimous in joining with the Committee for Economic Development to urge the nation to expand its capacity in these languages.

Demand for Arabic and Chinese is on the Rise

Enrollment figures for college-level Arabic and Chinese language instruction have risen dramatically in recent years. The Modern Language Association (MLA) survey of enrollments revealed that between 2002 and 2006, Arabic enrollments more than doubled to 24,000 students while Chinese increased by 51% to over 51,000 students (Furman et al. 2007). Enrollments in elementary and secondary education are lower than in post-secondary institutions, but they are also increasing significantly. For example, a 2007 survey by the Chinese Language Association of Secondary-Elementary Schools reports that between 2003 and 2007 U.S. elementary school enrollments in Chinese increased by 42%, while secondary school enrollments went up by 70%. Comparable data for Arabic are not available, but a 2008 study by the National Capital Language Resource Center reveals that there are over 17,000 students studying Arabic in grades pK-12, at 187 different schools in 32 states. In addition, the growth of participation in STARTALK programs for Arabic over the last two years certainly suggests a very significant increase in interest.

Figure 1: STARTALK Chinese & Arabic High School Enrollment Growth²

	2007	2008	% Increase
Arabic Programs for Secondary School Students	17	19	12%
Arabic Programs: Number of Students Participating	193	431	123%

According to *Ethnologue*, Mandarin Chinese is spoken by more than 1 billion people as a first or second language, more than any other language in the world, and Arabic is spoken by more than 450 million.³ It has been observed that, while about 26,000 American school children in grades K-12 are now studying Chinese, “in contrast, hundreds of millions of Chinese students are required to study English.”⁴

Frantic efforts are underway in the U.S. to strengthen the educational system’s capacity to meet the demands for Arabic and Chinese language instruction, but new

² “STARTALK Data 2007-08,” from B. Hart, p.c.

³ Raymond G. Gordon, Jr. (ed.), 2005. *Ethnologue: Languages of the World*, Fifteenth edition. Dallas, Tex.: SIL International. Online version: <http://www.ethnologue.com/>.

⁴ R.D. Liebowitz, 2006. “The Foreign Language Challenge: What America Must Do to Achieve Competence.” *Chronicle of Higher Education*, March 24.

initiatives are needed as well. This project proposes to be one of those new efforts. The Asia Society has recommended that “innovative ways of using media and technology, such as distance education online courses, ... should be given high priority to complement classroom programs and broaden access.”⁵ This project is a strong response to this recommendation.

Need for instructional materials: moderating the teacher shortage

The enthusiasm that drives schools to initiate Chinese and Arabic instruction quickly bumps into the sharp reality of the existing infrastructure. Secondary schools starting or expanding programs have been faced with two obstacles: the shortage of qualified teachers of the two languages, and a lack of high quality instructional materials. Our colleges are not producing enough trained teachers to meet the demand of growing numbers of students taking foreign languages, even in high enrollment languages like Spanish. For languages like Chinese or Arabic, the shortage of teachers is critical. Even with active recruitment, there are insufficient potential teachers of these languages in the pipeline to meet current and future needs.

By providing students with materials for independent practice, this project can moderate the effects of the teacher shortage. If schools use technology for those aspects of the instructional program that technology can do as well as face-to-face instruction with a highly qualified teacher, then the technology can stretch limited human resources, allowing teachers to focus on those tasks that only they can do, and allowing technology to take over those tasks that it can do well.

Need for instructional materials: technology and language learning

Unlike the plethora of textbook programs for teaching Western European languages, with their rich array of ancillary materials, and their suite of technology-based supporting materials, there is still a limited choice among high quality instructional materials for teaching Chinese in secondary schools. Many existing materials are aimed primarily at college-level learners, but there is a substantial difference between teaching students 19 and older (as in undergraduate and graduate programs) and teaching students who may be as young as 12 (as are 7th graders who

⁵ Education Division, “Expanding Chinese Language Capacity in the United States: Meeting Report,” 12 April 2005, *Asia Society*, New York.

may begin Chinese language study). These differences significantly impact both the teaching strategies that are effective and the design and subject matter of instructional materials.

While the availability of appropriate materials for Chinese is limited, the situation for Arabic is desperate. The online UCLA Language Materials database reports that there are no secondary school instructional materials for Arabic, although there are several at the college level. As leading Arabic language educator Gerald Lampe has written, “I do not know of any materials published in the US designed specifically for high school students of Arabic.... There is a much greater need for such materials in Arabic than there is in Chinese where textbooks exist for most levels of instruction.”

One of the most effective sources of new computer-based learning materials for secondary school students of Chinese is a collection of over 110 targeted reading and cultural modules that has been developed and made available online at no cost to students by the National Foreign Language Center under a previous I.R.S. grant. The new proposed project will be based upon that one, applying what was learned in developing the Chinese reading materials to the development of Arabic reading materials, and enabling the Arabic developers to learn through regular professional interaction with their Chinese counterparts.

Technology-assisted language learning

The Foreign Service Institute classifies both Arabic and Chinese as “Category 3” languages, meaning that it takes more than three times as long for an educated English speaker to achieve a usable level of proficiency in them compared to such cognate languages as French and Spanish. This is especially true of learning to read these languages, which possess complex writing systems completely unrelated to our roman alphabet. Much of the needed extra study time should be practice time, and technological tools are ideal for such practice. In addition, technology can also provide customized instruction targeted at the specific needs of individual learners. This is especially important since most language classes for these languages have a mix of heritage learners and non-heritage learners, who present a complex array of proficiencies. With technology, instruction can be individualized to address the differing levels of proficiency that a heterogeneous class presents. Technological tools for

teaching language are also self-paced, patient tutors that provide a 'safe' environment for students to practice without feeling self-conscious about making mistakes in public. Technology is also cost-effective: once a technological resource is developed and implemented, it can be used repeatedly by large numbers of students over an extended period of time for no additional cost.

In summary, this project will enhance the ability of America's schools to expand offerings of Chinese and Arabic by providing cost-effective technology-based instructional materials to supplement teacher-delivered instruction. It will enable students to engage in pedagogically-sound instructional activities and will expand the choices of materials available to teachers at the introductory levels. The project will also moderate the effects of the teacher shortage, in that technology has the ability to extend the limited resources of teacher time.

2. Potential for the use of the materials in programs to others

The NFLC proposes to develop instructional materials that can be used in secondary programs of Arabic and Chinese language instruction. The NFLC will build on a previous project, *Read-Chinese*, which had adapted existing LangNet software to secondary school beginning learners. (LangNet was created 8 years ago at the NFLC to provide computer-delivered study materials for adult U.S. government employees who already have advanced language proficiency.) Like the *Read-Chinese!* materials, the new materials will be accessible on the NFLC website without cost and without requirements for login identification names/codes or passwords. In addition, the materials will be made available on CD-ROM. Since over 97% of US schools have Internet access and computer hardware is widespread, the materials will be easily accessed by teachers and students.

The LangNet software is a sophisticated e-learning system designed to help foreign language learners reinforce their skills. It was designed to assist learners working alone or in classrooms to practice a foreign language as well as to support language instructors seeking additional materials and activities. Instructional materials in the LangNet system are called "Learning Objects." (This term is standard in the Instructional Systems Design and Distance Learning fields). A LangNet Learning Object (LO) is a unit of freestanding self-paced interactive educational software that

helps language learners practice their foreign language reading skills. An LO can be considered a “unit of instruction” that blends content and activities with a pre-defined learning goal.

Designed by experts in second language acquisition and in developing reading comprehension skills, the *Read-Chinese!* LOs that will be used as initial models for this project contain a reading “source text” at either the Novice or Intermediate proficiency level and 4 to 6 skill-building activities organized around a functional objective--the central goal that the developer desires the learner to achieve. Many of the texts are authentic—taken from the target language media—but some have been adapted to be accessible to beginning learners. The learner first engages in a pre-reading activity that will activate background knowledge, assist in predicting the ideas she will encounter, and prepare the learner for key terminology. After reading the text, the learner engages in learning activities that aim for general text comprehension, a lexicon building exercise, an activity that aims at deep text comprehension, and a concluding wrap-up activity. LOs also include additional background material in English that assist the learner to better understand the text and its cultural context; a glossary that defines or explains important words or phrases from the text; a recording of the text in an MP3 file; and an English translation and phonetic transcription of the text. Pictures and other graphics help comprehension and attract the learners.

The materials developed in this project will respond to a serious need for materials developed specifically for US secondary school students learning Arabic and Chinese. As noted above, there are no secondary school materials for beginning students of Arabic, and many materials in use in secondary Chinese programs have either been developed for college age students or for heritage learners. Teachers are required to spend considerable time adapting such materials to meet their students’ needs.

The proposed materials will address the considerable challenge of instructional time that programs in these languages face at all grade levels. In the same number of classes allocated to study of cognate languages such as French or Spanish, students of Arabic and Chinese must invest significant amounts of time in learning to read the complex writing systems. The time that must be invested in developing reading

comprehension skills competes with the limited classroom time needed for oral interaction. While reading comprehension can be developed through intelligent tutoring outside class time, gaining fluency in oral interaction is best developed within the classroom as students engage in communicative interactions with teachers and peers. Therefore, the materials to be developed in this project will be useful to teachers and students in that they will allow students to use time outside the language classroom for developing reading comprehension. Over the three years of this project, we plan to develop 110 LOs for reading practice in Arabic and another 30 LOs in Chinese (resulting in a total of 140 LOs in that language). Because each LO takes a typical learner at least an hour to complete, this project will give students the opportunity to engage in the equivalent of nearly one additional year of language learning.

Students and teachers will find the LangNet Learning Objects responsive to differing abilities and interests among students. Some students learn to read and make meaning from text more quickly than others. Since learners can read at their own pace, re-read material, or advance as they are ready to do so, the materials will allow for differentiation of instruction for different reading skills. In addition, since the materials will cover diverse topics at the same level of comprehension, students will be able to select materials that are of particular interest to them. This factor is important because research on reading comprehension has shown that student interest is a strong contributing factor, particularly since students who demonstrate interest in a topic are more likely to have the background knowledge that research has shown is crucial for making meaning from text. Finally, some topics can be read about in several LOs, which will be grouped together into “topical modules” about common topics like “movies and movie stars”, “history of the people”, “modern technology,” or “daily activities”, and where common high-frequency vocabulary, grammatical structures and content can be recycled to aid retention and build fluency.

While the target population for the materials to be developed in this project is secondary school students and their teachers, other users will also find them valuable. Based on feedback received from users of *Read-Chinese*, a significant potential user population will be teachers and students in lower level courses in community colleges,

colleges, and universities. Former language students who are motivated to recapture lost skills or build on those previously acquired will find the materials useful as well.

3. Account of Related Materials

Although barely a decade old, public use of the Internet has resulted in billions of web pages, thousands of which can be useful to foreign language learners and educators. While it is true that there are several websites that offer Arabic language instruction and a very great number of other websites that offer Chinese language training, no current distance-learning site offers a free, high-quality Arabic language-learning tool for secondary school learners. Nor is there an online Chinese learning tool that focuses specifically on developing reading proficiency.

The proposed project materials, and those of the earlier projects upon which it rests, differ from existing materials/web-based resources in several important aspects: 1) they will focus on intensive skill-building in reading, 2) they will address secondary school students at the Novice and Intermediate proficiency levels, 3) they will align with the National Standards for Foreign Language Learning and 4) they will be available to any user at no cost.

In proposing this project, the NFLC reviewed several related projects and web-based resources for both languages. A large number of learning materials have become available over the last three years for Chinese, several of them quite good, but they almost all require the interested learner to pay registration or tuition, and none of them is keyed to the National Standards.

The situation for Arabic is summarized in Appendix 1 on page 28 of this proposal, where differences with the materials proposed for this project are detailed. Of the nine online sites identified, only two are targeted at learners below college age. Of those, one has a significant registration fee and uses quite traditional teaching methods; the second, which is free, does not include reading materials or activities. None of the nine is keyed to the National Standards for Arabic.

4. Likelihood of Achieving Results

Goals and Objectives

The goal of this project is to develop materials that will improve the teaching and learning of Chinese and Arabic at the secondary school level. Project objectives are to:

- a) improve the reading proficiency of students by developing standards-based electronic lessons that can be accessed on the Internet or on CD-ROM,
- b) improve the knowledge and skills of educators of Chinese and Arabic regarding
 - i) how students gain skill in reading and comprehending Chinese text and
 - ii) the design of teacher-made materials for improving student reading proficiency, and
- c) continue to develop and improve the LangNet software and demonstrate its effectiveness in creating learning materials for secondary school learners of non-cognate less commonly taught languages.

Methods and Procedures

a) LO development

Over the last five years, the NFLC has developed and refined a production process that results in carefully developed, quality assured LOs that follow specific development criteria and timelines. Specific details regarding the processes to be used can be found in the [Plan of Operation, Section 6](#). The NFLC will carefully select highly skilled Chinese and Arabic language educators to develop LOs. These developers will select texts and develop LO content (activities and supporting resources), in alignment with quality criteria. Guiding their work will be teams of reviewers who will apply clearly defined standards as they work with developers at each step in the development process. NFLC staff will also arrange for professional translations, record the texts, and proofread the English and target language text. To facilitate the development of LOs, the NFLC has developed a Learning Object Authoring Tool (LOAT), an online work tool that provides step-by-step guidance and templates for each aspect of the LO. Developers use the LOAT to develop, modify and submit Learning Objects; reviewers use it to review and modify LOs; and editors use it to proofread the target language and English content of LOs. Activity templates within the LOAT provide frameworks for creating and modifying LO activities and components. Thus, the LOAT provides instructional design guidance for developing high-quality LOs and tools for tracking, sharing, assigning, signing-off, and publishing LOs.

b) Training in LO development and using the LOAT

The NFLC has found that developers and reviewers are most likely to produce high quality materials after having received specific training on LangNet quality criteria and proper use of the LOAT. The NFLC has developed and refined a number of resources, including computer-based training materials that can be used for this project.

Training for LO developers and reviewers focuses on familiarization with the LangNet project and products; the processes of LO development and workflow; how to use the LOAT to develop LO content (activities, background notes, glossary etc.); and most importantly, quality criteria for each component the developer will be producing and the reviewer will be examining for quality assurance. Training also includes study of the National Standards for the respective language.

Upon completion of the training process, the NFLC will assess developers and reviewers to ensure that they complete the following tasks:

- Recognize project goals, define basic terms and basic concepts, and define parts of a learning object;
- Recognize key features of learner proficiency at main levels;
- Can summarize LangNet approach to LO design and activity sequence;
- Accurately interpret development Checklists in preparation for producing quality content and, using model example(s), recognize standards for what makes up a quality LO;
- Evaluate LO content and correct common problems;
- Make appropriate design & content development decisions using design mapping approach that results in a well written LO content with focus on proficiency level issues;
- Use the LOAT to enter key content, select and sequence activities, and manage resources.

Knowledge Base of Applicant

The National Foreign Language Center was founded in 1986 and remains the Nation's only think tank that focuses on language policy, language planning, and innovative infrastructure development for language education. In keeping with that mission, the NFLC developed LangNet—a model project that demonstrates the use of

technology to maintain and enhance proficiency in reading and listening. NFLC's foreign language expertise includes in-house faculty with extensive experience in teaching foreign languages K-20, both in commonly-taught and less commonly taught languages. Foreign language experts on NFLC's staff collaborated with language educators in postsecondary institutions across the US, with language educators affiliated with US government agencies, and with researchers to design LangNet and LangNet's Learning Objects. Research in both first and second language reading and into learning style preferences informed the design work at every step along the way. As a result, LangNet represents the knowledge base of NFLC's language experts, experienced language educators in programs recognized for their excellence in producing proficient language learners, and the research base that underlies current best practices.

Since the inception of the LangNet project, the NFLC has adopted a Professional Project Management approach across all phases of product development. The development of educational materials, especially educational software, is a complicated process executed by a multidisciplinary project team, both internal and external, requiring careful management every step of the way. The multidisciplinary team is comprised of project managers, instructional designers, educational technologists, multimedia specialists and quality control experts – all working together in deliberate harmony to deliver quality materials in a predictable and measurable timeframe.

5. Expected contribution to Other Programs

This project will contribute significantly to *strengthening* and *expanding* secondary school programs of Arabic and Chinese language instruction. Programs will be *strengthened* in a number of ways. Most significantly, the materials will provide high quality learning activities that will help to build student abilities to read authentic texts with comprehension. Best practices in foreign language education suggest that students need to work extensively with authentic texts in order to gain real-world proficiency in the target language. It will also expand student vocabulary, since each LO includes a lexicon building activity. The materials will enhance student cultural knowledge, since each LO provides background information needed by the learner to place the text in its appropriate cultural context. Cultural knowledge will further be enhanced because the

content of most of the source texts will provide insights into the culture from which the texts will be drawn.

Programs will also be strengthened because the educators and graduate assistants who participate in developing the LOs will learn through the development experience. They will gain deeper understanding of the National Standards in their respective languages and of how reading comprehension develops and the strategies that educators can use to promote reading comprehension skills. They will also strengthen their knowledge and skill in developing materials for use in a classroom and they will see how learners respond to different kinds of materials.

Research suggests that effective teachers have a repertoire of strategies for teaching content, and have theoretical knowledge of pedagogy and learning theory to help them select strategies from within their repertoire. Unfortunately, many secondary teachers of these languages are not certified teachers who have completed a regular program of foreign language teacher preparation. In response to student demand and the shortage of highly qualified teachers, schools that wish to offer instruction in Chinese or Arabic may be forced to hire teachers without pedagogical training or licensure. These teachers may lack expertise or experience to know what to teach, when, and how. These materials will be particularly useful to such teachers.

This project will support the *expansion* of programs in the languages by helping to moderate the effects of the teacher shortage. Because teachers will be able to have students work independently on reading skills at their own levels while the teacher meets face-to-face with students for oral interactive tasks, teacher time will be freed to meet with more students. This project thus can help the expansion of Chinese programs by providing additional instructional time to students without increasing the need for additional teacher time.

6. Plan of Operation

a. Project Design

This project's design consists of four major stages: training and orientation of the development personnel for Arabic in the National Standards and how they are reflected in effective Learning Objects (LO); LO development; formative and summative evaluation of the LOs; and online publication and dissemination of information on the

materials developed in the project. Section 4 has described the rigorous procedure of LO development on the Learning Object Authoring Tool (LOAT). Sections 9 and 12 present the NFLC's system of Quality Assurance and this project's formative and summative evaluation processes. The various phases of dissemination of information and the availability of the LOs are described in this section and by year in the timeline in Appendix 3. To meet the project objectives stated in Section 4, the NFLC will follow a method specifically designed to manage the production of pedagogically sound LOs. This management plan, which was refined and polished in the *Read Chinese!* project, guarantees high-quality language materials that are responsive to the learning needs and interests of the students.

b. Plan of Management

The NFLC has developed and refined a production process that results in carefully developed, quality assured LOs that follow specific development criteria and timelines. The NFLC staff will oversee, mentor, coordinate, and support the work of the Arabic and Chinese developers who will select and adapt as necessary the source texts and create the supporting learning activities, explanatory notes, and glossary, all designed to help learners gain language and cultural knowledge from practice with information provided in the text.

The first step is for developers to locate and submit authentic texts at the targeted proficiency level (ACTFL Novice or Intermediate). These texts are submitted to the NFLC project team for review. The Graduate Assistant editors, who are educated native speakers of the target language with professional training in second language acquisition, collaborate in the review of the content.

Once the text has been approved, the developers create the skill-building learning activities and resources, such as text-specific background notes and glossary, using the authoring tool. The draft LOs are then submitted to the NFLC team for very close review to ensure that the activities are pedagogically appropriate and congruent with the text and the intended audience for the materials. Editorial changes may be recommended to the developers at this point.

Once this review is complete, the entire LO, including all supporting resources, is sent to a Foreign Language Editor who ensures that the target language text is correct.

The LO is then sent to an English Editor who verifies accuracy in the English components of the LO. The LO source text is then professionally recorded. When all LO assets are approved and in place, the materials are published on the respective public website under the NFLC server. Appendix 2 illustrates the major stages involved in the development of an LO.

Concurrent with LO development, the project staff will disseminate information on the project and the availability of Chinese and Arabic LOs for use in secondary schools. They will also consult with teachers of the languages at relevant professional meetings and at intensive summer STARTALK programs, where they will also interview students about the LOs. Throughout the project, data will be collected from online questionnaires attached to each LO to help evaluate the usefulness of the LOs to students and teachers.

Unique to this project is the collaboration and ongoing dialogue between NFLC project staff, consultants, and users of the materials. Indeed, one feature of the development software is that published materials online can and undoubtedly will be taken down, revised and republished should user feedback indicate the need for edits. It is no longer the case that “publication” fixes materials in perpetuity.

Quality Management at NFLC. NFLC engages in systematic quality management to ensure that products meet or exceed clients’ needs, requirements, and expectations and are free of defects. NFLC’s quality management system includes four components:

- Quality planning: The product’s quality standards are defined and a product-specific quality management plan is developed.
- Quality assurance: The implementation of the quality management plan is monitored to ensure that the established processes are followed.
- Quality control: The product is evaluated at various stages of the production process to ensure that quality standards are being met.
- Quality improvement: Upon project completion, the production process is reviewed, areas for improvement are identified, and the quality management plan is revised.

All project team members play a role in ensuring product quality. In this project, in consultation with the Director and Project Coordinator, the QA Manager is responsible for creating and monitoring the implementation of the quality management plan, which defines roles, responsibilities, and processes and specifies quality control tools and actions. The Director, Project Coordinator, developers and other subject matter experts, target language reviewers, English editors, and quality controllers review product content. Product functionality is assured by the Systems Analyst, multimedia development team, programmer, Quality Assurance Software Test Coordinator, and software testers.

Timeline

Appendix 3 provides a Gantt chart illustrating the flow of project activities as described below.

Year One: Within the first month of the project, the Director and Project Coordinator will work with the content experts for Chinese—Michael Everson and Cynthia Ning—and the Deputy Director for Arabic—Gerald Lampe—to confirm the processes for developing the LOs. By the end of the first two months, the project staff will have secured project reviewers, issued contracts, and established clear timelines for the development of the first 20 LOs in Chinese and 5 LOs in Arabic. The Director and Project Coordinator will interview and select a native Arabic-speaking graduate student in the Second Language Education Program at the University of Maryland to be trained to serve as a GA Arabic editor. The Arabic Primary Developer, Shurouq Swaitti, and the GA Arabic editor will focus during these early months on learning the Learning Object Authoring Tool (LOAT) and on studying the ACTFL National Standards for Arabic K-12 education and consulting with the experienced GA Chinese editor on the implications of the Standards for materials design.

Beginning by the end of the second month, the onsite Arabic and Chinese developers will begin regular weekly meetings to look at examples of completed LOs, both those that are especially effective and those that were not successful. During some of these meetings, the Project Coordinator and Programmer will provide advanced training in capabilities of the LOAT, and in others the Director, Frederick Jackson, and/or the Deputy Director will lead discussions of effective second language learning

for high school-age students. When possible, one or both of the offsite Chinese developers will participate in these meetings by video tele-conference. The meetings will serve to set the expectations for the process and products for all involved in the project.

In the second half of the first year, the Chinese developers will submit a final 15 completed LOs by no later than March 15 to enable all 30 Chinese LOs to be published and CDs burned by the beginning of June, so that they are available for STARTALK students. Arabic developers will also develop 15 more LOs, for a total of 20, also with the aim of publishing them by the beginning of June.

Concurrently, the project staff will solicit secondary school instructors to volunteer their students to participate in the formative evaluation process. Criteria will be defined for pre-testing of the materials (See section 12).

By the end of the fourth month of the project, the NFLC will also have prepared questionnaires to be attached to each LO when it is published to collect data for ongoing evaluation (as described in section 9). In order to disseminate information about this project, promote the use of the new materials among Chinese and Arabic language instructors and seek more volunteers to pilot the newly developed materials with their students and provide feedback, the Director will attend the national meeting of the Chinese Language Teachers' Association and the Deputy Director for Arabic will attend the Middle East Studies Association meeting, both in November. If one of the directors is unable to attend, his place will be taken by the Project Coordinator, Jennifer Robinson. In April, the Director and one other representative will also attend the annual meeting of the National Council of Less Commonly Taught languages and present on the early work of the project.

Year Two: The NFLC staff will determine whether there is a need to hire additional consultants, based on possible attrition and the quality of work from Year One. If new consultants are needed, the Project Coordinator will begin the recruitment process. Training sessions will be conducted for any new consultants and contracts will be prepared for second year work. Work will be allocated among the developers in order to meet the deliverable of 40 completed Arabic LOs by the end of the second year. Work on LO development will proceed as described in Year One.

The Project Coordinator will collaborate with the external consultants to solicit evaluation of the published Chinese and Arabic reading comprehension materials. Users will be asked to complete an online survey. The project staff will analyze this data and those from the LO Questionnaires and will implement the needed revisions to LO design, if applicable. The project staff will attend the same national language association meetings as in the first year, with the Chinese team reporting at ACTFL/CLTA 2010. The Arabic team will also submit a proposal to present the preliminary results of this project at either MESA or at the Arabic Special Interest Group at ACTFL in November 2010.

Year Three: As in the second year, the project staff will assess the need to hire new consultants, conduct any needed training and prepare contracts for the work to be performed during this final year. Users will be asked to complete an online survey. The project staff will analyze this data and implement the needed revisions, if applicable. The Arabic development team will submit a proposal to present the Arabic materials at the MESA conference in Washington, DC, in November 2011. The project staff will also plan to submit a proposal for a symposium on the materials at the NCOLCTL conference in April 2012, to include Arabic and Chinese developers and teachers who volunteered to try out the materials.

c. Objective relative to Section 605

This project will fill a crucial need in providing resources to fulfill the goal of Section 605 (a)(6) of the IRS program, “the development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for the training of foreign language, area, and other international specialists.” Through the development of web-based Chinese and Arabic language learning materials, learners at all levels will have access to practice materials that will facilitate improvement in reading proficiency.

d. Use of resources and personnel

This project will benefit from numerous existing resources, making an efficient use of project-funded personnel. Existing technology hardware and software will be used, as well as existing production processes and training protocols. All will be carefully reviewed to ensure their appropriateness for this project. Given the foundation

these resources provide, however, there will be reduced costs in personnel and time that needs to be allocated to these functions. The NFLC will use the intellectual resources of experienced K-12 staff and will bring in external consultants for the bulk of the LO development work, again maximizing the use of existing resources and personnel while ensuring that there are adequate human resources to complete the tasks as projected.

The Project Director at NFLC will oversee all aspects of project operations. He will provide pedagogical expertise and ensure that the project remains conceptually on track. He will oversee the recruitment and training of external consultants and the development of pedagogically appropriate LOs. He will also direct the evaluation process described in Sections 9 and 12 and play a major role in disseminating information about the project and the availability of Chinese and Arabic Learning Objects for use in secondary schools. In addition, he will supervise the project staff and convene meetings of the team to discuss project status, issues, and concerns.

The Production Manager at NFLC will ensure that all aspects of the project are on schedule and proceeding according to plan. She will be responsible for acquiring the necessary internal resources to complete the LO.

The Project Coordinator at NFLC will collaborate with the Project Director in the recruitment and training of consultants and language editors. She will play a major role in planning and implementing the training activities that will enable developers and reviewers to understand LO criteria and how to use the LOAT. Once LO development has begun, she will conduct the evaluation processes and participate in the dissemination of the LOs among Chinese and Arabic language educators. The Project Coordinator will work with LO developers and reviewers directly, ensuring that LO content meets quality criteria. She will also review each LO—all activities, the glossary, background notes, feedback to the learner, etc.—in light of the appropriateness of the content to the proficiency level of the target student population, the age of the learners, and according to best practices in the teaching of Chinese and Arabic at the secondary level. She will serve as an internal point-of-contact on the LO production process and will facilitate communication among all project participants. She will also spearhead the

evaluation processes and participate in the dissemination of the LOs among Chinese and Arabic educators.

The Quality Assurance Manager at NFLC will ensure the review of the content and functionality of the products throughout the project.

The Technology Coordinator at NFLC will implement the online questionnaires and surveys for evaluation purposes, be responsible for the website and CD/DVD packages of the materials, and support of Authoring Tool users. This coordinator will determine the expertise and time needed from Technology Team staff to assist in meeting requests.

e. Equal access

The University of Maryland, and thereby the NFLC, is an equal opportunity employer and encourages a working atmosphere of diversity and tolerance. Due to the emphasis on culture and Chinese and Arabic languages, it is expected that the majority of members of the development team working on this project will be racial and ethnic minorities. The LangNet Authoring Tool is web-based and as such is easily accessible to the handicapped and elderly. Only Internet access and a web browser are required to access the project; no additional technology is required. Therefore, this project will employ members of groups that have traditionally been underrepresented.

7. Quality of Core Personnel

Project Director/Principal Investigator

The Director for the proposed project, Dr. Frederick Jackson, is a Senior Research Associate at the NFLC. Dr. Jackson has had extensive experience in foreign language instruction at the secondary, post-secondary levels and adult levels. As a former Language Training Specialist at the State Department's Foreign Service Institute (and Coordinator of the federal Interagency Language Roundtable) he is intimately familiar with proficiency assessment and with designing materials to meet curricular goals. At FSI, he directed the development of computer-delivered language courseware for Hebrew and German and led the development of new Thai and Albanian language textbooks. Dr. Jackson has directed language programs for 18 less commonly taught

languages at FSI, including Chinese. He also served as Coordinator of the inservice Staff Development Program.

Dr. Jackson has served as a consultant to the U.S. Department of Education on several projects and initiatives. He is past President of the National Council of Less Commonly Taught Languages and the National Council of Teachers of Southeast Asian Languages. He has published articles in scholarly journals and anthologies and made presentations at professional meetings on various aspects of foreign language education, including the instruction of reading. Dr. Jackson was Project Director of the federally funded *Read-Chinese* project during 2009-09.

Deputy Director for Arabic

The Deputy Director for Arabic will be Dr. Gerald Lampe, Senior Research Scientist at the NFLC. A past Deputy Director at the NFLC, Dr. Lampe is one of the leaders in Arabic Language education in the United States. He is Senior Academic Advisor for the Arabic Overseas Flagship Programs under the American Councils of International Education, co-chair of an ILR sub-committee to develop Culture Proficiency Guidelines, and board member of many professional academic organizations, including the American Association of Teachers of Arabic, Arabic Distance Learning Network, the Arab Academy, the Arabic Flagship Academic Council, the National Capital Council of Language Resource Centers, the National Council of Less Commonly Taught Languages, the USDA Graduate School, the National Virtual Translation Center, the American Council on Education, the Tangier American Legation Museum Society, and the American Institute for Maghreb Studies. He has twice served as president of the American Association of Teachers of Arabic. A frequent presenter at major academic conferences, Dr. Lampe has published textbooks for advanced-level reading in Arabic.

Professional Curricula Vitae are attached for other personnel on the project.

8. Budget and Cost Effectiveness

Adequacy of Budget. NFLC staff has carefully computed items in the budget so they reflect a concern for controlling costs. Although the proposed budget is spare in terms of administrative costs, it is reasonable to support the activities proposed in this project,

given NFLC's extensive experience in implementing federal materials development projects of a similar nature. A more detailed narrative and the itemized budget can be found in the budget narrative and attached budget spreadsheets in the Grants.gov proposal package.

Personnel: There are seven part-time staff positions critical to overseeing and administering the tasks described in the proposal: Project Director (Principal Investigator), Deputy Director for Arabic Language, Project Manager, Project Coordinator, Quality Assurance Manager, Systems Analyst, and Programmer/Help Desk Support Person. In addition, there are two language-specific Graduate Assistant positions to serve as reviewers and editors for the respective languages, and a 25% position as one of the Primary Arabic Developers. All positions are described in the Position Descriptions attachment and in the Budget Narrative. All salaries are in accordance with the negotiated University of Maryland salary schedule for professional personnel.

Personnel Benefits: Benefits for the NFLC staff are calculated at 27% throughout the proposed project duration.

Travel: Travel costs consist of project staff participation in three major conferences each year: conventions of the Chinese Language Teachers Association (in conjunction with ACTFL), the Middle East Studies Association, and the National Council of Less Commonly Taught Languages. Travel costs will be reduced in the third year of the project, when MESA will hold its conference in Washington, DC. This will be a good opportunity to demonstrate the new Arabic materials to a broad professional audience.

Consultants:

Learning Object Production: Three very experienced and respected language experts will be responsible for development of the learning materials. Each consultant developer will receive \$475 for a completed LO. For Chinese, the developers will be Drs. Michael Everson of the University of Iowa and Cynthia Ning of the University of Hawaii. Both professors are long-time leaders in the field of Chinese Second Language education, and both are intimately acquainted with the National Standards for Chinese Language Education for K-12. Dr. Ning and Dr. Everson were the primary developers for the earlier *Read-Chinese!* Project, where their work was increasingly innovative in

exploiting the full capabilities of the Authoring Tool. For Arabic, the consultant developer will be Mohammad Taha, an experienced LangNet developer who is also a certified Tester with ACTFL. Mr. Taha will work with NFLC staff member Shurouq Swaitti and with the GA Arabic editor in developing the Arabic Learning Objects.

Experience has shown that when working with external consultants not all variables can be controlled. Therefore, a small contingency factor of \$1,000 per year is added to the total cost of LO production to cover unanticipated events.

Indirect Cost: The indirect cost rate is 27.5% following the agreement between the Department of Education and the University of Maryland for non-Training grants. This rate covers mandated University expenditures including facilities, basic supplies and other associated operational expenses.

Reasonableness of Costs.

Every effort has been made to minimize costs in this project by leveraging staff experience and existing procedures, tools, and software. All project staff members have significant expertise and experience in carrying out the kinds of responsibilities that they will have, making it possible for them to carry out the assigned work in a much smaller time proportion of their weekly schedule than would otherwise be possible.

Costs in the first year of the project are planned as significantly higher than in subsequent years. This is in order to enable the work developing Chinese materials to overlap with the Arabic development, thus making it possible for the Arabic developers to benefit by learning from their Chinese peers, and so accelerating the learning curve for them and avoiding as many as possible of the false starts that characterized the first year of the previous *Read-Chinese!* Project. This period of collaborative work and professional development will also enable educators in one major LCTL to interact professionally with those of another major LCTL, thus helping in a small way to create a “community of practice” across the languages, where “shared solutions to common problems” may be sought. (Brecht and Walton 1990)

9. Evaluation Plan

Periodic evaluation of materials developed

As described in Section 6, Plan of Operations, the NFLC LangNet development process requires review and evaluation of each LO at every stage of development. This process will characterize the work for this project as well. It is described graphically in Appendix 2.

Both ongoing formative and summative evaluations will be used to determine the success of this project. Ongoing evaluation measures will include student evaluations of Learning Objects, evaluations of the training in LO development given to developers and reviewers, and teacher evaluation of resource materials as they are made available to selected evaluators. Final evaluation of the project will provide summative data on ultimate attainment of project goals and objectives. The focus of these data will be on the extent to which this project meets the objectives stated in Section 4 "Likelihood of Achieving Results."

Teacher-developed assessments and student performance on selected LOs will be sources of data for project evaluation. Teacher and student surveys will also be used to determine the usefulness of the LOs produced in this project. The extent to which LOs are viewed in comparison to other e-learning materials will help answer two important questions: 1) Did the project achieve something that the other related materials have not; and 2) did the project identify future desirable goals for materials development?

The effectiveness of NFLC's training for LO developers and reviewers will be assessed as well, both immediately after the training is completed and at the end of the project to determine whether project criteria for excellence were internalized and reflected in the materials developed.

Time Schedule

As described also in Section 12, provisions for Pre-Testing and Revision, assessment and evaluation of the LOs and how well they meet the needs of students and teachers will take place throughout each year of the project. However, the summer after the first year of the project will be especially important, as the STARTALK Director has agreed

to enable project staff to arrange to try out the 30 completed Chinese LOs and the 15 new Arabic LOs in the intensive STARTALK classrooms. Three STARTALK teachers have already volunteered to use the materials with their students, and it is certain that more will also volunteer. The summer after the second year and the 2011-12 academic year will also be used to get the LOs into the hands of as many Chinese and Arabic high school students and teachers as possible.

10. Adequacy of Resources

By building on an established project, the proposed project maximizes the efficient use of adequate existing resources. Most importantly, this project does not entail any new software development (other than possible *ad hoc* tweaking to respond to feedback from users) and creates additional value for significant prior investments by USED. The websites for Chinese and Arabic will be hosted, together with the existing LangNet database of advanced materials in more than 35 languages, and maintained on a reliable, cost-efficient server by the NFLC, also making maximum use of project funds.

All software, training procedures related to LO development, and production processes have been thoroughly tested and current project staff are familiar with the software, training plan, and processes. Web-based and other resources at the NFLC will be available for training and mentoring any new project personnel, thus obviating the need for costly face-to-face project meetings.

NFLC has four established teams that will support the proposed project. The Production Management team works with developers preparing content materials; an Instruction and Design team incorporates instructional methods and pedagogy into the LangNet materials and training content; an Instructional Technology team builds and maintains technology for LangNet, including interface and web design, network administration, and authoring tools; and a Multimedia and Creative team generates and works with non-text-based materials such as audio files and graphics. Material resources at NFLC include all necessary hardware for hosting LangNet, software and web-resources for producing and managing LOs.

QuickTime™ and a
decompressor
are needed to see this picture.

11. Description of Final Format

Each Learning Object is a single unit of self-paced online language instruction, comprised of a series of strategically sequenced learning materials and support resources. Included are an overview statement with a clear learning objective, a source text target language article, phonetic transcription and English translation of the text, an audio file of a native language speaker narrating the source text, a glossary of core vocabulary, a section of background and cultural notes in English, links to target language dictionaries online, and a series of learning interactions with user feedback. The materials are integrated into a cohesive series of interactive screens accessible via a web browser. Individual Learning Objects can be deployed via the Internet and/or via CD-ROM. In addition, each Learning Object contains a set of metadata which makes its integration into Sharable Content Object Reference Model (SCORM) conformant Learning Management Systems more transparent. An example of a Learning Object screen is shown above.

12. Provisions for Pre-testing and Revision

As described in Section 6, the NFLC has developed rigorous procedures for Quality Assurance to ensure that educational materials developed in NFLC projects meet the highest standards. This project expands those procedures by adding additional levels of review by native speaker language educators who know the National Standards and review and final approval of each LO by senior language teaching experts in the persons of the Director or Deputy Director.

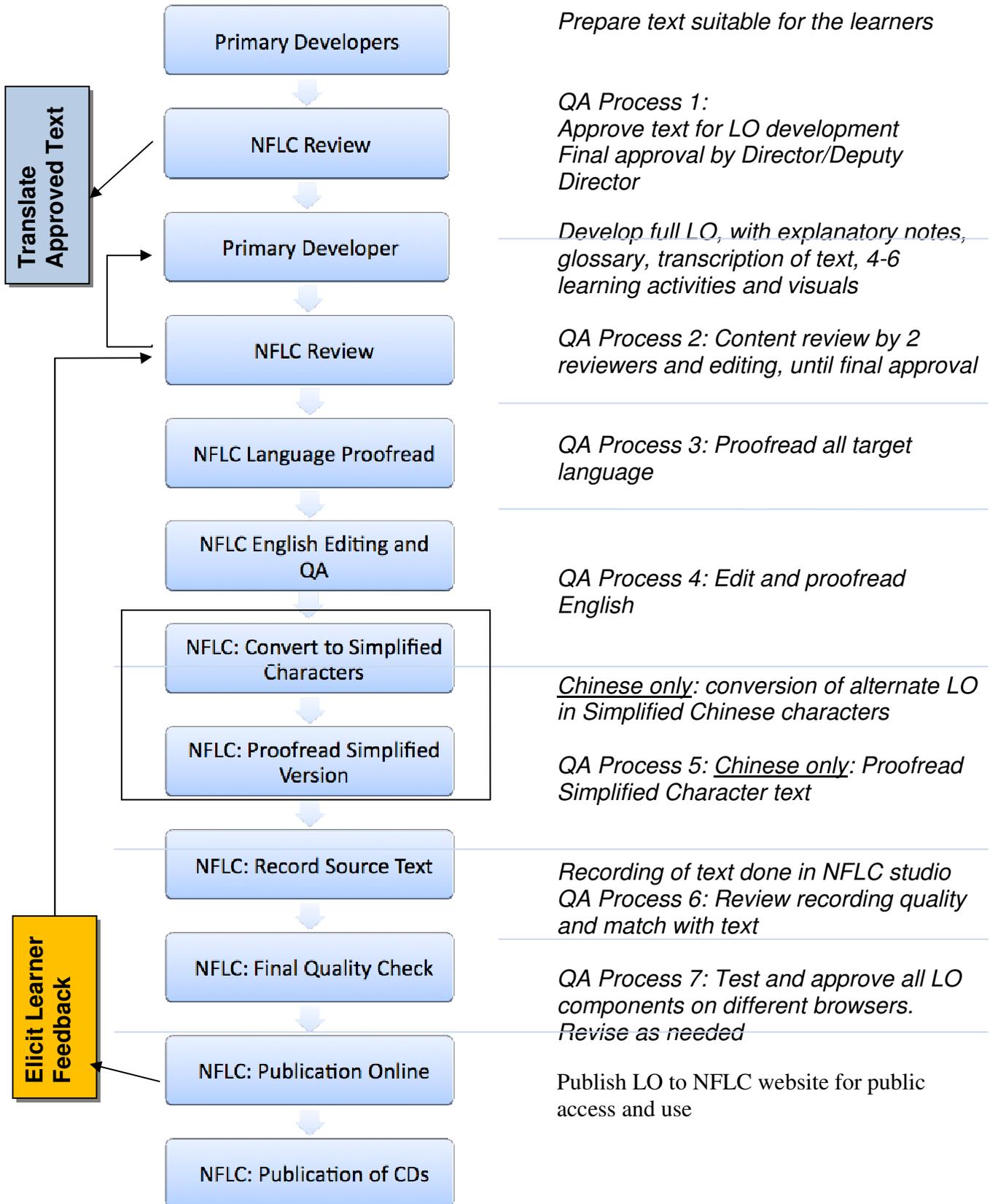
Those procedures are not sufficient, however, to be fully confident that the learning materials really meet the needs of secondary school learners of Arabic and Chinese and their teachers. Therefore, with the guidance of the Quality Assurance Manager, project staff will make every effort to elicit feedback from representative learners and their teachers. In the summer of 2009, before the project begins, project staff members will interview students and teachers in nearby STARTALK programs and will ask Chinese teachers and learners to try out and evaluate LOs developed under the previous *Read-Chinese!* Project, and that feedback will inform activities in the project start-up in the fall. Additional input will be collected during the project data from volunteer high school teachers of the languages, members of the professional teaching associations, and responses to the questionnaires that will be attached to each LO.

As occurred in the operation of the *Read-Chinese!* Project, the input from students, teachers and other professionals will be analyzed to seek ways to improve the final products, and those identified improvements will be implemented. Recommended revisions to single LOs or to the design of every LO will be carried out by the language-specific editors and the Primary Developers under the coordination of the Project Coordinator. As noted earlier, one of the great advantages of publishing the learning materials online using the NFLC-developed software is that materials can be easily revised and edited even after they have been published.

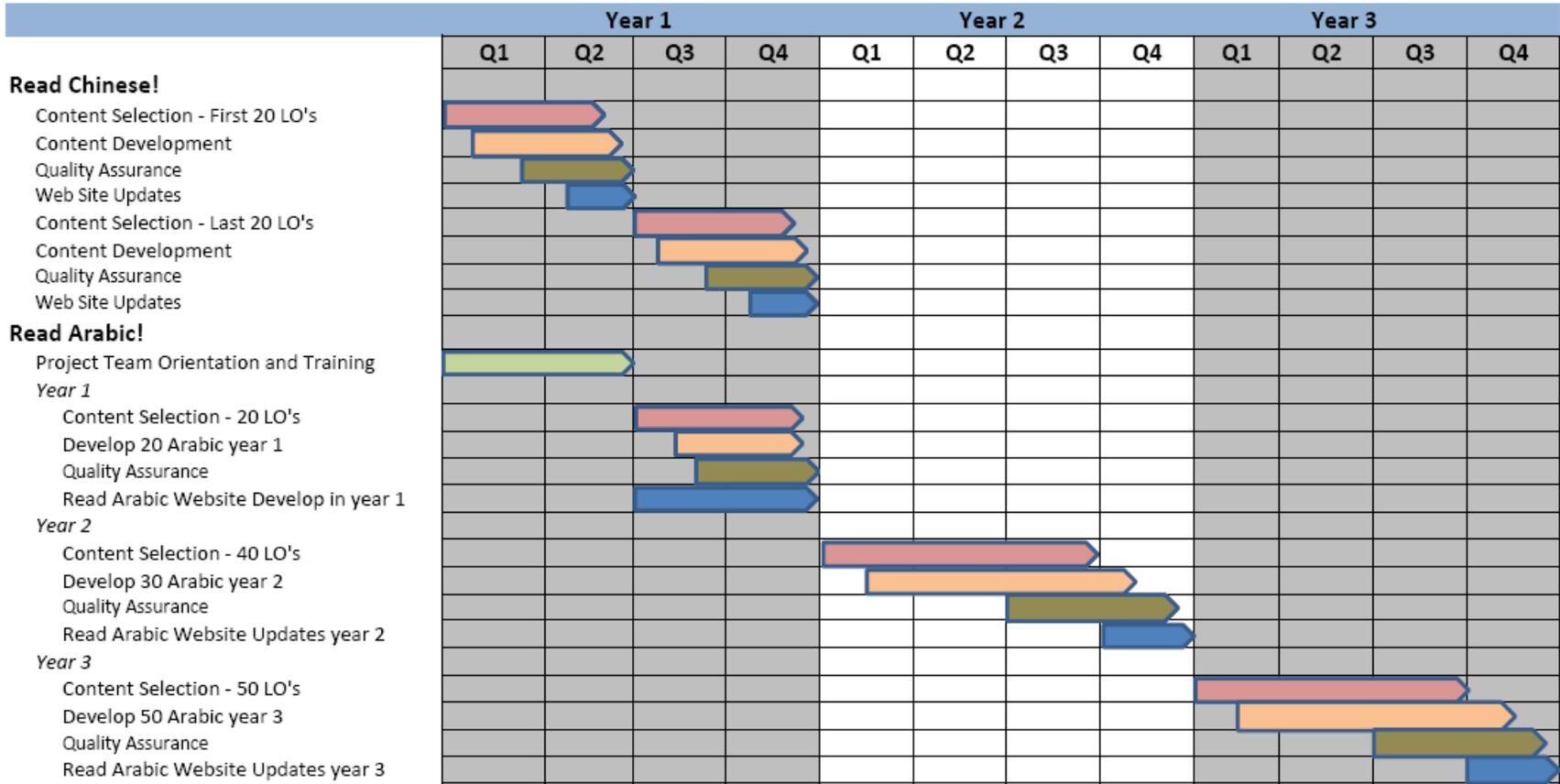
Appendix 1: Account of Related Materials for Online Arabic Language Learning

URL	Function	Cost	Level/audience	Comments and Critiques
Learn Arabic. http://afl.ajeeb.com/	An online course in Arabic	Free	Novice to Intermediate/ teens to adults	Presents new material though written text, audio recordings, and video recordings. Course is not yet complete. There are no reading materials.
Arab Academy. http://www.arabacademy.com/en/arabic-online	A provider of online Arabic language courses	\$ 79/month	Novice to Advanced, with courses listed for all ages	Offers online Arabic language programs for learners of all age groups and all language levels; traditional methodology
Babel: Arabic. http://looklex.com/babel/arabic/index.htm	Online course in Arabic. It teaches about 400 of the most common words in Arabic	Free	Novice, for adults	The course has 18 short lessons and teaches basic sentences, how to write and count and introduces Arabic grammar. Audio files are in mp3 format.
Learn Arabic Online. http://www.dalilusa.com/arabic_course/default.asp	Online 32- and 36-week Classical Arabic courses	\$180-630/course	Designed for non-native students to learn in independent study.	The course is on-line, designed specifically for English speaking participants. Primary focus is on Classical Arabic, with some instruction in Colloquial Arabic and Modern Standard. Traditional course design.
Arabic Without Walls. http://arabicwithoutwalls.ucdavis.edu/aww/coursecontent.html	Online first-year college course with mentored learning	Free	Novice/college	Online course that also requires purchase of two published college textbooks with CD supplements.
Tareq Arabic Course. http://www.noorart.com/tareq_multimedia_arabic_course	Multimedia courseware with video and audio cassette tapes	\$89.99 for 4 volumes	Novice/ adults	Focus on conversation, grammar, culture and calligraphy. Video is in 3D.
LangMedia http://langmedia.fivecolleges.edu/arabic/index.html	Cultural and listening supplementary materials to college textbook	Free	Novice to Intermediate for college learners	Outstanding resources in Arabic and more than thirty other languages for listening comprehension and cultural context. Also some study tools.
LingNet. http://www.lingnet.org/language/onlinelearning/default.asp	Culture and Customs; Grammar Instruction; Refresher Maintenance	Free	Advanced adult learners	Online maintenance and refresher courses in Arabic focusing on current events and military activities
UniLang Resources. http://home.unilang.org/	Resource site offering videos, word lists, and pronunciation information for many languages	Free	Beginning / Intermediate	Language courses and materials are posted by site members. Not all lessons are professionally done.

Appendix 2. Language Learning Object Development and Approval Sequence



Appendix 3



Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-Combined_CVs.doc**

Attachment 2:

Title: Pages: Uploaded File: **1238-Position_Descriptions.doc**

Frederick H. Jackson, Senior Research Associate

Summary

- *Second Language Program Management and Leadership, especially of Less Commonly Taught Languages.* Directed intensive language programs for 18 languages at the Foreign Service Institute, U.S. Department of State, 1985-2006.
- *Second Language Testing and Evaluation.* Certified Examiner for Foreign Service Institute Language Proficiency Testing. Experience developing and revising testing protocols for FSI and for the Federal Language Testing Board. Taught graduate and undergraduate courses in Second Language Testing at the University of Hawaii (1976-82). Presentations at professional conferences and workshops.
- *Second Language Teacher Development and Training.* Director of Staff Training and Development at the Foreign Service Institute (1991-99); taught courses in second language teacher preparation at the University of Hawaii (1976-82) and the Pennsylvania State University (1984-85.) Numerous presentations at professional conferences and workshops.
- *Second and Foreign Language Teaching (ESL/EFL and Thai).* Taught English as a Second Language (1966-84); taught Thai to Foreign Service Officers (1985-91). Taught courses in teaching methodology at the University of Hawaii (1976-82) and the Pennsylvania State University (1984-85.)
- *Acquisition of Second Language Reading, especially of languages with non-roman orthographies.* Taught courses on the teaching of second language reading at the University of Hawaii (1976-82). Numerous professional presentations. Headed ILR taskforce to develop self-assessment instrument for second language reading.
- *Second Language Curriculum and Course Development.* Principal Investigator for Title VI-funded International Research and Studies grant to develop online materials for high school students learning to read Chinese as a foreign language. Directed development of *German Express* distance courseware at FSI and development of multi-volume FSI textbook for basic Albanian. Oversaw revision of curricula for FSI basic courses for Thai, Burmese, Lithuanian, Latvian, German and Hebrew. Member of development team for LangNet Thematic Units project. Co-chaired faculty committee at Chiangmai University, Thailand, to develop program curricula for English majors and minors.
- *Lexicography.* Senior author of bilingual *Carolinian-English Dictionary*, published by University of Hawaii Press. Oversaw development of topical glossaries for U.S. diplomats in several languages.
- *K-12 Education of Foreign Languages.* Chair of Arlington County citizens' Foreign Language Advisory Committee to Arlington Public Schools, 2006-2009.

Educational Credentials

Ph.D. Linguistics	University of Hawai'i, Manoa	December 18, 1983
M.A. Linguistics	University of Hawai'i, Manoa	May, 1975

M.A. English as a Second
Language

University of Hawai'i, Manoa

May, 1973

B.A. English

University of California, Berkeley

June, 1966

Dissertation title: *The Internal and External Relationships of the Trukic Languages of
Micronesia*

Relevant Professional Experience

Chair of the Foreign Language Advisory Committee for Arlington County (Virginia) Public Schools 2006-2009.

Member of the Advisory Planning Committee for the 6th International Conference on Language Teacher Education, to take place at George Washington University, May 2009.

Member of the Advisory Board for the National Foreign Language Resource Center at the University of Hawaii, 2006-2010.

Reader for the Department of Education of Title VI Reauthorization Proposals for National Resource Centers, Language Resource Centers, and International Research and Studies grants.

Represented the Interagency Language Roundtable and delivered invited presentation at the Temple University "Languages and Careers Symposium," Philadelphia, PA, April 20, 2006.

Contributed radio script "Can You Make a Living Loving Languages?" for National Public Radio Series *Talkin' About Talk* to recognize 2005 as "Year of Languages."

With Betty Lou Leaver and Natasha Lord, presented workshops on "Teaching to 'Distinguished'-Level Proficiency: Addressing Learner, Programmatic and Instructional Concerns," ACTFL Annual Meeting, Baltimore, MD., November 2005, and annual meeting of the Coalition of Distinguished Language Centers, October, 2006.

Invited plenary speaker at Annual Meetings of the National Association of Self-Instructional Language Programs, Crystal City, Virginia, 2000, 2001, 2002, 2004, and 2005.

Served on Advisory Committee for the development and implementation of the Defense Language Office and implementation of the Defense Language Transformation Roadmap, 2004.

With Betty Lou Leaver and Boris Shekhtman, presented workshop on "Teaching and Learning to Near-Native Levels of Language Proficiency" at the annual workshop of the Consortium of Distinguished Language Centers, Howard University, Washington, D.C.

Participated in planning annual conferences for the Less Commonly Taught Languages at the University of Wisconsin (1997) and Temple University (1998). Served as session leader on "Liaison with Heritage Communities" in 1997 and "Professional development Priorities" in 1998.

Coordinator and Organizer of the Foreign Service Institute's 50th Birthday Symposium on Language Teaching and Learning, March 1997.

Chaired panel on "Teaching Reading in Southeast Asian Languages: Responses to a Changing Field" at Association for Asian Studies Annual Meeting, Los Angeles, CA. April 1993.

Prepared "What Works" section in the *Bulletin for Southeast Asian Language Teachers* and its successor the *Journal of Southeast Asian Language Teaching*.

Initiated and chaired first and second annual "COTSEAL/SEASSI Conferences on Southeast Asian Language Teaching and Applied Linguistics," at Cornell University (1991) and the University of Washington (1992).

Represented FSI at meetings of the ASTM Committee on Standards for Use-Oriented Foreign Language Instruction, Washington, D.C., 1990-91.

Presented invited workshop on "Developing Reading Proficiency in Southeast Asian Languages: Approach Design, Procedure" for the Consortium of Teachers of Southeast Asian Languages at the Southeast Asian Studies Summer Institute. Honolulu, HI. July 28, 1989.

With Madeline E. Ehrman. Presented post-conference workshop on "Individual Differences in Language Learning: Introduction to the Myers-Briggs Type Indicator" at the Annual Meeting of the American Council for the Teaching of Foreign Languages. Monterey, CA. November 22, 1988.

Presented workshops on innovative approaches for the teaching of second language reading for faculty of the School of Language Studies, Foreign Service Institute, 1988-90.

With JoAnn Crandall, Brenda Bowman, and George Renwick, facilitated Peace Corps Worldwide Language Training Workshop in Chiangmai, Thailand, May 25-29, 1987.

With Prawet Jantharat, presented workshop on "Beginning and intermediate classroom conversation activities" for the Second Annual Symposium on Developments in Language Training, Foreign Service Institute, Arlington, Virginia. October, 1986.

Conducted workshops on ESL teaching methodologies for the Chiang-Mai branch of Thai-TESOL, 1982-83.

Conducted workshops on ESL teaching methodology and on teaching reading to children of limited English proficiency for teachers from the Central and Windward Oahu school districts, Honolulu, Hawaii, 1980-82.

Contracted by the Commonwealth of the Northern Mariana Islands to compile and publish a first bilingual Carolinian-English dictionary. 1980-82.

Conducted three workshops on teaching reading and writing to children of limited English proficiency for the annual Roundtable conferences of the Hawaii Council of Teachers of English, 1979-82.

Instructed University of Hawaii extension courses in teaching English reading and in the grammatical structure of Saipan Carolinian for the Northern Marianas Department of Education, Saipan, CNMI, 1976 and 1978.

Instructed University of Hawaii extension courses in classroom use of bilingual education materials for the State of Hawaii Bilingual/Bicultural Education Program, 1975-76.

Linguistic consultant for conventions of the Carolinian Orthography Board and Carolinian Language Planning Committee, Saipan, CNMI, 1976, 1978, 1982.

Project Evaluator for Carolinian Bilingual Education Project, Northern Marianas Department of Education, CNMI, 1978.

Consultant and editor in the design and development of vernacular language reading tests for the Carolinian, Chamorro, Palauan, Ponapean, Trukese, and Yapese languages of Micronesia, Trust Territory Department of Education, 1977-80.

Awards

2006 Special Cash Award from the National Security Agency for Service to the Interagency Community

2006 Department of State Superior Honor Award

2004 Group Department of State Franklin Award for Exceptional Achievement.

2001 Group Department of State Meritorious Honor Award

2000 Group Department of State Franklin Award for Exceptional Achievement.

1999 Department of State Franklin Award for Exceptional Achievement.

1999 Selected for *Who's Who in American Higher Education*

1998 Joint Department of State Franklin Award for Exceptional Achievement.

1997 Joint Department of State Franklin Award for Exceptional Achievement.

1997, 1996, 1994, 1989, 1988 Foreign Service Institute Performance Awards.

1994 Group "Heroes of Reinvention Award" of the National Performance Review for service as member of the Federal Language Testing Board.

1995, 1993, 1992, 1991, 1990: Quality Step Increases for Sustained Outstanding Achievement in the performance of official duties.

1990 Incentive Cash Award for special achievement.

1991 and 1994 Obtained grants for \$10,500 for the strengthening of organizational infrastructure from the National Council of Organizations of Less Commonly Taught Languages and \$1,000 from the Southeast Asian Committee of the Association for Asian Studies.

1976-82 Participated in development of successful proposals for Bilingual Education Training Grants in excess of \$100,000 annually from the U.S. Office of Bilingual Education.

1972-75 Graduate Assistantship with Department of ESL, University of Hawaii.

1972 National Defense Foreign Language Fellowship to study Lao language.

Employment History

National Foreign Language Center, University of Maryland January 2008-present
Senior Research Associate

School of Language Studies, Foreign Service Institute, July 1991-December 2006

George P. Schultz National Foreign Affairs Training Center

U.S. Department of State

Language Training Supervisor

<i>School of Language Studies, Foreign Service Institute, U.S. Department of State</i>	June 1985-July 1991
Curriculum Training Specialist	
<i>The Pennsylvania State University</i>	September 1984-May 1985
Visiting Assistant Professor	
<i>Chiang-Mai University, Thailand</i>	July 1982-August 1984
Visiting Lecturer	
<i>University of Hawaii, Bilingual Education Program for Micronesia</i>	August 1981-July 1982
Program Coordinator	
<i>University of Hawaii, Department of English as a Second Language</i>	August 1980-July 1981
Instructor	
<i>University of Hawaii, Bilingual Education Program for Micronesia</i>	January 1975-July 1981
Junior Researcher	
<i>University of Hawaii, Department of English as a Second Language</i>	January 1972-December 1974
Graduate Assistant	

Other employment

12/70-8/71	<i>American Language Academy, Washington, DC</i>	Curriculum and Testing Specialist
12/6-11/70	<i>E.L.S. Language Center, Washington, DC</i>	Teacher
8/66-7/69	<i>Peace Corps, Thailand</i>	Teacher

Professional Organizations

Offices held:

Coordinator of the Federal Interagency Language Roundtable (ILR) and Chairman of the ILR Steering Committee, 1999–2006.
 ACTFL Special Interest Group for the Less Commonly Taught Languages, Chair: 2003-2006.
 National Council of Less Commonly Taught Languages: President 1999-2002; Vice-President 1997-99; Executive Board representative 1995-97, 2002-2004.
 Council of Teachers of Southeast Asian Languages: President 1991-93; Vice-President 1990
 Linguistic Society of Hawai'i: President 1975-76.
 Hawai'i Association of Teachers of English as a Second Language: President 1973-74.

Committees and Special Responsibilities:

Member of the Board of the Coalition for Distinguished Language Centers, October 2006-2008.

Member of the Planning Committee for the third Interagency Language Roundtable Showcase of Language Learning and Language Use in the Federal Government, George Washington University, June, 2007.

Member of the Planning Committee for the second Interagency Language Roundtable Showcase of Language Learning and Language Use in the Federal Government, Howard Community College, 2005.

Program Chair and Head of the Planning Committee for the first Interagency Language Roundtable Showcase of Language Learning and Language Use in the Federal Government at the George P. Shultz National Foreign Affairs Training Center, 2003.

Member of appointed Task Force to develop a "Language Learning Framework" for teachers of Southeast Asian Languages. Funded by National Council of Organizations of Less Commonly Taught Languages. 1993-7.

Member of the Federal Interagency Language Roundtable Testing Committee 1989-1991 and 1994-1999; member of ILR Training Committee 1991-94.

Language Advisory Committee of the Southeast Asian Studies Summer Institute, 1991-93.

Editor of *COTSEALLETTER* Newsletter, 1991-95.

Steering and Program Committee of the International Symposium on Language and Linguistics, Chiang-Mai, Thailand, January 1984.

Have served as Peer Reviewer for *Oceanic Linguistics*, *Modern Language Journal*, and *Studies in Second Language Acquisition*. Have reviewed conference proposals for ACTFL, TESOL, and NCOLCTL.

Other Current Memberships:

American Council on the Teaching of Foreign Languages

American Association of Applied Linguistics

Council of Teachers of Southeast Asian Languages

National Council of Less Commonly Taught Languages

National Language Museum

Publications

2009 With Margaret E. Malone. "Building the Foreign Language Capacity We Need: Toward a Comprehensive Strategy for a Foreign Language Framework." In preparation.

2006 "Can You Make a Living Loving Language?" In E.M. Rickerson and Barry Hilton (Eds.) *The 5 Minute Linguist: Bite-Sized Essays on Language and Languages*. London: Equinox Publishing Ltd.

2003-06 With Marsha A. Kaplan. "Theory and Practice in Government Language Teaching." Posted on the webpage of the Interagency Language Roundtable (<http://www.govtilr.org/PapersArchive/TESOL03ReadingFull.htm>)

- 2003 With Byron W. Bender, et al. "Proto-Micronesian Reconstructions—1." *Oceanic Linguistics* 42.2: 271-358.
- 2003 With Byron W. Bender, et al. "Proto-Micronesian Reconstructions—2." *Oceanic Linguistics* 42.1: 1-110.
- 2001 With Marsha A. Kaplan. "Lessons Learned from Fifty Years of Theory and Practice in Government Language Teaching." In J.E. Alatis and A.-H. Tan (Eds.) *Georgetown University Round Table on Languages and Linguistics: Language in Our Time*. Georgetown University Press. 71-87.
- 1993 "On the Implementation of Inservice Teacher Education in an Institutional Context." In Alatis, J.E. (Ed.) *Georgetown University Round Table on Languages and Linguistics 1993*. Georgetown University Press. 492-508.
- 1993 "Needs and Trends in Southeast Asian Language Teaching in the United States: Focus on Instructional Materials." In Charles Stansfield (Ed) *Survey of Materials Needs for the Less Commonly Taught Languages*. Washington D.C.: Center for Applied Linguistics.
- 1993 "Books for Language Learners: An Annotated Bibliography." *Journal of Southeast Asian Language Teaching*, Vol. 2. 70-77.
- 1992 "What Works in the Classroom: Strip Stories." *Journal of Southeast Asian Language Teaching*, Vol. 1, No. 1/2. 53-55.
- 1991 With Jeffrey C. Marck (co-compilers). *Carolinian-English Dictionary*. University of Hawaii Press.
- 1986 "On determining the external relationships of the Micronesian languages." In Paul Geraghty, Lois Carrington, and S.A. Wurm (eds.). *FOCAL II: Papers from the Fourth International Conference on Austronesian Linguistics*, 201-38. Pacific Linguistics, Series C-94.
- 1984 With P. Tuaycharoen, D. Chudananda, P. Sookgasem, R. Hvitfeldt, and C. Hvitfeldt (eds.). *Selected papers from the International Symposium on Language and Linguistics*. Faculty of Humanities, Chiang-Mai University, Chiang-Mai, Thailand.
- 1984 "Reflexes of Proto-Oceanic in the Trukic languages of Micronesia." In Byron W. Bender (ed.). *Studies in Micronesian Linguistics*, 259-80. Pacific Linguistics, Series C-80.
- 1984 "Selecting an orthography for Saipan Carolinian." In Byron W. Bender (ed.). *Studies in Micronesian Linguistics*, 237-58. Pacific Linguistics, Series C-80.
- 1984 With Sheldon P. Harrison. "Higher numerals in several Micronesian languages." In Byron W. Bender (ed.). *Studies in Micronesian Linguistics*, 59-78. Pacific Linguistics, Series C-80.

Professional Presentations on Language Education

2006 Member of Roundtable Panel on "Cultural Knowledge as a Component of Distinguished Language Ability," at annual convention of the Coalition of Distinguished Language Centers, American Council for the Teaching of Russian, Washington, DC, October 2006.

2003 With Richard A. Brecht. "Thoughts Toward a National Language Policy for the United States." Plenary presentation at the sixth national conference of the National Council of Organizations of Less Commonly Taught Languages, Los Angeles, CA. May 3.

2003 With Marsha A. Kaplan. "Theory and Practice in Government Language Teaching." Presented at TESOL Annual Convention, Baltimore, MD. March 28.

2001 "Current LCTL Needs in the U.S. Government." Plenary presentation at the annual conference of the National Association of Self-Instructional Language Programs. Crystal City, Virginia. November 3.

2001 With Michael E. Everson and David L. Red. "Reading in Truly Foreign Languages: What the Research Seems to Say." Paper presented at the fourth national conference of the National Council of Organizations of Less Commonly Taught Languages, Arlington, VA. April 6.

2001 With Ruth Mabanglo, Elizabeth Riddle, and Adelwisa Weller. "Priorities in Teacher Development in Southeast Asian Languages." Colloquium at the fourth national conference of the National Council of Organizations of Less Commonly Taught Languages, Arlington, VA. April 8.

2001 With Carol Compton, Ruth Mabanglo and Elizabeth Riddle. Invited discussant in round table panel on "The Professionalization of Language Teaching in the Less Commonly Taught Languages." Annual conference of the Association for Asian Studies, Chicago, IL. March.

2000 "Lessons Learned from 50 Years of Theory and Practice in Language Training at the Foreign Service Institute." Invited presentation at the annual conference of the Washington Area TESOL Association. George Mason University. October.

1999 "Inservice Faculty Development in a Time of Institutional Down-Sizing." Paper presented at the international conference on Research and Practice in Language Teacher Education: Voices from the Field." Minneapolis, MN. May 21.

1999 "Lessons Learned from 50 Years of Government Language Teaching." With Marsha A. Kaplan. Paper presented at ILR Pre-Conference session to the Georgetown University Round Table on Language and Linguistics, May 6.

1998 "Teacher Training Needs in the Less Commonly Taught Languages." Presented at conference of the National Council of Organizations of the Less Commonly Taught Languages, Washington, DC. February.

1994 "The State of the Art in Southeast Asian Language Teaching: Present Realities and Future Directions." Round Table Panel at the annual meeting of the Association for Asian Studies. Boston, MA. March 25.

1991 "Concerns and Issues in the Development of Instructional Programs for the Southeast Asian Languages." Informal Roundtable presentation at the annual meeting of the Consortium of Teachers of Southeast Asian Languages at the meeting of the Association for Asian Studies. New Orleans, LA. April 13, 1991.

1990 "The Design and Use of Professionally Relevant Topical Modules for Thai Language Students at the Foreign Service Institute." Annual meeting of the Council for Thai Studies, Northern Illinois University, October 13.

1989 "Problems for the instruction of Thai discourse particle *kô*, with some broader implications." Paper presented at a panel on Linguistics and Language Teaching at the annual conference of the Southeast Asian Studies Summer Institute. Honolulu, HI. July 30.

1988 With Betty L. Leaver, et al. "What the Intensive Classroom Has to Teach Us: Applied Research at FSI." Presented at 1988 Annual Meeting of the American Council for the Teaching of Foreign Languages. Monterey, CA. November 20.

1988 With Prawet Jantharat. "Teaching Adults to Read a Second Script: Approach, Design, Procedure." Presented at 1988 Annual Meeting of the American Council for the Teaching of Foreign Languages. Monterey, CA. November 18.

1988 With Prawet Jantharat and Panida Jackson. "Beyond Structure and Vocabulary: Toward a Cultural Component for the Language Classroom." Presented at annual convention of the Greater Washington Area Teachers of Foreign Languages, Greenbelt, MD. September 24, 1988.

1988 With Thea C. Bruhn and Elizabeth Knutson. "The FSI Reading Proficiency Test: Development, Implementation, Curricular Implications." Presented at 1988 Annual TESOL Convention, Chicago, Illinois. March 8-13, 1988.

1987 With Madeline E. Ehrman. "Cognitive Styles and Language Learning." 1987 ACTFL Annual Convention. Atlanta, Georgia. November 22.

1987 With Elizabeth Knutson and Betty Lou Leaver. "Staff development for teaching the receptive skills: Expanding the possibilities." 1987 ACTFL Annual Convention. Atlanta, Georgia. November 21.

1987 With Prawet Jantharat. "Teaching Adults to Read a Second Script: Approach and Method" 1987 WATESOL Annual Convention. Rosslyn, Virginia. November 6.

1987 With Elizabeth Knutson and Betty Lou Leaver. "Staff development on teaching the receptive skills: Expanding the possibilities." Interagency Language Roundtable pre-conference session at Georgetown University Roundtable on Language and Linguistics, March 11.

1986 "The Natural Phonology explanation for IL phonological processes." Presented at 20th Annual TESOL Convention, Anaheim, CA. March.

1985 "On reading in a second language: Acquisition and instruction." Presented at Delaware Symposium VII on Language Studies, University of Delaware, Newark, Delaware, October 24-26.

1985 "Phonological theory and the analysis of interlanguage phonology." Presented at the 1985 TESOL Summer Meeting, Georgetown University, Washington, D.C., July 12-13.

- 1983 With Christina Hvitfeldt and Khruamas Woodtikarn. "Romance in the language laboratory: A thematic approach to teaching listening comprehension." Presented at the annual meeting of Thai-TESOL, Bangkok, Thailand, April 10-12.
- 1981 "Natural phonology and second language learner errors." Presented at the Fourth Annual Faculty Symposium of the Department of ESL, University of Hawaii. Honolulu, Hawaii.
- 1980 "The transfer of vernacular reading skills to English: Some tentative evidence from Micronesia." Presented at the Seventh Far West Regional Conference of the International Reading Association. Honolulu, Hawaii. July.
- 1980 With Jean A. Kirschenmann and Dave Bird. "Using cloze procedure to assess readability of students' writing." Presented at the annual convention of TESOL, San Francisco, CA. April.
- 1980 "On the integrative nature of the cloze test." Presented at the Third Annual Faculty Symposium of the Department of ESL, University of Hawaii. Honolulu, Hawaii.
- 1979 With Robert S. Sarazen. "The modified cloze test as a diagnostic measure of second language reading proficiency." Presented at the annual convention of the Hawaii Council of Teachers of English. Honolulu, Hawaii.
- 1973 "An experimental study of English word stress." Presented at the Annual Meeting of the Linguistic Society of America. San Diego, CA.
- 1973 With Danny D. Steinberg and Robert K. Krohn. "Orthography and the psychological validity of Chomsky and Halle's Vowel Shift Rule." In the *Proceedings* of the annual convention of the American Psychological Association at Montreal, Canada.

Jerry Lampe (Gerald E. Lampe)

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Ph.D. in International Relations, with emphasis on Islamic Studies, U.S. foreign policy, and international law and organization, the **Johns Hopkins School of Advanced International Studies (SAIS)**, Washington, D.C. Dissertation: Ibn al-Muqaffa': Political and Legal Theorist and Reformer (includes an annotated translation of Ibn al-Muqaffa's eighth century work, al-Risala fi al-Sahaba, and important information about Islamic law in its formative period).

Competency in Languages and Cultures:

Studying various languages and cultures is a life-long pastime, but it has been possible to maintain full proficiency in only two: Arabic (Classical, Modern Standard and most major dialects) and French.

Current Positions:

Independent Consultant

Senior Academic Advisor, Arabic Overseas Flagship Programs, the American Councils for International Education

Senior Research Scientist, National Foreign Language Center (NFLC)

Co-Chair, Culture Guidelines Sub-Committee, Interagency Language Roundtable (ILR)

Board Member/Advisor, American Association of Teachers of Arabic, Arabic Distance Learning Network, the Arab Academy, the Arabic Flagship Academic Council, HADI, the National Capital Council of Language Resource Centers, the National Council of Less Commonly Taught Languages, the USDA Graduate School, the US Department of State, the National Virtual Translation Center, the US Department of Education, the American Council on Education, the Tangier American Legation Museum Society, the American Institute for Maghreb Studies, the Coalition of Distinguished Language Centers, and the Association of International Practical Training .

Previous Positions:

Deputy Director, the National Foreign Language Center (NFLC), working *inter alia* on the pedagogy, curriculum, assessment, training, and management of LangNet, an Internet-based language learning support system; the National Flagships Initiative to create a new paradigm in academia that takes students to Superior levels of proficiency; the Arabic Variants Identification Project; the Arab Culture Database (LangSource); Culture Proficiency Guidelines, assessment, and training; and Startalk, an NSLI program to establish intensive summer programs for K-12 teachers and students of critical languages. 2004-2008

President, the American Association of Teachers of Arabic 2004-2006

Senior Research Advisor, the Center for the Advanced Study of Language (CASL), engaged with two projects: the Arabic Variants project and the Arabic Media project to analyze the Arabic Media and to train diplomats to perform effectively in it 2003-2004 (40% time)

Senior Associate, National Foreign Language Center 2000-2004

President, Shaybani Society of International Law

Director, Center for Occupationally-Specific Language Instruction and Internships Abroad (COLTIA), a national fellowship program consisting of a combination of an internship opportunity in Egypt and intensive advanced Arabic language training focusing on business, finance, journalism and the professions 1998-2002

Director, SAIS Language Studies (responsible for the instruction of thirteen languages to 500 graduate students and the supervision of 30 instructors in thirteen language programs and the Multimedia Center) 1980-1998

Assoc. Professor of Arabic and Islamic Studies & Coordinator of the Arabic Program at the Johns Hopkins School of Advanced International Studies (SAIS) in Washington, D.C. 1972-2000

Director, Center for Arabic Study Abroad (CASA), a national fellowship program for the Arabic language and civilization administered by a consortium of 22 academic institutions at the American University in Cairo 1989-2000

Executive Director, American Association of Teachers of Arabic (AATA) 1980-1986

Language Program Coordinator and Senior Instructor, Peace Corps/Tunisia and Morocco 1970-1971

Instructor of French, Brown University Summer, 1968

Instructor of English as a Second Language, Peace Corps/Tunisia 1965-1968

Other Expertise & Qualifications:

- Creator of innovative ideas and solutions
- Record of success in management and supervision, team building and coordination, and interpersonal relations
- Proven abilities in oral and written communication (including writing grant proposals)
- Strong background in applied linguistics and an abiding interest in language pedagogy (has written and published many articles in Arabic and English) and culture
- Certified F.S.I. Examiner for Peace Corps
- ACTFL Oral Proficiency Training
- Consultant and evaluator for numerous academic and government programs
- Multi-lingual spokesman and actor in radio, television and industrial films
- Translator and interpreter for the U.S. Department of State, numerous public and private organizations and the White House
- Actively involved in developing pre-college programs in Arabic since 1978
- Teacher trainer

- Have lived in or traveled to most of the Arab countries of the Middle East and North Africa

Courses Taught

- All levels and many variants of Arabic
- Islamic Law
- History of the Middle East
- Arab Culture
- Arabic-English Translation

Latest Publications:

Editor, Justice and Human Rights in Islamic Law, Washington, D.C.: International Law Institute, 1997

Co-Author with Samia Montasser, SAIS Readers in International Affairs: Advanced Arabic: Kendall/Hunt Publishing Co., 1998

Co-Author of CD Rom with Samia Montasser, Al-Qaari' AD-Dawli (The International Reader): Kendall/Hunt Publishing Co., 1999

Co-Author, Arabic for International Business and Finance, work in progress

Major contributor, LangNet, an Internet-based language learning support system currently available to the US Government (year 2000 to the present)

Culture Proficiency Guidelines 3.2, 2008, currently under consideration by the Interagency Language Roundtable, and Arab Culture Proficiency Guidelines (3rd draft)

Kathleen Kilday, Quality Assurance Coordinator

Summary

- 15 year career in language education
- Expertise in
 - Program development, coordination, and evaluation
 - Test development and evaluation
 - Needs assessment, curriculum design, and program implementation
 - Teacher training and supervision
- Superior written and oral communication skills
- Efficient, responsible, well-organized, detail-oriented team player

Education

Master of Education, 1992, *summa cum laude*, University of Maryland, College Park, MD.

Bachelor of Arts, French, 1989, *summa cum laude*, Georgetown University, Washington, DC.

Employment History

Quality Assurance Coordinator, 2009-Present

National Foreign Language Center, University of Maryland, College Park

Assist Center staff in meeting quality standards for Center products. Act as a resource for Center staff in defining and implementing quality assurance guidelines, protocols, and processes. Assist Center managers in developing standard operating procedures for quality assurance; monitor process and make recommendations for revisions and updates where necessary. Plan, document, and execute quality assurance activities according to project requirements and schedules. Direct, supervise, and coach quality assurance staff in the execution of specific quality control activities. Develop job tools to aid Center staff in the implementation of quality assurance standards.

Curriculum and Instruction Coordinator, 2005-2008

Maryland English Institute, University of Maryland, College Park

Coordinated revision of intensive program curriculum; developed a plan for periodic curriculum review and revision; coordinated development of level achievement tests and other assessment tools; identified appropriate new books and materials. Consulted with faculty to find solutions to problems with classes, materials, and curriculum; oriented, observed and mentored new faculty members; reviewed syllabi. Facilitated faculty professional development by organizing and facilitating faculty workshops and brown bags, and encouraging faculty participation in professional activities. Coordinated all aspects of the summer intensive program. Represented the institute at conferences and meetings. Taught full-time in intensive, semi-intensive, or special programs.

Faculty, 1992-2004

Maryland English Institute, University of Maryland, College Park

Taught courses at all levels of the program, including semi-integrated skills courses in the IEP, integrated skills for matriculated students, writing for graduate students, oral communication and pronunciation for ITAs. Assessed student needs, selected textbooks, designed syllabi, planned lessons, created teaching materials, and developed assessment tools. Coordinated with other instructors to implement curriculum objectives and meet individual students' needs.

Special Program Coordination and Delivery, 1999-2007 Maryland English Institute, University of Maryland, College Park

English for Teaching Seminar Coordinator and Lecturer, 2006-2007

Coordinated two-week program for current and prospective professors at various European universities moving to an English language medium of instruction. Developed and delivered seminar content, arranged lectures and peer observations, coordinated logistics and managed program budget.

Smith MBA Transitions, 2002

Coordinated five-week program for incoming international MBA students at the R.H. Smith School of Business, University of Maryland. Assessed student needs, developed and delivered program content, oversaw budget, served as liaison with Director of MBA/MS admissions.

Institute for Global Chinese Affairs, 1999

Developed and delivered seminar content in an eight-week professional communications program for business leaders and government officials from Beijing and Wuxi, China.

Samara State Pedagogical University Program, 1998

Co-designed, coordinated, and delivered three-week culture and language program for future teachers of English from Samara Pedagogical University, Samara, Russia.

U.S. Postal Service Training Program, 1997

Delivered an intensive training program for postal officials from China and the Ivory Coast.

USIA College and University Partnership Program, 1995-1996

Facilitated teacher training and cultural orientation program for ten faculty members from Samara State Pedagogical University, Samara, Russia.

Membership in Professional Organizations

Washington Area Teachers of English to Speakers of Other Languages (WATESOL)
Teachers of English to Speakers of Other Languages (TESOL)

References

Ms. Marsha Sprague
Director
Maryland English Institute
1121 Holzapfel Hall
College Park, MD 20742
301-405-5185
msprague@umd.edu

Ms. Linda Sahin
Associate Director
Maryland English Institute
1121 Holzapfel Hall
College Park, MD 20742
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Ms. Nancy Gong
International Student Advisor
Office of International Education Services
3116 Mitchell Building
College Park, MD 20742-5215
301-314-0342
ngong@umd.edu

Jennifer L. Robinson, Research Associate

Educational Credentials

Ph.D. in Curriculum and Instruction. *University of Maryland at College Park.*
Dissertation Title “Second Language Learning in Social Context: An Ethnographic Account of an Academic Semester Abroad in Russia.” 1995.

M.Ed. in Teaching English to Speakers of Other Languages. *University of Maryland at College Park.* 1992.

B.A. double-major in Russian Language and Literature AND History with Distinction. *University of Wisconsin-Madison.* 1989.

Relevant Professional Experience

Research Associate—National Foreign Language Center, University of Maryland at College Park, College Park, MD. 2001-present

- **LangNet Project:** Support the development, enhancement, and maintenance of software. Interface with Client representatives, in-house staff, and contractors on technical quality assurance issues. Analyze and document application requirements. Coordinate input from NFLC teams. 2003-present
- **Read Chinese! Project:** Manage communication for the development of content. Support the development, enhancement, and maintenance of the software. Interface with all users on quality assurance. 2008-present
- **LangSource Project:** Support the development, enhancement, and maintenance of the software. Interface with all users on quality assurance. Analyze and document application requirements. Serve as a contact to Editorial Boards and review board entries into the database. 2006-2008
- **EELIAS Project:** Provide quality assurance review to “Evaluation of Exchange, Language, International and Area Studies System (EELIAS),” a web-based reporting system for Title VI-Fulbright Hays grantees. Coordinate input from International Education Programs Service (IEPS) program officers at the Department of Education. 2001-2003

Awards

Excellence in Teaching—Honorable Mention for Teaching English as a Second Language. *Harvard University’s Extension School.* 2000.

Employment History

Research Associate—*National Foreign Language Center, University of Maryland at College Park, College Park, MD. 2001-present*

Preceptor—*Harvard University Extension School, Cambridge, MA.* Instructed English as a Second Language in an academic program for English as a Second Language learners. 1999-2000.

Assistant Professor of General Education—*DeVry Institute of Technology, Long Beach, CA.* Instructed writing courses at freshman through senior levels, including developmental, composition, research and professional writing 1997-1999.

USIA English Teaching Fellow—*University of World Languages, Almaty, Kazakhstan.* Instructed English Grammar, Literature, Mass Media and American Culture for pre-service English language teachers; conducted teacher training seminars on conversational English and approaches to teaching for in-service English language teachers. 1995-1997.

EFL Instructor—*SOROS Foundation Summer School, Issyk-Kul, Kirghizstan.* Instructed three-week intensive courses for English as a Foreign Language teachers at the intermediate-high level on the English language and approaches to teaching. 1996.

Graduate Assistant—*Center for Teaching Excellence, University of Maryland at College Park.* Conducted qualitative evaluation of instructional innovation in teaching Calculus at the University. 1994-1995.

Research Assistant—*National Foreign Language Center, Washington, D.C.* Collected, coded and analyzed qualitative data on the experience of American students of the Russian language participating in an academic semester abroad program in Moscow, Russia. 1991-1992.

Teaching Assistant—*Maryland English Institute, University of Maryland at College Park.* Instructed Oral Communication, Culture and Reading to English as a Second Language students. 1991-1992.

Professional Organizations

Member of ACTFL

References:

Provided upon request.

Olubukola Adeoye, Systems Analyst and Tech Team Manager

Summary

Over 9 years of professional experience in information systems management.

3+ years experience in technical project management.

4+ years experience managing the entire software development cycle.

Proactive creative thinker, willing to take initiative and contribute ideas.

Outstanding team player with leadership and management skills.

Over 2 years experience as a technology manager.

Highly detailed oriented, very organized and works well under pressure.

A strong record of excellence and acknowledgement for getting the job done, consistently rated excellent on all performance appraisals.

Educational Credentials

Masters of Science, Technology Management, Enrolled
Coursework focus on Program and Project Management theory and practice,
University of Maryland, University College, College Park, MD.

Graduate Certificate in Project Management, Anticipated completion May 2009,
University of Maryland, University College, College Park, MD.

Bachelor of Science, Information Systems, May 2004,
Pennsylvania State University, Capital College, Middletown, PA, Honor Graduate.

Associate of Arts, Liberal Arts, December 2000,
Clovis Community College, Clovis, NM, Honor Graduate.

Associates in Applied Science, Production Management, October 2000,
Community *College* of the Air Force, Cannon Air Force Base, NM.

Certificate, Leadership Management Managerial Communication, September 2000,
Cannon Air Force Base, NM.

Relevant Professional Experience

SYSTEMS ANALYST / IT MANAGER (Project and Resource Management)

National Foreign Language Center (Sept. 04 to Present)

ROLE:

- Perform detailed needs analysis, documenting system requirements, and developing system diagrams, use cases or functional documents for proprietary content authoring tools, training and educational courseware.
- Create user manuals to describe installation and operating procedures for products developed.
- Innovate and architect new solutions using existing modules to create robust advanced systems. Model alternative approaches to existing systems development. Suggest solutions and fixes to broken or incomplete application features.
- Liaison between clients, system users and technology group; provide support to sponsors to satisfy their unique needs and requests. Suggest integration approaches based on data from clients. Work with instructional technology team members to customize project system and related components per the sponsor's requests.
- Provide project planning for sponsored research projects to assure that the technical work required is performed as specified under the approved project plan.
- Routinely monitor project progress anticipating and planning for critical time periods. Allocate and/or reallocate IT resources, prioritize and assign task to IT team members for optimal use of time and skills as needed. Work with other functional units to clearly establish and coordinate technology team workload and maintain optimal flow.
- Manage technical documentation and staff assigned. In charge of hiring and supervising the software QA staff, software testers and technical writers and other system analysts.
- Manage product testing from the pre- to post-deliverable stage. Review test plans and work with the testing coordinator to ensure that appropriate test scripts are developed. Review "bug" reports and update specifications as needed to assure the overall technical quality of software products developed.

DATABASE DEVELOPER (Freelance)

Harrisburg, PA (Apr. 04 to Aug. 04)

ROLE:

1992 Designed and developed SQL reporting solutions for internal business applications.

1993 MS Access applications development. Designed and developed database applications based from business requirements to implementation.

1994 Employ HTML, VBScript and ADO programming in a variety of web page development projects.

INFORMATION TECHNOLOGY INTERN

PENNDOT, Harrisburg, PA (Sept. 03 to Aug. 04)

ROLE:

- Maintained department's website as a web developer. Responsible for website content design modifications and updates. Remapped site and made it more user friendly.
- Worked with IT program managers performing information technology project review and approval. Brought together technical and business operations and helped define each project's purpose, cost and impact.
- Created an access database to record IT expenditures and produce reports on demand. Improved the accuracy of data presented by eliminating data conflicts and errors in the multiple spreadsheet system originally used.
- Assisted in the development of PennDOT's IT strategic plan. Analyzed and defined business processes. Compiled SWOT analysis data to identify solutions and provide recommendations for improvement.

STUDENT

Full-Time, Pennsylvania State University, PA (Sept 01 - May 04)

DATA SYSTEMS ANALYST

USAF, Cannon Air Force Base, Clovis, NM (May 99 - Sept 01)

ROLE

- Compiled and reviewed operations data; converted information into charts and graphs used in reports, presentations and briefings.
- Computed performance indicators, distinguished trends and conducted research which initiated special studies and investigations pinpointing possible aircraft system problems.
- Pioneered the work center training sessions; designed the inceptive stimulation and prototype lesson plan for over 25 subsequent sessions.

DATABASE MANAGER

USAF, Cannon Air Force Base, Clovis, NM (May 96 - May 99)

ROLE

- Monitored, managed and maintained the Management Information System (MIS), ensured automated system capability and compatibility requirements were met.
- Designed a macro program to generate reports, significantly reducing man-hours spent manually running such reports.
- Adeptly developed a problem/solution file system which provided instant references to common problem resolutions; this provided other database managers a means to quickly retrieve fix to common problems, thereby allowing more time to research and resolve difficult problems.

Awards

Who's Who Among Students in American Universities and Colleges; 2004
Phi Kappa Phi, National Honor Society Penn State Chapter; member 2004
Beta Gamma Sigma School of Business Honor Society, 2004
Dean's List Penn State Harrisburg, Spring 2003, Fall 2003.
Honors graduate, Clovis Community College.
Associate of the month, January 2002, OfficeMax, Harrisburg, PA
Airman of the Year, 2000, 27th Operations Group, Cannon Air Force Base, NM

Employment History

United States Air Force (May 96 – Sept 01)
Pennsylvania State University, PA (Sept 01 - May 04)
PENNDOT, Harrisburg, PA (Sept. 03 to Aug. 04)
National Foreign Language Center (Sept. 04 to Present)

Professional Organizations

N/A

References

Available upon request

SHUROUQ SWAITTI
Faculty Research Assistant

EDUCATION:

Georgetown University, Washington, DC

Edmund A. Walsh School of Foreign Service

MA in Contemporary Arab Studies with concentration in Politics

Manhattanville College, Purchase, NY

Bachelor of Arts, May 2004

Major: **International Studies with concentration in the Middle East and Management**

Minor: **Women's Studies**

Senior thesis: **Women and Political Participation: The Role of Hanan Ashrawi**

Institute for International Studies, Seville, Spain

Academic Cooperative Program, Fall 2003

Spanish Language, International Relations, History and Politics of the Mediterranean Region.

Georgetown University, Chania, Greece

International Institute for Political and Economic Studies, Summer 2003

Mahindra United World College of India, Pune, India

International Baccalaureate, 1998-2000

HONORS:

CNN LIVE FROM JERUSALEM, SP 2002, NYC Studio --Seeds of Peace Spokesperson

HARVARD NATIONAL MODEL UNITED NATIONS CONFERENCE, Boston, MA --
Delegate

SEEDS OF PEACE MIDDLE EAST SUMMIT, Villars, Switzerland -- Novartis Scholar

HONORABLE MENTION FOR COMMUNITY SERVICE, Manhattanville College, NY

MOTHER DAMMANN GRADUATE AWARD, Manhattanville College, NY

ARRUPE SCHOLARSHIP FOR INTERNATIONAL PEACE, Georgetown University,
Washington, DC

YOUNG PRESIDENTS ORGANIZATION CONFERENCE—Florence, Italy--Faculty

EXPERIENCE:

Spring 2007-present

Faculty Research Assistant, Arabic Variants Project

National Foreign Language Center, University of Maryland, College Park,
MD

- ◆ Conduct research on various Arabic dialects.
- ◆ Coordinate efforts with a multidisciplinary team and external consultants to create a multimedia educational tool.
- ◆ Manage some aspects of the project for process enhancement and the creation of a text collection library.

Fall 2006

Research Assistant/Project Manager

Argus International Group, Washington, DC

- ◆ Conducted Research on issues pertaining to the Saudi embassy.
- ◆ Developed proposals for new initiatives focusing on youth empowerment in the Middle East.
- ◆ Edited proposals and reports for client.
- ◆ Provided sophisticated analysis of the political issues in the Middle East and Gulf states.

Summer 2006

Arabic Language Assistant Teacher

Howard University Summer Immersion Program, Washington, DC

- ◆ Assisted in designing language teaching materials for secondary-school students
- ◆ Co-Teacher in a full-immersion Arabic language program conducted daily for six weeks.
- ◆ Designed and implemented cultural activities and dance, art and cooking workshops to complement the language teaching program.

Summer 2005

New Internationalism Project Intern

Institute for Policy Studies, Washington, DC

- ◆ Research, preparation of educational materials and drafting op-eds.
- ◆ Monitoring UN developments and U.S. policy toward the UN.
- ◆ Monitoring international news sources, participating in preparation of speeches, talking points and articles.

Fall 2004

Research Assistant/TA

Georgetown University, Professor Jean AbiNader, Investment and Marketing Issues in the Arab World

- ◆ Assisted in updating the course syllabus.
- ◆ Attended some class lectures and provided notes.
- ◆ Searched for up to date articles and scholarly work relevant to the course.

Spring 2003

Human Rights Intern/Translator

Forefront, Inc, New York, NY

- ◆ Established networking between the organization and various international NGOs.
- ◆ Translated human rights publications from English to Arabic.
- ◆ Conducted research and assisted in updating the Human Rights Connections website.

Summer 2001

Delegation Leader

Middle East Non-Violence and Democracy, Jerusalem, West Bank

- Coordinated and transmitted communications for all events.
- ◆ Organized art and social service projects.
- ◆ Constructed financial reports and promotional material for attendees and public.

Summer 2002

Program Leader

Seeds of Peace, Portland, ME/ New York, NY

- 1995 Assisted in establishing an Alumni database.
- 2000 Assisted in fundraising events and networking.
- 2001 Supervised camp activities and cultural events.

1998 - 2000

Volunteer Teacher

Paud Children's Home, Pune, Maharashtra, India

- ◆ Educated children, grades K-7, in all academic courses.
- ◆ Increased social and language skills of 60 orphans.
- ◆ Implemented art and music programs.

2001 – 2004

Office Assistant

Manhattanville College, Purchase, NY

- Assisted in evaluating prospective applicants through GPA calculations, reviewing of credentials, and consistent contact with potential candidate within the Admissions Department.
- Served at the Telecounseling Department.
- Assisted the Development office in communicating with alumni through phone calls and college publications.
- Provided guidance and support to younger students through orientation and mentoring programs.

COMPUTER SKILLS Microsoft Office Programs, Internet, web searching, Lexis-Nexis, Gold Mine, Raiser's Edge database System, Flash and Microsoft Project Management.

LANGUAGE SKILLS: Fluent in Arabic
 Proficient in Spanish
 Basic knowledge of Hindi and Hebrew

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS:

Aug 1996 - Present Seeds of Peace – Active participant/Advisory Council Member

Jun 2001- Aug 2001 Middle East Non Violence and Democracy - Volunteer

Sept 2001 - Jan 2003 International Student Organization –

Ziyun Deng

Graduate Assistant

EDUCATION

University of Maryland, College Park, M. Ed Program 08/2007- present
Second Language Education and Culture Program, College of Education
· Related Courses: Cross-Cultural Communication, World Religions, Second Language Acquisition

Peking University, Beijing, China, Bachelor of Arts 09/2003- 07/2007
Dept. of English Language and Literature, School of Foreign Languages

PROFESSIONAL WORK EXPERIENCE

National Foreign Language Center at University of Maryland 08/2008- present
· Edit and collaboratively design online learning object materials for *Read Chinese* Program
· Record audio scripts, provide visual aids, and compose cultural notes for reading materials
· Facilitate poster session in Title VI 50th Anniversary Conference representing NFLC

Confucius Institute at University of Maryland 03/2008- 08/2008
· Facilitated Chinese Culture Summer Camp and invigilated the Chinese Language Level Test
· Communicated with K-12 teachers in eastern states for *Chinese Bridge* language competition
· Composed report for the 2nd Plenary Conference of Confucius Institutes in the U.S.A.

Diplomatic Language Services, Washington D.C. 06/2008-08/2008
· Instructor of Mandarin Chinese language course for U.S. Government employees, and evaluated student progress with self-designed curriculum

Office of International and Executive Programs, Univ. of Maryland 10/2007- 01/2008
· Conducted acculturation workshops for international visiting scholars
· Prepared paperwork and planned events

Academic Support and Career Development Unit, Univ. of Maryland 10/2007- 02/2008
· Advised freshman students for academic and cultural adjustment
· Tutored English 101 course to speakers of foreign languages

Department of Public Relations, Zhangjiang Ltd, Shanghai, China 05/2004- 09/2004
· Communicated with newspapers, TV station, and municipal government

Awards Received:

Recipient of Chunhui Research Fellowship from Chinese Ministry of Education, 2007-present
Overseas scholarship recipient for theatre performance to Ouachita Baptist University, USA
10/2005

Recipient of Distinguished Social Work Award, 2004
Peking University Student Choir Group member, Alto, 09/2003-03/2007

Cynthia Y. Ning

Personal:

Work address: Center for Chinese Studies, **University of Hawai'i at Manoa**

Honolulu, HI 96822. Tel: (808) 956-2692; FAX: (808) 956-2682

e-mail: cyndy@hawaii.edu

Education:

1986: PhD, U. of Michigan, Ann Arbor, MI

———— Major: Chinese Language & Literature; minor: Chinese Linguistics

Dissertation: Comic Elements in the (Yuan drama) Xiyouji zaju

1977: MA, U. of Michigan, Ann Arbor, MI; Chinese Language & Literature

1974-5: Mandarin Training Center, National Taiwan Normal University

1973: BA, Kalamazoo College, Kalamazoo, MI; German Lang. & Literature

1971-2: Universität Erlangen; Erlangen, Germany

Work experience

2007, 2008, 2009 pending: Director, STARTALK/Confucius Institute at UH-Manoa
Chinese Language Summer Immersion Sports Camp and Teacher Training
Institute

2006–present: US Director, Confucius Institute at the University of Hawaii

2001–present: Executive Director, Chinese Language Education Association

1991–present: Associate director, Center for Chinese Studies, University of Hawaii

1991, 1992, 1993, 2000: Teacher trainer in Chinese, Summer Intensive Language Training Institute, National Foreign Language Resource Center at the Second Language Teaching & Curriculum Center, UH

1990–5: Leader of the Curriculum/Methodology Team, National Foreign Language Resource Center, UH

1988–1993: Director, Testing Project, Nat. Resource Center for E. Asian Studies, UH

1988: Lead teacher, 2nd Year Chinese, E. Asian Summer Language Inst., Indiana U.

1986–91: Coordinator, Center for Japanese Studies, UH

1985–6: Teacher of Chinese, Punahou School

1983–5: Project Administrator/Outreach Coordinator, National Resource Center for East Asian Studies, UH

1979-83: Instructor in Chinese, Dept. of East Asian Languages & Literatures, UH

1976-8: Graduate Assistant in Chinese, Dept. of Far Eastern Languages & Literatures, University of Michigan

1969-73: Assistant in Chinese, Neglected Languages Program, Kalamazoo College

Grants & awards:

2007, 2008, 2009 pending: STARTALK grant for Summer Immersion Chinese Language Sports Camp (Principal investigator; \$105,000; renewable annually for 7 years)

2006-indefinitely: Confucius Institute language training center, PRC Ministry of Education (Principal investigator; \$100,000 per year for first 5 years)

2006-10: National Resource Center for East Asian Studies, US Department of Education (Co-investigator; \$1,200,000)

2001-5: National Resource Center for East Asian Studies, US Department of Education (Co-investigator; \$900,000)

2000-: Clarence T.C. Ching Foundation, award to write the manuscript for “Legacy: Hawai’i’s Chinese Societies in the Year 2000” (Principal Investigator, \$25,000)

- 1998–2002: US Department of Education, International Research & Studies Program, “Exploring in Chinese: a Second Year Text for Mandarin Chinese” (Principal Investigator, \$167,500)
- 1997: Selected for “Ninety Fabulous Faculty” (out of 3,000) of the University of Hawaii, in celebration of the 90th anniversary of the founding of the University
- 1995–7: National Security Education Program, “A Two-year Distance Education Program in Mandarin Chinese” (Co-investigator)
- 1995: Fulbright-Hays Group Projects Abroad, “China Field Study” (Group leader, \$54,000)
- 1994–5: Hawaii Committee for the Humanities, “Legacy: Profile of Hawaii’s Chinese Community” (Humanities Scholar; \$9,745)
- 1994: UH University Software Development Program Award for “ABC Chinese Language Database” (Principal Investigator; \$14,076)
- 1994: Teacher of the Year award, Hawaii Association of Language Teachers
- 1993-96: US Department of Education, “Program to Develop the Second Language Teaching and Curriculum Center at the University of Hawai’i as a National Resource Center” (Co-investigator; area project team leader)
- 1993–95: US Department of Education, International Research & Studies Program, “The ABC (Alphabetically-based Computerized) Chinese-English Dictionary Project” (Principal Investigator; \$99,904)
- 1993: Presidential Citation for Meritorious Teaching, University of Hawaii
- 1992: UH Educational Improvement Fund, “Developing an alternative environment for teaching reading in first- and second-year Chinese, and assessing the efficacy of this environment using a computerized reading-proficiency test.” (Principal investigator; \$3,000)
- 1991: UH Research Relations Fund, “Communicating in Chinese” (Principal investigator; \$4,000)
- 1990-93: US Department of Education, “Program to Develop the Second Language Teaching and Curriculum Center at the University of Hawai’i as a National Resource Center” (Co-investigator; area project team leader)

- 1988-9: Hawaii Committee for the Humanities, “The Future of Noh & Kyogen: Traditional Japanese Arts in the Post-modern World” (Project Director; \$12,000)
- 1988-89: US Department of Education, “Program to Train Teachers for Foreign Language Programs in Elementary Schools” (Investigator)
- 1987-8: US Department of Education, “Developing & Implementing Proficiency-based Curricula in Chinese & Japanese at the Elementary, Secondary, & Post-secondary Levels” (Project Director; \$115,908)
- 1987-8: Hawaii Committee for the Humanities, “Chinese Social Relations: The Ideal vs. The Real” (Project Director/Humanities Scholar; \$12,780)
- 1987: UH University Research Council Travel Award
- 1986-7: US Dept. of Education, “Developing Proficiency-based Curricula in Chinese & Japanese for Elementary & Secondary Schools” (Project Director; \$90,618)
- 1986: Fulbright Summer Seminar in the PRC (Participant & Language Consultant)
- 1985-6: US Department of Education, “Developing Tools for Proficiency Measurement & Instruction in Chinese & Japanese” (Project Director; \$34,492)
- 1985-6: Hawaii Committee for the Humanities, “East Asian Outreach” (Project Director/Humanities Scholar; \$11,000)
- 1984-5: Hawaii Committee for the Humanities, “East Asian Outreach” (Project Director/Humanities Scholar; \$1,100)
- 1975-9: U. of Michigan Graduate Fellowship Awards

Courses taught:

ASAN 320: Asian Nations Studies: China

ASAN 330: Chinese Film: Its Art & History

ASAN 600: Proseminar on Asia: China (required course for incoming majors)

ASAN 651: East Asia Now (focus on film; capstone course for majors in EAS)

CHN 101-401: First–Fourth year Chinese (regular, intensive, experimental, & distance)

CHN 313-4: Mandarin for Cantonese Speakers

CHN 491: Oral Fluency in Mandarin Through Film

EALL 360: Comic Literature of China & Japan

HON 491: Laughter & Comedy (an Honors Colloquium)

HON 491: Hollywood Cinema & US Society (an Honors Colloquium)

Publications (language):

Encounters: Chinese Language & Culture, a multi-media package for beginning and intermediate Chinese, Yale University Press and the China International

Publishing Group, forthcoming

"Learner as Focus in the Chinese Language Classroom: Moving from "Talking the Talk" to "Walking the Walk", in *Teaching Chinese as a Foreign Language*, edited by Michael Everson and Yun Xiao. Boston: Cheng & Tsui, 2008.

Say It in Mandarin, 24 ten-minute shows to teach elementary Chinese to 3-5 grade students, produced by the Hawaii Department of Education and broadcast on Hawaii PBS beginning in August, 2008.

Exploring in Chinese: A Second-year Curriculum (2 vols), Yale University Press, 2007

Say It in Chinese, 24 fifteen-minute shows to teach elementary Chinese, produced by the Hawaii Department of Education and broadcast on Hawaii PBS beginning in October, 2004 (still ongoing).

"Second Language Studies and College-level Chinese Language Textbooks in the U.S." in *China Review International*, Volume 8 Number 1 (Spring 2001), pp. 34-56

Communicating in Chinese: A First-year Curriculum, Yale University Press.

Student's book 1: Listening & Speaking, 1993. 243 pp.

Teacher's book 1: Listening & Speaking, 1993. 199 pp.

Student's book 2: Reading & Writing, 1994. 288 pp.

Teacher's book 2: Reading & Writing, forthcoming in 1999.

Picture cards to accompany Student's Book 1, 1994.

Audiotapes to accompany Student's Book 1, 1995.

Listening Comprehension Workbook with Audiotapes, with Yeh Meng, 1999.

Chinese Language Video Lessons for Classroom Use with Stephen Fleming and David Hiple, UH Second Language Teaching & Curriculum Center, 1997

Chinese Sentence Book: A Copy-Ready Workbook, Bess Press, 1996

Chinese Language Video Clips for Classroom Use with Stephen Fleming and David Hiple, UH Second Language Teaching & Curriculum Center, 1996

Readings in Authentic Chinese Texts (3 levels) with Stephen Fleming & David Hiple, UH Second Language Teaching & Curriculum Center, 1994

Authentic Chinese Video with Madeline Spring, David Hiple, & Stephen Fleming, UH Second Language Teaching & Curriculum Center, 1994

Resources in Teaching Chinese as a Foreign Language, National Resource Center for East Asian Studies, U.of Hawaii at Manoa, 1983

Publications (literature, film and other)

"Yao Ming" in *An Historical Encyclopedia of Sino-American Relations*, McFarland, forthcoming

"Engaging a *truly foreign* language and culture: China through Chinese film" in *Educational Perspectives*, forthcoming

"Qingchunji," "Sun Zhou," "Zhang Nuanxin," "Zhang Yimou," and "Zhang Yuan" in *The Chinese Cultural Encyclopedia*, Routledge, 2004

"Qingchunji (Sacrificed Youth)" and "Zhang Nuanxin" in *Women Filmmakers and Their Films*, St. James Press, 1998

"Other"-cultural Comedy: US and Chinese Comic Cinema" in *The Honolulu Magazine*, November, 1996

"Chinese Romantic Comedy" in *The Comic in the Culture*, a Humanities Guide by the UH Summer Session, 1996

"Yuan zaju zhong de xiju chengfen: zaju zhong de Tang Sanzang he Sun Wukong" (Comic elements in Yuan zaju: Tripitaka and Monkey in the Xiyouji zaju), *Hebei*

Shiyuan Xuebao (Journal of the Hebei Teachers Institute), Yuan Qu Yanjiu Zhuanhao (Special Issue on Yuan Drama), Hebei Teachers Inst. Press, No 2, 1990

“Meiguo de Quxue Yanjiu” (Yuan drama studies in the USA), *Hebei Shiyuan Xuebao (Journal of the Hebei Teachers Institute)*, Yuan Qu Yanjiu Zhuanhao (Special Issue on Yuan Drama), Hebei Teachers Institute Press, No. 2, 1990

“The Uses of Traditional Chinese Fiction” in *Myriad Worlds: 200 Years of the Chinese in Hawaii*, Hawaii Heritage Center, 1989

Translation, “Ah Jia’s Theory of Xiqu Performance” by Liu Yizhen, with Hu Dongsheng, Yang Zhi, & Dai Ling, in *Asian Theatre Journal* Vol. 5 No. 2, U. of Hawaii Press, 1988

“The Treatment of Personal Liberty in Chinese Dramatic Comedy,” in *Chinese Social Relationships: The Ideal Vs. The Real*, Center for Chinese Studies, U. of Hawaii at Manoa, 1988

Translation, “Literature & I” by Ba Jin, with Yihua Wang, in *Stone Lion Review* No. 14, Harvard University, 1986

Papers presented (language)

“Achieving the Superior Level through Filmic Comedy” on the panel “Integrating Content and Skill” at the annual conference of the Association for Asian Studies, held April 7-9, 2006, in San Francisco, CA.

“Chinese Language Education in the US,” invited paper presented at the symposium on “E-language Learning” organized by the US Department of Education and the Chinese Ministry of Education, held September 22-27, 2002, in Chongqing and Beijing, PRC.

“Second Language Studies and College-level Chinese Language Textbooks in the US” on the panel “Chinese Language Teaching in the US”; invited paper presented at the conference “Chinese Contributions to America: An International Academic Conference,” held October 20-21, 1999, in Flushing, New York.

“Materials for the Second Year: Student Input, Simulated Authentic Video, and the Feature Film” on the panel “The Challenge of the Second Year”—Chinese Language Teachers Association (CLTA)/American Council on the Teaching of Foreign Languages (ACTFL) joint Annual Meeting, November, 1998, Chicago

“Techniques for Teaching on Interactive Television” (panel presentation)—CLTA/ACTFL joint Annual Meeting, November, 1997, Nashville

- “Slices of Life: Videotexts in the Classroom” (panel presentation)—CLTA/ACTFL joint Annual Meeting, November, 1996, Philadelphia
- “Using Authentic Video in Classroom Instruction” on the panel “Distance Learning in Mandarin Chinese”—CLTA/ACTF joint Annual Meeting, November, 1995, Anaheim, CA
- “Integrating Authentic Reading into Classroom Instruction” on the panel “Teaching Reading Using Authentic Texts”—CLTA/ACTFL joint Annual Meeting, November, 1994, Atlanta, GA
- “Communicating in Chinese: An Overview” on the panel “Communicating in Chinese in Principle and Practice”—ACTFL Annual Meeting, Nov. 1993, San Antonio, TX
- “The Issue of the Writing Task” on the panel “Computer-Adaptive Reading Proficiency Testing in Chinese”—CLTA Annual Meeting, Nov. 1993, San Antonio, TX
- “Cultural Considerations in Devising Role-plays” on the panel “Role-plays in East Asian Languages”—ACTFL Annual Meeting, November 1992, Chicago, IL
- “Implications of Criterion-based Testing for Classroom Teaching” on the panel “Criterion-based Testing and Teaching in Chinese”—CLTA Annual Meeting, November, 1992, Chicago,
- “Performance-based language instruction” as an invited speaker at the Colloquium on Teaching East Asian Languages, Indiana University, August 30, 1992, Bloomington, IN
- “Standardized Testing Techniques Applied to Classroom Testing” on the panel “Proficiency, Prochievement, and Achievement Testing in Less Commonly Taught Languages”—ACTFL Annual Meeting, November 1991, Washington D.C.
- “Proficiency-based language instruction” (keynote address), British Columbia Chinese & Japanese language teachers conference, November, 1991, University of British Columbia, Whistler, British Columbia
- “Preliminary data from 1989-90 standardized testing project in Chinese and Japanese”—CLTA/ACTFL Annual Meeting, November 1989, Boston, MA
- “Criteria for Teaching & Testing a Proficiency-based Curriculum”—ACTFL Annual Meeting, November 1988, Monterey, CA

“Communicating in Chinese” on the panel “New Materials in Teaching Chinese as a Second Language”—CLTA/ACTFL Annual Meeting, Nov. 1990, Nashville, TN

“Varieties of Information-gap Activities”—HALT/HCTE Joint Annual Conference, February 1988, Honolulu

“Implementing Proficiency-oriented Curricula in Chinese”—CLTA/ACTFL Annual Meeting, November 1987, Atlanta, GA

“The Proficiency-based Curriculum in Chinese & Japanese at the Elementary & Secondary Levels”—Annual HALT/HCTE Conference, April 1987, Honolulu

Papers presented (literature)

“For Money or Love: Configurations of Romance in Early Drama” on the panel “In Honor of James I. Crump’s Contribution to the Study of Yuan Drama”—Assoc. for Asian Studies Annual Meeting, April, 1996, Honolulu, HI

“Romantic Comedy in Traditional Chinese Drama” on the panel “Transgressor-heroes in Chinese & Japanese Comedy”—Modern Languages Association Annual Convention, December 1991, San Francisco

“Comic Elements in Yuan zaju: Tripitaka and Monkey in the Xiyouji zaju”—First International Conference of the International Society on Yuan Drama Studies, February 1990, Shijiazhuang, PRC

“Yuan Studies in the USA”—First International Conference of the International Society on Yuan Drama Studies, February 1990, Shijiazhuang, PRC

“The Chinese View of Liberty”—symposium on “Chinese Social Relationships: The Ideal vs. the Real,” April 1988, Honolulu

“The Comedic Tradition in Classical Chinese Drama”—International Conference on Comparative Literature sponsored by the UH/EWC, January 1988, Honolulu

“Comedy in Yuan Drama: Tripitaka & Monkey in the Xiyouji Zaju”—AAS Annual Conference, April 1987, Boston

“The East Asian Presence in Hawaii”—AAS Annual Conference, March 1985, Philadelphia, PA

Workshops conducted

"Standards and Chinese Language Instruction," August 3-9, 2008, at the U-Wisconsin Madison's USDOE FLAP-supported teacher-training institute.

"Performance-based Instruction in Chinese", held August 19, 2007, in Greenlake Public Library, Seattle, WA, sponsored by the Chinese Language Core Team.

"AP-Chinese and Performance-based Instruction in Chinese", held September 22, 2006, at the Beijing Foreign Studies University, Beijing, PRC

"Performance-based Instruction in Chinese" for EARCOS member schools, held September 15-20, 2006, at the Hong Kong International School, Hong Kong

"Performance-based Instruction in Chinese," held March 19, 2006, at Stanford University; co-sponsored by the Stanford U NRCEA and the Chinese-American Immersion School

"Performance-based Instruction in Chinese," held November 16, 2005, at the annual conference of the Chinese Language Teachers Association in Baltimore, MD

"Performance-based Instruction in Chinese," held March 26, 2005, at the National Taiwan Normal University's Program in TCFL, Taipei, Taiwan.

"Performance-based Instruction in Chinese," held July, 2004, at the Beijing International School in Beijing, PRC.

"Performance-based Instruction in Chinese," held March 13-15, 2003, at the Taipei American School in Taipei, Taiwan

Primary workshop leader of the "Seminar on Chinese Language Pedagogy," sponsored by the East Asian Studies Center, University of Wisconsin-Madison, for 10 high-school and college Chinese language instructors, June 17–20, 2002

"Performance-based Instruction in Chinese" with co-presenters Stephen Fleming, David Hiple, and Tao-chung Yao, held at the University of Hawaii under a grant from the UH National Foreign Language Resource Center, July 10–21, 2000

"University of Hawaii–Peking University Chinese Language Teaching Workshop #2" with co-presenters Stephen Fleming, David Hiple, and Tao-chung Yao, under a grant from the National Security Education Program, at Peking University (participants were from approx. 10 institutions in Beijing), April 18–20, 1996

"University of Hawaii–Peking University Chinese Language Teaching Workshop #1" with co-presenters Stephen Fleming and David Hiple, under a grant from the

National Security Education Program, at Peking University (participants were from approximately 15 institutions in North China), April 11–13, 1995

“Principles & Practice of Proficiency-based Language Instruction”—Yale-in-China program, Chinese U. of Hong Kong, March 17–19, 1994

“The Chinese Speaking Test”—sponsored by the Center for Applied Linguistics (Washington, D.C.), offered at annual conference of the Chinese Language Teachers’ Association, Washington, D.C., Nov. 21-22, 1991

“Principles & Practice of Proficiency-based Language Instruction”—given in Chinese at the Yale-in-China program of the Chinese University of Hong Kong, September 11-14, 1991

“The Chinese Speaking Test”—sponsored by the Center for Applied Linguistics (Washington, D.C.), offered at the U. of Hawaii, July 6-7, 1991

“Foreign Language at the Elementary School: Methodology”—College of Languages, Linguistics, and Literatures, August 6-24, 1990, Honolulu (course coordinator). Sponsored by the Hawaii Department of Education.

“Interactive Strategies for Language Teaching”—Hawaii Department of Education, June 22-29, 1990, Honolulu.

“Interactive Strategies for Language Teaching”—Hawaii Department of Education, June 13-15, 1990, Hilo, Hawaii.

“Proficiency-based Instruction in Mandarin Chinese”—British Columbia Association of Teachers of Modern Languages Annual Conference, October 20-21, 1989, Vancouver. Sponsored by the Canadian Ministry of Education.

“Workshop on Language Pedagogy for High School Teachers of Chinese”—East Asian Summer Language Institute, July 9-15, 1988. Sponsored by Indiana U.

Plus over 500 half- and one-day workshops on teaching foreign language for proficiency & teaching Chinese language & culture, conducted in various public and private schools and at the university level, around the US, in the PRC and in Taiwan, and in the UK.

Professional service

2006–: Advisory Board member for STARTALK: a project of the National Foreign Language Program at the U of Maryland

- 2000–: Chinese language test rater for the Center for Applied Linguistics
- 1994–: Consultant for Chinese films (write articles & film synopses, act as liaison for Chinese producers, directors, cinematographers, performers), Hawaii International Film Festival
- 1993–03: Member of the Editorial Board, ABC Chinese-English Dictionary project (the first edition was published in 1996 by the University of Hawai'i Press; an expanded edition was published by the University of Hawai'i Press in 2003)
- 1993–5: Mentor in the American Council on Education's national dissemination project entitled "Spreading the Word: Improving Foreign Language Instruction in Colleges and Universities," with major funding provided by the National Endowment for the Humanities
- 1994–5: Chair, Senate Committee on Professional Matters, U. of Hawai'i at Manoa
- 1993–4: Member, UH-Manoa Faculty Senate Executive Committee
- 1992–6: Member, UH-Manoa Faculty Senate
- 1992–3: Chair, Senate Committee on Professional Matters, U. of Hawai'i at Manoa
- 1991–5: Member of the Advisory Board for the Chinese Proficiency Test, for the Center for Applied Linguistics
- 1991–3: Consultant to the project "Developing computer-adaptive proficiency tests for Chinese," supported by a US Dept. of Education grant to Mt. Holyoke College
- 1991–3: Final judge for foreign languages, Sterling Scholar competition, State of Hawaii
- 1990–: Oral proficiency tester for the American Council for the Teaching of Foreign Languages; short-term contracts for testing in Chinese for AT & T

Language ability:

- Chinese: Mandarin: excellent (rated Superior for speaking & reading)
 Fuzhou: good (estimated Advanced for speaking)
 Cantonese: fair (estimated Intermediate High for speaking)

Shanghainese: minimal (estimated Intermediate Low for listening)

German: good (estimated Intermediate High for speaking, Advanced for reading)

French: fair (estimated Intermediate Low for speaking and reading)

Japanese: fair (rated Intermediate Low for speaking, estimated Novice High reading)

Urdu: minimal (estimated Novice High for speaking and reading)

Professional affiliations

American Council on the Teaching of Foreign Languages (certified Oral Proficiency Tester for Chinese, trained but not yet certified in ESL; member of Nominating Committee, 1999-2002; member of Birkmaier Awards Committee, 1999-2001; member)

Association of Asian Studies (member)

Chinese Language Education Association of Hawaii (president, 1983-86; life member)

Chinese Language Teachers Association (executive director, 2001–present; immediate past president, 1999-2000, president, 1998–9; vice president, 1997–8; program chair for conference, 1995–6; member of the board of directors, 1994–6)

Hawaii Association of Language Teachers (president, 1989-1991; chair of annual conference, 1989-1992; life member)

Michael E. Everson
Associate Professor of Foreign Language Education
College of Education

Contact: michael-everson@uiowa.edu

N240 Lindquist Center

The University of Iowa, Iowa City, IA 52242

Phone: 319 335 6175

FAX: 319 335 5609

Publications (Selected)

Books (Edited)

Everson, M.E. and Xiao, Y. (Eds.) (2008). Teaching Chinese as a Foreign Language. Boston: Cheng & Tsui.

Everson, M.E. (In Preparation). Research in Chinese as a Foreign Language (co-edited with Helen Shen). National Foreign Language Resource Center, University of Hawaii.

Book Chapters (Including conference proceedings)

Everson, M. E. (2008). Issues in Chinese Literacy Learning and Implications for Teacher Development. Proceedings from the International Research Symposium on Chinese Language Education and Teacher Development. November 2-7, 2007. Shanghai, China.

Everson, M.E. (2008) The Importance of Standards. In Everson, M.E. & Xiao, Y. (Eds.) Teaching Chinese as a Foreign Language (pp. 3-18). Boston: Cheng & Tsui.

Everson, M.E. (2008) Literacy Development in Chinese as a Foreign Language. In Everson, M.E. & Xiao, Y. (Eds.) Teaching Chinese as a Foreign Language (pp. 97-112). Boston: Cheng & Tsui.

Everson, M. E. (2007). Developing Orthographic Awareness Among CFL Learners: What the Research Tells Us. In Andreas Guder, Jiang Xin and Wan Yexin (Eds.) "Duiwai Hanzi renzhi yu jiaoxue - Cognition, Teaching and Learning of Chinese Characters," Beijing University Press.

Everson, M. E. (2007). New Horizons for Conceptualizing Vocabulary Development in Reading Chinese as a Foreign Language (CFL). In B. Yuan (Ed.), Applied Chinese Language Studies. Cypress Books: London, England.

Everson, M.E. (2007). Viewing Diversity of Subject Matter: The Case of Reading in Chinese. In S. McGinnis and M.H. Haley (Eds.), *The Many Views of Diversity: Understanding Multiple Realities*. Northeast Foreign Language Conference Report. NEFLC.

Schleicher, A. & Everson, M. E. (2006). *Advancing Less Commonly Taught Language Instruction in America: The Time is Now*. In Audrey L. Heining-Boynton (Ed.), *ACTFL 2005-2015 Realizing Our Vision of Languages for All*. Pearson Prentice Hall: Upper Saddle River, NJ.

Jackson, N.E., Everson, M.E., and Ke, C. (2003). Beginning Readers' Awareness of the Orthographic Structure of Semantic-Phonetic Compounds: Lessons from a Study of Learners of Chinese as a Foreign Language. In C. McBride-Chang (Ed.), *Reading Acquisition in Chinese Children*.

Everson, M. E. (2002). Theoretical developments in reading Chinese and Japanese as foreign languages. In Hammadou-Sullivan (Ed.), *Research in Second Language Learning: Literacy and the second language learner*. Greenwich, CT: Information Age Publishing.

Schrier, L. L. & Everson, M. E. (2000). From the margins to the new millennium: Preparing teachers of critical languages. In D. Birckbichler and R. Terry (eds.), *Reflecting on the past to shape the future*. National Textbook Company, Lincolnwood, IL.

Ke, C. & Everson, M.E. (1999). Recent research in CFL reading and its pedagogical implications. In Chu, M. (Ed.), *Mapping the Course of the Chinese Language Field*. Kalamazoo, MI: Chinese Language Teachers Association, Inc.

Journal Articles (Refereed)

Everson, M. E. (1998). Word recognition among learners of Chinese as a foreign language: Investigating the relationship between naming and knowing. *The Modern Language Journal*, 82, (2), 194-204.

Everson, M. E. & Kuriya, Y. (1998). An exploratory study into the reading strategies of learners of Japanese as a foreign language. *Journal of the Association of Teachers of Japanese*, 32, (1), 1-21.

Online Resources

2007-Present. Co-designer, reading lessons on Read Chinese!, online reading program sponsored by the National Foreign Language Center, found at www.nflc.org

Published Book Reviews

Acts of Reading: Exploring Connections in Pedagogy of Japanese by Hiroshi Nara and

Mari Noda. The Modern Language Journal.

Review of Clavis Sinica 3.0: Chinese Dictionary and Reference Software. The Journal of the Chinese Language Teachers Association.

The Routledge Language Encyclopedia. The Modern Language Journal, 3, Vol 86.

All Things Considered: Advanced Reader of Modern Chinese by Chou Chih-p'ing, Xia Yan, Goh Meow Hui, 2001, Princeton University Press. In Journal of the Chinese Language Teachers Association, 2001, Vol. 36: 3, pp. 113-116.

Reading Chinese Script: A Cognitive Analysis by Wang Jian, Albrecht W. Inhoff, and Chen Hsuan-chih. The Modern Language Journal, 84, #2.

Exploring Second Language Reading: Issues and Strategies by Neil Anderson. The Modern Language Journal, 83, #3.

Literature and Society: Advanced Reader of Modern Chinese by Chou Chih-p'ing (Ed. Vol. 1 Texts), Wang Ying & Wang Xuedong (vol 2 Vocabulary, Grammar Notes, Exercises). Journal of the Chinese Language Teachers Association, 34, #3.

Others

Everson, M.E. (2002) Forward written for the following volume: Mary S. Erbaugh (Ed.), Difficult Characters: Interdisciplinary Studies of Chinese and Japanese Writing. National East Asian Language Resource Center, The Ohio State University. Columbus, OH.

Presentations

Keynote Addresses

(2008) Issues in Chinese Literacy Learning and Implications for Teacher Development. International Research Symposium on Chinese Language Education and Teacher Development. Vancouver, British Columbia, Canada. Official Opening of the

Centre for Research in Chinese Language and Literacy Education, University of British Columbia.

(2007) Issues in Chinese Literacy Learning and Implications for Teacher Development.

International Research Symposium on Chinese Language Education and Teacher Development. Shanghai, China.

(2007) Children and Reading in Different Writing Systems. Belin-Blank Advanced Leadership Seminar: Gifted English Language Learners. Iowa City, IA.

(2005) Developing Orthographic Awareness Among CFL Learners: What the Research Tells Us. Presented at conference "How Western Learners Discover the World of Written Chinese." Germersheim, Germany.

(2002) A Distance Education Tool for the Professional Development of Teachers of the LCTLs: LangNet (with Leslie L. Schrier and Charles James). Presented at the annual meeting of the National Council of Organizations of Less Commonly Taught Languages. Washington, D.C.

Refereed Presentations (International)

(2006) New Horizons for Conceptualizing Vocabulary Development in Reading Chinese as a Foreign Language (CFL). 2006 Conference of the British Chinese Language Teaching Seminar, Cambridge, UK.

(2006) Establishing Priorities among Stakeholders to Insure LCTL Program Success,(with Leslie Schrier and Atta Gebriel), 7th Annual Meeting of the National Council of Less Commonly Taught Languages, Madison, WI.

(2000) Theory and Research-Based Pedagogical Applications for the Beginning CFL Reading Curriculum. Annual Chinese Language Instruction Conference, Princeton University

Refereed Presentations (National)

(2008) Research in CFL: Well Worn Paths and Unexplored Horizons (Presented with Richard Chi). National Chinese Language Conference, Washington, D.C.

(2008). Which Characters Do Beginners Typically See? (With Melissa Fan). National Conference on Chinese Linguistics, Iowa City, IA.

(2007) Defining Curriculum Objectives in Terms of Learner Behaviors for LCTL's: Observations, Conceptualization, and Practice. Presented at the annual meeting of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Madison, WI.

(2007) Why Study Classical Chinese: Viewing this Question from the Perspective of CFL Reading. Chinese Language Teachers Association.

(2006) Proficiency Development. Presented at the annual meeting of the Chinese Language Teachers Association, held in conjunction with ACTFL. Nashville, TN.

(2005) National Initiatives in Less Commonly Taught Languages: Developing a Research Tradition. Presented at the annual meeting of the American Council of Teachers of Foreign Languages (ACTFL), Baltimore, MD.

(2003) Towards a Field Architecture for Chinese as a Foreign Language: Establishing an Empirical Research Tradition. The American Council on the Teaching of Foreign Languages (ACTFL) and Chinese Language Teachers Association (CLTA) annual meeting, Philadelphia, PA.

(2003) Learning the Structural Properties of Chinese Characters: Examining Beginning Textbooks for Adult Foreign Language Learners. Annual Meeting of the National Reading Conference (NRC), Scottsdale, AZ.

(2003) "Performance Culture and the Teaching of Reading: Challenges for Teacher Development in Chinese as a Foreign Language." Presented at the symposium "Beyond Code: Foreign Language Study as Performed Culture," hosted by the National East Asian Resource Center and the Department of East Asian Languages and Literatures, The Ohio State University, Columbus, OH.

(2002) Developing Orthographic Awareness among Beginning CFL Learners: A Case Study of Two Textbooks. Presented at the annual meeting of the American Council on the Teaching of Foreign Languages and Chinese Language Teachers Association. Salt Lake City, UT.

(2002) Developing Orthographic Awareness among First-Year CFL Learners: Are the Characters We Introduce Helpful? Presented at The Harvard Symposium on Teaching Chinese as a Foreign Language, Cambridge, MA.

(2001) A Recent History of CFL Research Studies: Where We've Been and Where We Might Go. Presented at the 35th Annual Meeting of the American Council on the Teaching of Foreign Languages. Washington, DC.

(2001) Reading in Chinese and Japanese as a Foreign Language. Presented at the annual meeting of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Washington, D.C.

(2001) Reading Chinese as a Foreign Language: Research for the New Millennium. 50th Annual Meeting of the National Reading Conference(NRC), Scottsdale, AZ.

(2000) Preparing K-12 LCTL Teachers: A Case Study in Statewide Program and Teacher Development (with Leslie Schrier). Third Annual Meeting of National Council of Teachers of Less Commonly Taught Languages (NCOLCTL).

(1999) Iowa City, IA. Word Recognition among Beginning Collegiate Learners of Japanese as a Foreign Language: The Effect of Prior Instruction and Differing Orthographies. Presented at the Foreign Language Acquisition and Research (FLARE) Forum.

(1999) New York, NY. (Invited Presentation) Learning to Read Chinese: Mapping the

Past and Charting the Future. Presented at the International Conference on Chinese Language Teaching and Learning. Columbia University.

(1998) San Diego, CA. What Can We Learn About Phonological and Orthographic Processing in Beginning Reading from Second-language Learners? The Case of Americans Learning Chinese. Presented at the annual meeting of the Society for the Scientific Study of Reading. Presented by Nancy Ewald Jackson, with other authors Chuanren Ke, Jennifer Coyne, and Heidi Doellinger.

(1998) San Diego, CA. The Development of Orthographic Awareness Among Beginning Learners of Chinese as a Foreign Language. Roundtable discussion, presented at the annual meeting of the American Educational Research Association (AERA). Other authors: Nancy Ewald Jackson and Chuanren Ke.

(1998) Philadelphia, PA. The Case of Chinese and Japanese: How Two LCTL's Have Constructed Research Agenda. Presented at the annual meeting of The National Council of Organizations of Less Commonly Taught Languages.

(1998) Chicago, IL. The Use of Phonetic Components by CLF Learners in Pronouncing Unknown Characters. Annual Meeting of the Chinese Language Teachers Association, held in conjunction with the 32nd Annual Meeting of the American Council on the Teaching of Foreign Languages.

Invited Lecture/Speech

(2008). Teaching Westerners to Read in Chinese: What Are The Real Issues? Presented to the faculty and students of the Associated Colleges in China (ACC) summer intensive program, Beijing, China.

(2006). Research in the Less Commonly Taught Languages. Presented for the Research Special Interest Group (SIG) and LCTL SIG at the annual meeting of the American Council of Teachers of Foreign Languages (ACTFL), Nashville, TN.

(2006). Reading Strategies for Chinese as a Foreign Language. Presented to the students and faculty at the Chinese School, Middlebury College, VT.

(2007). Reading Strategies for Chinese as a Foreign Language. Presented to the students and faculty at the Chinese School, Middlebury College, VT.

(2007). An Introduction to Research. Presented to the graduate faculty and students of the Chinese School, Middlebury College, VT.

Other Presentations

(2006). Proposal Writing. A workshop for selected members of the Chinese Language Teachers Association at their annual meeting in connection with the American Council on the Teaching of Foreign Languages. Nashville.

(2006). Applying Current Reading Theory to the Chinese/Japanese Language Classroom. Workshop presented to the students and faculty of Chinese, Japanese, and SLA.

Washington University in St. Louis.

(2005). Discussant: Story Schema, Testing, and Verbal Reports on Chinese Reading Comprehension. Presented at the annual meeting of the American Council of Teachers of Foreign Languages (ACTFL), Baltimore, MD.

(2005). An Orientation to Research. A workshop for selected members of the Chinese Language Teachers Association at their annual meeting in connection with the American Council on the Teaching of Foreign Languages. Baltimore.

(2004). What Makes the Teaching and Learning of Less Commonly Taught Foreign Languages Different (and What to Do About It)? Presented at the American Council on the Teaching of Foreign Languages annual meeting, Chicago.

(2004). An Orientation to Research. A workshop for selected members of the Chinese Language Teachers Association at their annual meeting in connection with the American Council on the Teaching of Foreign Languages. Chicago.

(2001). Reading in a Foreign Language: Theory and Practice. Workshop presented to faculty members of the Department of Foreign Languages, United States Air Force Academy, Colorado Springs, CO.

(2001). Reading in Chinese as a Foreign Language: Theory, Research, and Practice. Presented to the Chinese language teaching staff of Harvard University and other area colleges and universities. Cambridge, MA.

(2001). Japanese Language Certification at the University of Iowa. Conference on Japanese Language Teaching Credentials Programs. Santa Monica, CA.

Professional Services

Consulting (K-12 Consulting Outside Iowa)

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
05/2006	05/2006	College Board, New York, NY Member of consulting group for "Building the Pipeline of Chinese Teachers Recruitment, Preparation, and Certification"

Consulting (Non-School Consulting)

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
01/1998	12/1998	Taipei, Taiwan. Part of a team charged with review of the Taipei American School Chinese Mandarin program.

Consultant

Consulting (UI or High Education)

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
07/2008	07/2008	Associated Colleges in China (ACC) Program Evaluator, ACC Summer Program, Beijing, China

Workshops (K-12 Workshops Outside Iowa)

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
02/2007	02/2008	StarTalk: Training K-12 Teachers of Chinese Chinese Pedagogy Institute, Summer, 2007 and 2008, Indiana University.

Professional Boards

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
08/2006	08/2009	National Security Education Program (NSEP) Member, Group of Advisors (GoA)
09/2008	Present	Indiana University Center for Chinese Language Pedagogy Advisory Board Member
08/2006	Present	StarTalk, National Foreign Language Center Advisory Board Member
12/2003	12/2006	Chinese Language Teachers Association (CLTA) Member of the Board of Directors
09/2005	12/2005	Asia Society, New York, NY Development of a handbook for administrators, parents, and school boards interested in starting Chinese language programs
05/2004	07/2004	American Council on the Teaching of Foreign Languages (ACTFL) Member, 2004 Nominating Committee for President
05/2003	04/2004	National Council of Less Commonly Taught Languages Vice President
01/2001	05/2003	National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) Secretary of Executive Board

01/1999 01/2002 The Journal of the Chinese Language Teachers Association
Appointed Member, Editorial Review Board

Professional Organization Offices Held

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
04/2004	04/2007	National Council of Less Commonly Taught Languages President
01/1994	12/1998	Chinese Language Teachers' Association Elected Member, Executive Board

Editorships

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
04/2003	Present	Journal of the Chinese Language Teachers Association Book/Software Review Editor

Journal Editorial Boards

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
01/1996	12/2007	The Modern Language Journal Appointed Member, Editorial Board

Manuscript Review

<u>From</u>	<u>To</u>	<u>Number Reviewed</u>	<u>Organization / Responsibility</u>
08/2003	Present		TESOL Quarterly Manuscript Reviewer
06/2003	Present		Language Learning Manuscript Reviewer
01/1992	Present		Foreign Language Annals Manuscript Reviewer
01/1992	Present		Modern Language Journal Manuscript Reviewer
01/1997	01/2002		Journal of the Chinese Language Teachers Assn Manuscript Reviewer

Committee Assignments (National or International)

<u>From</u>	<u>To</u>	<u>Organization / Responsibility</u>
11/2004	Present	Chinese Language Teachers Association Jiede ("all attain") Research Committee
06/2006	08/2006	American Council on the Teaching of Foreign Languages (ACTFL) Member, Emma Birkmaier Award Selection Committee (Best Dissertation)
02/2005	04/2005	Chinese Language Teachers Association Program Committee for 2005 Meeting, Baltimore, MD.
11/2004	12/2004	National Council of Less Commonly Taught Languages Program Committee for annual meeting, Madison, WI, April, 2005
04/2003	04/2004	National Council of Less Commonly Taught Languages Conference Planning Committee for 7th Annual Meeting of the Council
07/2001	07/2003	The National Chinese Language Commission Member
10/2000	04/2003	Language Network Professional Editorial Board Member

MOHAMMAD TAHA

Mtaha1@aol.com

BILINGUAL/BICULTURAL CONSULTANT

Native Arabic Language Speaker / Fluent in English

Fluent in Modern Standard Arabic and Arabic Dialects: Iraqi, Kuwaiti, and Egyptian

Diversified Business Professional, qualified by solid native Arabic language skills and cross-cultural proficiency. United States Citizen, born in Iraq, educated in the Middle East (BA in Psychology: Kuwait University) and in the United States (MA in HR Management: Emanuel College-Boston). Certified ILR OPI Tester; specializing in Iraqi Arabic and MSA. Professional background also includes positions in sales & marketing, management, and financial consulting/sales.

CULTURAL / LANGUAGE STRENGTHS AND SKILL SETS

- **Cross Cultural Training:** Middle East Business and culture etiquette, relocation training, ~~country-specific training, business practices, and cross-cultural negotiation.~~
 - **e-Learning:** Developing culturally-appropriate Learning Objects used in training programs for adult language learners of Arabic: MSA, Iraqi, and Kuwaiti dialects.
 - **Language Testing:** Working knowledge of language assessment based upon ILR proficiency standards.
 - **Firm grasp of the role of language in intercultural communication process.**
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CONSULTING EXPERIENCE

NATIONAL FOREIGN LANGUAGE CENTER (NFLC) – College Park, Maryland

March 2009

- **Content Object Selection and Learning Object Development for LangNet project:** Select listening passages for ILR L3 Iraqi/Arabic language learners. Record

and upload audio clips to the LOAT system in mp3 format. Create background notes, glossary, and keywords for Content Object topic.

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION – Washington DC
2009

March

- **Assisted with establishing the cut scores for the Arabic Overseas Flagship tests:** Reviewed Arabic tests and test results. Participated in the standard-setting session. Assisted in establishing cut scores separating proficiency levels for reading and listening comprehension tests.

NATIONAL FOREIGN LANGUAGE CENTER (NFLC) – College Park, Maryland
September 2007

- **Contributed to producing educational content for “Arabic Variants Identification Project,”** an online (web-based), interactive training course offered by the US Government for federal employee undergoing Kuwaiti Arabic language training. **Created impromptu audio clips in native Kuwaiti dialect** based on pre-determined criteria for topics and content. **Reviewed and provided feedback on lesson segment content,** regarding pronunciation and usage of specific words.

CENTER FOR APPLIED LINGUISTICS (CAL) – Washington DC
August 2007

- **Created audio clips in Modern Standard Arabic** (from scripted material) which served as testing tools for college students and adult learners of Arabic as a Foreign Language.

INTERMEDIA SURVEY INSTITUTE – Washington, DC
April 2005

- **Used cultural and linguistic knowledge to evaluate recorded Arabic radio content broadcast from Radio Free Iraq, according to: 1) content; 2) overall sound and style of presentation; 3) how well the content promoted ethnic /religious tolerance and democratic values, and fostered closer ties between the US and the people of Iraq to build cultural bridges.**
- **Completed written evaluation of this program to assess quality of content relevance to Iraqi audiences, based on multiple criteria:** accuracy, timeliness, objectivity/balance of views, relevance to audience, newscast, quality of stringer reports, thematic balance, cultural quality of analysis, quality of commentaries, quality of interviewing, overall impression of journalistic quality, pace and liveliness, delivery of on-air voices (enunciation and intonation), presentation style, program organization, moderator-correspondence interaction, performance of moderators,

use of music, length of stories, quality and currency of language, use of actualities (sounds or voices recorded), clarity of sound, use of billboards and station identification, and overall impression of presentation quality.

OUT-OF COUNTRY IRAQI PARLIAMENTARY ELECTIONS – Washington, DC

December 2005

- Played a key role in the cost-effective organization of out-of-country voting for Iraq's parliamentary elections, located in Washington DC.

NORTHWESTERN UNIVERSITY – Evanston, Illinois

July 1993

- **Organized and coordinated 5-day intensive teacher training workshop:** “Teaching Arabic as a Foreign Language” taught by: Drs. Muhammad Eissa, Raji Ramuny, Saeed Badawi, Gerry Lampe, and Dilworth Parkinson. This workshop was one of the first of its kind in the United States involving training teachers to teach Arabic as a foreign language. **Gained an awareness and insight into the process of foreign language acquisition from a non-native speaker’s perspective.**

PRUDENTIAL INTERCULTURAL SERVICES – Chicago, Illinois

1993

- **Advised /assisted American families relocating to Middle Eastern countries.** Addressed issues such as business culture, daily cultural survival issues, business protocol, and social etiquette. **Designed and delivered customized one-day workshops for client families** based on initial needs assessment findings.

BERLITZ INTERNATIONAL – Chicago, Illinois

February 1992 to August 1992

- **Instructor - Modern Standard Arabic (MSA):** Provided instruction in Basic Elements of MSA.

HARVARD CENTER FOR MIDDLE EASTERN STUDIES – Cambridge, Massachusetts

1992; 1989

- **Tutored Arabic language graduate students in spoken Modern Standard Arabic (MSA);** students were Army officers drafted to Operation Desert Shield. (1992)
- **Worked with graduate student engaged in comparative study of Arabic dialects;** project involved listening to recordings of Iraqi and Kuwaiti conversations (acquired from student’s travels in the Arab world), providing/confirming wording,

phrases and pronunciation, and explaining cultural references in the content. Currently, this student is a tenured Professor of Arabic at the University of Texas-Austin. (1989)

NORTHEASTERN UNIVERSITY – Boston, Massachusetts

1991

- **Assisted in the production of a video promoting the University to potential Middle Eastern students;** translated English content into Arabic and recorded narration in Modern Standard Arabic. Completed this project in less than 24 hours.

GILTSPUR ADVERTISING AGENCY – Boston, Massachusetts

1991

- **Conducted an executive training workshop for agency's first business venture in the Middle East,** which focused on submitting a multi-million dollar ad campaign bid to the Saudi Arabian Marketing and Refining Company (SAMAREC). Served as key liaison and coach between Giltspur's and SAMAREC's negotiating teams, to build relations and to bridge cultural and language gaps. **Contributed to Giltspur's securing \$12 million ad campaign contract with SAMAREC, after months of negotiations.**

INTERNATIONAL BUSINESS PROTOCOL, INC (IBP) – Boston, Massachusetts

1991

- **Partnered with this consulting firm to provide cross-cultural orientation and training programs for their client companies.** Coached senior management of client companies in the foundations of Arab business culture, and applying this knowledge to negotiating and transacting business in the Middle East.

CULTURAL TUTOR: KUWAIT UNIVERSITY – Kuwait City, Kuwait

June

1986 to June 1989

- *Acted as cultural intermediary between expatriate US and European employees; provided support and cultural coaching /orientation to facilitate their integration into Kuwaiti society.*

EDUCATIONAL ACHIEVEMENTS

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)

2009

- **ACTFL ILR OPIc Rater Training;** February 5, 2008 to February 7, 2009.
- As a trainee, acquired the skills necessary to rate Arabic (MSA) language proficiency according to ILR scale.

EDUCATIONAL ACHIEVEMENTS (continued)

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) - 2008

- **ACTFL ILR OPI Tester Training;** January 31 to February 3, 2008; February 28 to March 2, 2008.
- As a trainee, acquired the skills necessary to test and rate Iraqi/Arabic language proficiency according to ILR scale.

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER WORKSHOPS: (NCLRC) – Washington DC July 2007

- **Teaching Arabic K-12 Hands-On Workshop:** This was a “first of its kind” intensive workshop, where participants: 1) learned how to design instruction for Arabic K-12 students which incorporates ACTFL proficiency guidelines and the National Standards for Arabic; 2) were guided in preparing student-centered, standards-based instruction for their classrooms.
- **Writing and Implementing Curricula For Teachers of Arabic:** This 5-day workshop provided guidelines and frameworks for curriculum development and assisted teachers in developing standards-based curricula, units and lesson plans for Arabic for their respective schools, programs, or districts.

EMMANUEL COLLEGE – Boston, Massachusetts -1991

Master’s Degree, Human Resource Management

KUWAIT UNIVERSITY – Kuwait City, Kuwait - 1986

Bachelor of Arts Degree, Psychology

VOLUNTEER/COMMUNITY SERVICE

GROUP LEADER: HAJJ PILGRIMAGE

March, 1999/February 2000/February 2001

- **Used Arabic language skills and knowledge of the Middle Eastern culture**, to plan, organize, and lead group of 100 North American, non-Arabic-speaking travelers. As the group's primary native Arabic speaker, assumed responsibility for interpreting and mediating all contact with local officials and service providers.

ARABIC WEEKEND SCHOOLS

2000 to Present

Volunteer /Substitute Arabic Language Instructor (L0⁺ - L1 students, ages 12-13 years)

THE LIST PROJECT TO RESETTLE IRAQI ALLIES

August 2008 - Present

- **Seeing to the assorted needs of newly resettled Iraqi refugee families arriving to the US from all parts of Iraq.** Support services include cultural orientation, collecting donations, and job search counseling.

OTHER PROFESSIONAL EXPERIENCE

Director of Sales & Marketing: Professional Computer Consultants, Inc -August 2003 to Present

Managing Director: Micro Time, Inc - June 2000 to August 2003

Personal Financial Advisor, American Express Financial Advisors

July 1993 to March 2000

Recruiter/Visiting Experts Liaison Officer, Kuwait University June 1986 to June 1989

E-Learning Materials for Improving Reading Proficiency among Secondary School Students of Arabic and Chinese

Position Descriptions

Project Director: Will provide intellectual leadership for the project and will work closely with the Project Coordinator, Project Manager and QA Manager to ensure that deadlines are met and all materials meet required standards. He will also consult frequently with the Chinese Language Developers to monitor the quality of Chinese materials, and he will meet with the Deputy Director for Arabic Language materials to discuss Arabic materials development and ensure that desired quality is achieved. He will meet with Arabic and Chinese language teaching professionals for ongoing assessment of needs. He is responsible for the quality and usefulness of all learning materials produced by the project.

Deputy Director for Arabic: Will have primary responsibility to oversee the training of the Arabic developers and Arabic Editor (Graduate Assistant) and to ensure that the materials produced comply with project standards and National Standards for Arabic and meet the needs of high school learners of Arabic and their teachers. He will meet regularly with the Arabic development team, will review their work, and will provide final content approval for the Arabic materials developed.

Project Coordinator: Will monitor each stage of development of every Chinese and Arabic learning module and bring matters to the attention of the Project Director, with whom she will consult frequently. She will communicate with the Arabic and Chinese developers and with the Graduate Assistant editors on a daily basis.

Project Manager: Will be responsible for monitoring the schedule of LO production and facilitating availability of resources as needed. She will consult with the Project Coordinator and/or Director regarding project deadlines and progress in meeting them.

Quality Assurance Manager: Will oversee the Quality Assurance steps in the development and production of the LOs shown in Appendix 2 and will advise in carrying out both formative pre-testing assessment of the quality of LOs being developed and summative evaluations of the completed LOs.

Arabic Primary Developer: A native speaker of Arabic with training and experience in secondary school foreign language education, the Arabic Primary Developer will work closely with the Deputy Director for Arabic, the second Arabic developer and the Arabic GA editor to design reading lessons and activities to meet the needs of high school students and teachers of Arabic. During the first year, she is also responsible for mastering the content of the published National Standards for Arabic and for learning from her Chinese colleagues about the expanded capabilities of the authoring tool and how to use it to create effective learning modules for high school learners of Arabic as a Second Language.

Chinese and Arabic Editors: These positions will be filled by graduate assistants studying in the University of Maryland Master's program in Second Language Education. They will be native speakers of Mandarin Chinese and Arabic with professional training in language education and with excellent English skills. They are the "first line" of Quality Assurance for the learning modules, with responsibility to review materials for naturalness, for appropriateness to the stated learning goals and for compliance with the respective National Standards descriptions of Novice-level and Intermediate-level high school materials. They will also be responsible for editing the materials being developed and for proofreading each LO prior to publication. In addition, the Chinese Editor, who has experience developing similar materials, will also have responsibility to mentor the Arabic Editor.

Systems Analyst: Will oversee all instructional technology aspects of the project and will design the webpage where the *Read-Arabic!* Materials will be hosted.

Programmer: Will have responsibility for ensuring that the authoring tool functions correctly and will advise developers who experience difficulty using it. The programmer will also develop an interface to collect data on how many users select each LO to work with and to key questionnaire responses to individual LOs.

Consultants:

Learning Object Developers: Three language experts will be responsible for development of the majority of the learning materials. They will first identify and submit for approval a text that is appropriate for a Novice- or Intermediate-level reader in the language. Once the text is approved, they will provide phonetic transcription of the text and use the authoring tool to develop a glossary, a set of explanatory notes, and four to six Learning activities. Each activity will include hints to the learner and appropriate positive and negative feedback to learners' responses.

LO Text Translators: Experienced English-to-Target Language translators will prepare close English translations of each LO source text.

Budget Narrative

Budget Narrative

Attachment 1:

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Budget Narrative

The National Foreign Language Center requests federal funds in the amount of \$599,230: \$216,247 in Year 1 of the project, \$186,931 in Year 2, and \$196,052 in Year 3. Items in the budget have been computed carefully and reflect a concern for controlling costs. Although the budget proposed is spare in terms of administrative costs, it is reasonable to support the activities proposed in this project, given NFLC's extensive experience in implementing other projects of this nature.

Personnel: All salaries are in accordance with the negotiated University of Maryland salary schedule for professional personnel. Labor is broken down into the following categories: Project Director (Principal Investigator), Project Deputy Director-Arabic Language, Project Manager, Project Coordinator, Quality Assurance Manager, Primary Developers, Systems Analyst, and Programmer/Help Desk Support Person. No salaried staff will devote more than 25% of time to work on this project, as all have other important responsibilities. Salaries of staff on the project are calculated by dividing the annual salary by the number of pay periods (26.071428) and by the number of hours per pay period (80). It is assumed that in FY11 and FY12, salaries will increase by an average of 3.0% each year, 1.5% cost of living adjustment, and 1.5% merit increase.

The Project Director: Frederick Jackson will serve as Principal Investigator. He will provide intellectual leadership for the project and will work closely with the Project Coordinator, and Project Manager and QA Manager to ensure that deadlines are met and all materials meet required standards. He will also consult frequently with the Chinese Language Developers to monitor the quality of Chinese materials, and he will

meet frequently with the Deputy Director for Arabic Language materials to discuss Arabic materials development and ensure that desired quality is achieved. It is anticipated that 15% of his time will be devoted to the project in the first year, when the project is being started, the Arabic developers and editor are being trained and Chinese development is wrapping up, and 12% of his time in the second and third years of the project. Given Dr. Jackson's roles in having directed the *Read-Chinese!* Project and in participating in past and current LangNet-related projects, there will be cost efficiencies resulting from his in-depth knowledge of LangNet projects. His current base rate is \$138,574.

Deputy Director: Gerald Lampe, one of the foremost national experts in Arabic language education, will serve as the Deputy Director with primary responsibility to oversee the training of the Arabic developers and Graduate Assistant and to ensure that the materials produced comply with project standards and meet the needs of high school learners of Arabic and their teachers. Dr. Lampe will meet regularly with the Arabic development team, will review their work, and will provide final approval for the materials developed. As noted above, he will consult regularly with the Project Director. Dr. Lampe will devote 7% of his time at the NFLC His base rate full salary is \$163,000.

Project Coordinator: Jennifer Robinson will serve as Project Coordinator. She has a long history of work on LangNet-related projects and considerable expertise with the Learning Object Authoring Template, and she was Project Coordinator of the just-completed *Read-Chinese!* Project. She will use her experience with that project to monitor each stage of development of each Chinese and Arabic and to bring matters to the attention of the Project Director, with whom she will consult frequently. She will

communicate with the Arabic and Chinese developers and with the Graduate Assistant editors on a daily basis. She will dedicate 25% of her time to the project. Her base rate salary is \$67,969.

Project Manager: The Project Manager will be Shannon Brown, one of several Project Management Specialists already working on LangNet. She will be responsible for monitoring the schedule of LO production and facilitating availability of resources as needed. 5% of her time will be devoted to monitoring the project in all three years, at a base rate annual salary of \$65,000.

Quality Assurance Manager: This responsibility will belong to Kathleen Kilday. She will oversee the Quality Assurance steps in the development and production of the LOs and will advise in carrying out both formative pre-testing and summative evaluations of the developed LOs. 5% of her time as Quality Assurance Specialist will be devoted to this project in each of the three years of the project, at a base rate salary of \$54,000.

Arabic Primary Developer: Shurouq Swaitti is a member of the LangNet development team at the NFLC who has been highly recommended by her supervisor and by Dr. Lampe to be one of the two Primary Developers for Arabic LOs. (The other will be the consultant Mr. Taha.) Using her experience as a teacher of Arabic to high school students in an intensive summer school program at Howard University and her familiarity with the National Standards for Arabic K-12 Education, she will interact and learn from her Chinese colleagues and will work closely with Dr. Lampe, Mr. Taha and the Arabic editor GA to design reading lessons and activities to meet the needs of high school students and teachers of Arabic. She will devote 25% of her time at the NFLC to the project, with a base rate salary of \$60,953.

Chinese and Arabic Editors: The Chinese position will be filled by a University of Maryland Graduate Assistant who is currently in the Master's program in Second Language Education. Ms. Ziyun Deng served in a similar role in the *Read-Chinese!* Project, where she worked with and learned from another more senior graduate assistant. As she reviews and works on the development of the new Chinese LOs, she will also have responsibility to mentor the new Arabic editor, who it is hoped can be selected out of the same excellent University of Maryland program. The University's full-time base rate for Graduate Assistants is \$41,078, or \$20,539 for a 50% GA position.

Systems Analyst: Adeoye Olobukola will have responsibility for overseeing all instructional technology aspects of the project. She will also design and develop the interface for the new *Read-Arabic!* Webpage on the NFLC server. At a base rate of \$71,934, she will devote 5% of her time each year of the project.

Programmer/Help Desk Support Person: The Programmer will be Frankie Dintino, who is already working on the LangNet project. He will have responsibility for ensuring that the authoring tool functions correctly and will advise developers who experience difficulty using it. During the first year, he will also develop a user interface to collect data on how many users select each module to work with and to key questionnaire responses to individual LOs, and he will program the webpage for the *Read-Arabic!* LOs. In the first year, 8% of the Programmer's time will be allocated to this project. In subsequent years, the allocation will be 5%. The base rate salary for Mr. Dintino is \$47,048.

Personnel Benefits: Benefits for the NLFC staff are calculated at 27% throughout the proposed project duration.

Travel: Travel costs consist of travel to national language association meetings to disseminate information on the project and receive feedback from professional language educators. Dissemination will involve the travel for the Project Director or Project Coordinator and one Developer to attend national language association meetings in each of the three project years for the purpose of disseminating information on the materials developed. Two of these meetings will be held during the fall of each year. ACTFL and the concurrent Chinese Language Teachers Association have scheduled the 2009 conference for November in San Diego, CA, and the 2010 conference for Boston, the only two years that developers will attend it. The Middle East Studies Association for Arabic scholars also meets in November, in Boston, San Diego, and then Washington, DC. Travel for MESA and CLTA are estimated at \$225 for registration, \$300 for airfare, \$450 for lodging, \$130 for per diem, and \$150 for ground transportation and incidentals. The National Council of Less Commonly Taught Languages holds its annual meeting in Madison, WI, in April. Estimated expenses per person for that conference are \$175 for registration, \$250 for airfare, \$400 for Lodging, \$130 for per diem, and \$150 for ground travel and incidentals.

Consultants: *Learning Object Development:* Three very experienced and respected language experts will be responsible for development of the learning materials. Each consultant developer will receive \$475 per completed LO. For Chinese, the developers

will be Drs. Michael Everson of the University of Iowa and Cynthia Ning of the University of Hawaii. Both professors are long-time leaders in the field of Chinese Second Language education, and both are intimately acquainted with the National Standards for Chinese Language Education for K-12. Dr. Ning and Dr. Everson were the primary developers for the earlier *Read-Chinese!* Project, where their work was increasingly innovative in exploiting the full capabilities of the Authoring Tool. For Arabic, the consultant developer will be Mohammad Taha, an experienced LangNet developer who is also a certified Tester with ACTFL. Mr. Taha will work with NFLC staff member Shurouq Swaitti and with the GA Arabic editor in developing the Arabic Learning Objects.

LO Text Translators: Experienced English-to-Target Language translators will prepare close English translations of each LO source text. These Novice- and Intermediate-level texts are typically short; each translator will receive \$50 per translation. The Chinese translator will be Doris Kiu, who has provided translations for *Read-Chinese!* A similarly skilled translator for Arabic will be identified, probably from among experienced LangNet translators.

Consultant agreements are developed on the basis of the specified costs and the number of units and tasks a particular consultant agrees to produce. Experience has shown that not all variables can be controlled when working with external consultants. Therefore, a contingency factor of \$1,000 per year is added to the total cost of LO production to cover unanticipated events.

CD Production: Because not all schools have ready Internet access for all teachers and students, teachers in some schools have requested copies of compact disks with the LOs. The project has budgeted three dollars to burn and package the LOs on CD. At the end of the first year of the project, the thirty completed and tested new Chinese LOs will be packaged together with the already existing Chinese LOs; 200 CDs of the LOs will be prepared and made available to teachers or schools that request them. Another 200 CDs of 60 Arabic LOs will be burned and distributed to Arabic teachers at the end of Year Two, with a request for feedback. At the end of the project, 300 CDs of the complete 110 Arabic LOs will be prepared and disseminated.

Indirect Costs: The indirect cost rate is 27.5% following the agreement between the Department of Education and the University of Maryland for non-Training grants. This rate covers mandated University expenditures including facilities, basic supplies and other associated operational expenses.