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APPLICATION FOR GRANTS UNDER THE

INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE 84.017A-3
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OMB No. 1840-0795, Expiration Date: 08/31/2010

Table of Contents

Forms

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

Narratives

1. *Project Narrative - (Abstract Narrative...)* e14
   - *Attachment - 1* e15
2. *Project Narrative - (Project Narrative...)* e16
   - *Attachment - 1* e17
3. *Project Narrative - (Other Narrative...)* e47
   - *Attachment - 1* e48
4. *Budget Narrative - (Budget Narrative...)* e47
   - *Attachment - 1* e48

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

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
The University of Texas at Austin

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	$ 48,020	$ 49,461	$ 50,945	$ 0	$ 0	$ 148,426
2. Fringe Benefits	$ 11,527	$ 11,873	$ 12,229	$ 0	$ 0	$ 35,629
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	$ 68,300	$ 68,549	$ 18,805	$ 0	$ 0	$ 155,654
9. Total Direct Costs (lines 1-8)	$ 127,847	$ 129,883	$ 81,979	$ 0	$ 0	$ 339,709
10. Indirect Costs*	$ 62,164	$ 63,094	$ 38,050	$ 0	$ 0	$ 163,308
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 190,011	$ 192,977	$ 120,029	$ 0	$ 0	$ 503,017

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 9/1/2008 7:00:00 AM To: 9/1/2008 7:00:00 AM (mm/dd/yyyy)
Approving Federal agency: [ ] ED [X] Other (please specify): DHHS
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
Name of Institution/Organization: The University of Texas at Austin	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: **EdAbstract1003560099.pdf**

Abstract:

FY 2009
PROPOSAL TO
THE INTERNATIONAL RESEARCH AND STUDIES PROGRAM: (03)
INSTRUCTIONAL MATERIALS
CFDA Number: 84.017A

Conversa Brasileira

Orlando R. Kelm, Ph.D.
The Department of Spanish and Portuguese
The University of Texas at Austin

The University of Texas at Austin's Department of Spanish and Portuguese is proposing the full production of an online open access instructional resource centered on original conversation-style videos called ***Conversa Brasileira,*** which show Brazilians exchanging information, informally chatting, and interacting with friends. As one of the Department of Education's 78 Less Commonly Taught Languages (LCTL), high quality pedagogical materials for Brazilian Portuguese are scarce, and this is especially true for the intermediate and advanced-level learners. ***Conversa Brasileira*** will be unique in terms of its particular instructional approach and array of multimedia content, but even more importantly it will be available online for anyone to use, free of charge.

Conversa Brasileira will consist of 40 instructional videos indexed by cultural subject matter, with "pop-up" textual and audio features which will detail advanced topics in Brazilian Portuguese language instruction. It has already been prototyped with one video unit and tested with students, who have found the format to be both useful and engaging. The prototype of this project is fully functional, with one sample produced video, and available for viewing at:

http://tltc.la.utexas.edu/brazilpod/cob/

This primary goal is to help student better understand Portuguese by learning about the context of discussions, the type of phrases that Brazilians use, and the general ways that they communicate. The original material demonstrates how Brazilians actually talk, take turns, ask for clarifications, deal with misunderstandings, give non-verbal signals, and interact with one another. The "pop-up" buttons help students to analyze the speech samples, including special attention to the cultural as well as the linguistic aspects of speech. The general model of ***Conversa Brasileira can be easily adapted and expanded for other foreign language programs and as an open access instructional resource it will be available to a world-wide audience.*** Liberal Arts Instructional Technology Services will provide video production with maximum quality and minimum bandwidth. The Texas Language Technology Center will provide the technical expertise needed to deliver the video on the world wide web via the existing interface.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **ProjectNar1003560101.pdf**

FY 2009
PROPOSAL TO
THE INTERNATIONAL RESEARCH AND STUDIES PROGRAM: (03)
INSTRUCTIONAL MATERIALS
CFDA Number: 84.017A

Conversa Brasileira

Orlando R. Kelm, Ph.D.

The Department of Spanish and Portuguese

The University of Texas at Austin

1. NEED FOR THE PROJECT (10 points) 4
a) Is there a need for the proposed material(s) in the educational area to be served? 4
b) Are the (i) language(s); (ii) region or country; or, (iii) the issues or studies, for the study of which the materials are to be developed, of sufficient priority for, and of, potential significance to the national interest to warrant support at this time? 5

2. POTENTIAL FOR THE USE OF MATERIALS IN PROGRAM TO OTHERS (5 points) 5
a) Will the proposed materials have a good potential for being utilized by appropriate educational programs in other institutions in the United States? 5

3. ACCOUNT OF RELATED MATERIALS (10 points) 8
Have all the existing, similar materials (for the study of the language(s), region or country, or issue in question) been cited and accounted? 8
b) Is there a critical commentary on the adequacy of such similar materials and is this commentary accurate? 9
c) Will the proposed material(s) duplicate other materials already in existence or already in progress? 9

4. LIKELIHOOD OF ACHIEVING RESULTS (10 points) 11
a) Are the objectives, which the proposed material(s) are to serve, clearly defined? 11
b) Are the outlined methods and procedures for preparing the material(s) practicable and can they be expected to produce the anticipated results? 12
c) Does the application reflect a sufficient degree of knowledge in the pertinent areas to assure a successful completion of the project (e.g., for language materials: modern language pedagogy, modern linguistics theory; for area studies and related materials history, political and social structure, economics, etc.)? 12

5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS (5 points) 13
a) Will the proposed materials contribute significantly to strengthening, expanding, or improving instructional programs concerned with the language(s), area(s), or international studies in the United States? 13

6. PLAN OF OPERATION (10 points) 14
a) Does the design of the project show high quality? 14
c) Is there a clear description of how the objectives of the project relate to the purpose of the Section 605 International Research and Studies program? 17
d) Is the way in which the applicant plans to use its resources and personnel to achieve the project objectives appropriate and adequate? 17
e) To what extent will the applicant provide equal access treatment for eligible members of racial and ethnic minorities, women, handicapped persons, and the elderly? 18

7. QUALITY OF PERSONNEL (5 points) 18
a) Is there evidence of professional competence to direct this project on the part of the project director or principal investigator? 18
b) Is there evidence of the qualifications of the other key personnel, if any, to participate in the project? 19
c) Is the amount of time that the key person(s) plan to commit to the project appropriate to the project's need? 20

d) To what extent does the applicant, as part of its non-discriminatory employment practices, encourage applications for employment from members of groups that have been traditionally underrepresented, such as members of ethnic minorities, women, handicapped persons, and the elderly? 20

8. BUDGET AND COST EFFECTIVENESS (5 points) 21

a) Is the proposed budget adequate to support the proposed project activities? 21

b) Are the costs reasonable in relation to the anticipated product (or objectives) of the project? 21

9. EVALUATION PLAN (15 points) 22

a) Does the application include a plan for evaluating periodically the work accomplished under the project? 22

b) Is there a realistic time schedule for accomplishing the work? 23

10. ADEQUACY OF RESOURCES (5 points) 24

a) Does the applicant have adequate facilities to conduct the project? 24

b) Are the equipment and supplies which the applicant plans to use adequate? 26

11. DESCRIPTION OF FINAL FORMAT (5 points) 27

a) Are the contents and final form of the projected material(s) sufficiently well described? 27

12. PROVISIONS FOR PRETESTING AND REVISION (15 points) 29

a) Has sufficient provision been made for pre-testing the material(s) (with students and/or in the classroom) for possible revision before general dissemination or publication? 29

13. COMPETITIVE PREFERENCE PRIORITY 1 (additional 5 points) 30

1. NEED FOR THE PROJECT (10 points)

a) Is there a need for the proposed material(s) in the educational area to be served?

The field of foreign language education is in a period of transition where publishing companies are not sure how to focus their textbooks and how to build ancillary materials. They are still trying to figure out how to implement technology into traditional textbooks, language labs, and exercise manuals.

The University of Texas at Austin's Department of Spanish and Portuguese is proposing the full production of an online open access instructional resource centered on original documentary-style video called ***Conversa Brasileira,*** which is Portuguese for a "Brazilian Conversation." As one of the Department of Education's 78 Less Commonly Taught Languages (LCTL), high quality pedagogical materials for Brazilian Portuguese are scarce, and this is especially true for the intermediate and advanced-level learners targeted through this proposal.

From a linguistic standpoint, Portuguese is not difficult for speakers of Spanish to learn. There are many written and syntactical similarities: but also subtle phonetic and vocabulary differences that make Brazilian Portuguese particularly distinct. It is related somewhat to Mexican Spanish, the dominate form of Spanish spoken in Texas and in our particularly large student body. It is a significant enough diversion from European Portuguese that the Brazilian government is currently considering linguistic reforms to honor and identify the specific language spoken in this critical South American country. There is a great opportunity for

students in the U.S. who are fluent in English and Mexican Spanish to learn a third language in Brazilian Portuguese.

b) Are the (i) language(s); (ii) region or country; or, (iii) the issues or studies, for the study of which the materials are to be developed, of sufficient priority for, and of, potential significance to the national interest to warrant support at this time?

Brazil is the fifth largest country in geographic size and the fourth most populous democracy in the world, and the world's ninth largest in purchasing power according to the International Monetary Fund and the World Bank. Brazil represents over half of South America in land mass, population, and economy. It is a founding member of the United Nations and the Union of South American Nations. Recent economic reforms have given the country new international influence. A predominantly Roman Catholic, Portuguese-speaking, and multiethnic society, it supports large and developed agricultural, mining, technology, manufacturing and service sectors, and a vibrant cultural life in its metropolitan cities, including São Paulo, Rio de Janeiro, Campinas, Porto Alegre, and Belo Horizonte.

For all these reasons, Brazilian Portuguese is an excellent candidate for increased national academic attention and federal support through the International Research and Studies Program. The University of Texas' large Department of Spanish and Portuguese is well positioned to provide a valuable new instructional resource for this purpose.

2. POTENTIAL FOR THE USE OF MATERIALS IN PROGRAM TO OTHERS (5 points)

a) Will the proposed materials have a good potential for being utilized by appropriate educational programs in other institutions in the United States?

Over the past few years the University of Texas has been developing a number of online, open-access materials for the teaching of foreign languages. Most of these materials are not tied to specific courses or specific textbooks. Most are available to anyone, without password restriction and without cost. Leveraging innovative multimedia web 2.0 tools, the materials have been created in a modular fashion, allowing users to mix and match the materials to meet the needs of the individual learners.

This work has been spearheaded by the Texas Language Technology Center, which is currently supported by a FIPSE grant to formalize and disseminate various methods of developing online instructional materials in foreign languages in higher education. Some examples are ***Francais interactif*** (FI) http://www.laits.utexas.edu/fi/ and ***Tex's French Grammar*** (TFG) http://www.laits.utexas.edu/tex/, two fully developed websites which together receive regular traffic from over 150 domains with an .edu extension, indicating widespread use in full or in part by other academic institutions in the United States, including Trinity University, Brown University, and many others. In addition, a site for listening comprehension in Arabic, called ***Aswaat Arabiyya*** (AA) http://www.laits.utexas.edu/aswaat/ also has achieved significant traffic.

Chart of Representative Educational Referring Source For Texas Language Technology Center Projects

The list below includes only the names of sources that inlcude".edu." Other sources may also be educational institutions, but because we could not determine this, they were not included in the list here.

	Other institution visits (".edu" sources; 100+ visits for FI and TFG; 50+ visits for other sites)
FI	utexas.edu (619 visits) thot.cursus.edu (569 visits) polyglots.uark.edu (457 visits)

	port-lingua.pdx.edu (452 visits) fcps.edu (196 visits) bb.trinity.edu (189 visits) unl.edu (183 visits) mycourses.brown.edu (183.com) facstaff.gpc.edu (143 visits) csudh.edu (137 visits) uark.edu (137 visits) classes.nyu.edu (132 visits) edventure.ntu.edu.sg (129 visits) cursus.cursus.edu (115 visits) mansfield-bb.systec.passhe.edu (111 visits) blackboard.edcc.edu (109 visits)
TFG	mutterley.laits.utexas.edu (1,919 visits) globegate.utm.edu (1,900 visits) polyglots.uark.edu (1,381 visits) blackboard.umbc.edu (1,294 visits) utm.edu (643 visits) classes.nyu.edu (489 visits) uni.edu (480 visits) nvcc.edu (437 visits) utexas.edu (426 visits) fcps.edu (323 visits) blackboard.edcc.edu (300 visits) blackboard.usfca.edu (162 visits) ocw.mit.edu (134 visits) facstaff.gpc.edu (126 visits) cup-bb-sytec.passhe.edu (125 visits) millie.furman.edu (104 visits)
AA	tltc.la.utexas.edu (137 visits) Blackboard.tufts.edu (89 visits) cet.emory.edu (50 visits)

Existing related materials that have been created specifically for Portuguese indicates the potential demand for this proposed full production project. Recent data collected regarding the existing ***Ta Falado*** —Portuguese for "It's all Been Said" — instructional audio podcast project indicates significant usage (http://tltc.la.utexas.edu/brazilpod/tafalado/). Collected via Urchin, the period of 8/27/08-12/5/08 showed an average of 3,534 page views per day made by an

average of 2,283 daily visitors. Interestingly, the largest source of referral to the ***Ta Falado*** podcast project is iTunes, a commercial site frequented by students. In addition to page views and visits, we are also collecting data on length of stays, showing that the usage of our instructional materials arguably contributes to increased student time spent reading, hearing, and seeing digital content regarding the target language. For the purposes of the grant, we will specifically track the usage achieved within educational programs within the United States.

3. ACCOUNT OF RELATED MATERIALS (10 points)

Have all the existing, similar materials (for the study of the language(s), region or country, or issue in question) been cited and accounted?

In traditional printed style there are two major textbooks that are built for English-speaking students: *Brasil, Lingua e Cultura* and *Pontos de Encontro*. There are also a number of smaller textbooks that are designed for teaching Portuguese in Brazil: e.g., *Avenida Brasil* and *Falando, Lendo, Escrevendo*. None provides samples of authentic speech for analysis and practice like that offered in our proposed ***Conversa Brasileira.*** Because of the limited marketability, traditionally publishing companies have been reticent to publish materials in Portuguese. On many occasions instructors of Portuguese hear publishers say things like, "If you could give me the same idea for Spanish, we'd love to publish these materials. Unfortunately we can't do so for Portuguese." As a result, what one commonly finds among teachers of Portuguese is a vast collection of handouts and in-house ancillary materials.

However, in today's world of online access, we have the ability to provide teachers with new materials which better respond to current events and the personal interest to the students. We are

also in a position to create materials in formats that provide for better interaction and practice. This is the case of *Conversa Brasileira*, which mixes video, translation, transcription, analysis commentary, blog postings, community interaction, and personalized teaching, all of which are independent from any specific course or textbook.

b) Is there a critical commentary on the adequacy of such similar materials and is this commentary accurate?

As to other existing online materials, there are number of sites that offer items for the teaching of Portuguese language (e.g., Terra Brasilis: http://web.ku.edu/~brasilis/; Sonia Portuguese: http://www.sonia-portuguese.com/) but none of these presents samples of natural speech in a format that can be used for language learning. Some provide audio, but not video. Some provide video, but are not arranged in any thematic, sequential, or structured instructional framework. Some sites are commercial and financially prohibitive for wide academic use. Some are little more than a dictionary, with reference but not instructional value. Truly, ***Conversa Brasileira*** will be unique in terms of its particular instructional approach and array of multimedia content, but even more importantly it will be available online for anyone to use, free of charge. It is in that spirit that we have created the Brazilpod site at the University of Texas which serves as an umbrella and central distribution for all of the materials that we have made for the teaching of Portuguese: http://tltc.la.utexas.edu/brazilpod/.

c) Will the proposed material(s) duplicate other materials already in existence or already in progress?

While ***Conversa Brasileira*** is an entirely new project, it is an extension suite of instructional materials that has been developed over a 3-year period, and is already the backbone of

instruction across our Portuguese program.

Conversa Brasileira will become an integrated part of these existing modules, the difference being that it focuses on the needs of intermediate- and advanced-level learners. It has already been prototyped with one video unit and tested with students, who have found the format to be both useful and engaging.

In order to understand how ***Conversa Brasileira*** fits in with (but does not duplicate) our existing materials, it is helpful to describe the umbrella website that joins it all together, which we have called Brazilpod. Brazilpod is the "homepage" for a collection of related online materials for Brazilian Portuguese instruction (http://tltc.la.utexas.edu/brazilpod/) and it contains the following components:

> ***Tá Falado*** – a series of nearly 50 podcast lessons and ancillary materials for the teaching of Portuguese to speakers of Spanish, taking advantage of the similarities between these two languages.
>
> ***Portuguese Communication Exercises*** – a compilation of nearly 350 brief video clips where native speakers of Portuguese discussion 80 different topics about daily life. All of the videos come with transcriptions and translations to help students see how Brazilians really talk.
>
> ***É isso aí*** – a blog of student projects, where students analyze the existing materials and then build their own video clips, based on their application of the Tá Falado and the Portuguese Communication Exercises.
>
> ***Brazilians Working With Americans*** – 10 brief case studies that illustrate the cultural issues that come up when Brazilians work with Americans. These materials include

video clips of interviews with Brazilian and North American executives who discuss these cultural issues.

The proposed new project, ***Conversa Brasileira*** will build upon all these existing projects by providing a more advanced level of interaction with more advanced materials using well-produced video with strong attention to audio quality, and will benefit from advances in technology that allow us to better integrate audio, video, and text in a multimedia production in even more advanced ways than were available when we first began translating our instructional materials to the world wide web several years ago.

4. LIKELIHOOD OF ACHIEVING RESULTS (10 points)

a) Are the objectives, which the proposed material(s) are to serve, clearly defined?

Our primary goal is to get students to spend more time seeing, hearing, and using the language through an engaging internet interface. The prototype of this project is fully functional, with one sample produced video, and available for viewing at:

http://tltc.la.utexas.edu/brazilpod/cob/

This instructional material is built on the premise that students learn best when they see the way that native speakers really talk. Video is an invaluable tool for achieving this. Nothing in this material is scripted or phony, all show how people really express themselves. The video clips demonstrate how Brazilians actually exchange information, take turns, ask for clarifications, deal with misunderstandings, give non-verbal signals, and interact with one another. Additionally, all

clips include “pop-up” buttons that help to identify, clarify, and analyze what is going on in the videos, focusing specifically on those items that learners may not notice. The original material is not dramatic, but framed from an organic journalistic or documentary point of view, and uses visiting instructors, students, and real people as subjects. It is selected and guided, however, by an instructional framework built on years of practical classroom experience.

b) Are the outlined methods and procedures for preparing the material(s) practicable and can they be expected to produce the anticipated results?

From a pedagogical perspective, it has been powerful to see the modular nature of the materials contained with Brazilpod, and how students easily navigate between the resources as they are thematically linked. Students from different vantage points, within different formats, at different levels, and with diverse needs have all been able to draw from the materials for everything from pronunciation practice to vocabulary and grammar analysis. The result is more time spent with the language, and an overall higher proficiency.

c) Does the application reflect a sufficient degree of knowledge in the pertinent areas to assure a successful completion of the project (e.g., for language materials: modern language pedagogy, modern linguistics theory; for area studies and related materials history, political and social structure, economics, etc.)?

Research suggests that language acquisition is tied to context, chunks, and scripts. That is to say, when learners understand the context in which language is spoken, there is a greater likelihood of retaining that word or phrase. Similarly, learners often retain small phrases and expressions (chunks) better than isolated words. Scripts refer to the way that native speakers ”know” the dialogs that people normally use when speaking to each other (e.g., what we normally say at the deli when ordering a sandwich or how to talk to a police officer when he stops us on the

highway). The analysis and content of ***Conversa Brasileira*** focus on teaching learners about the context, chunks, and scripts of Brazilian conversations. Without this model or rubric, it becomes much more difficult for students to identify Brazilian communication. This knowledge strongly informs the design of this project.

In addition to the materials previously listed in Brazilpod, the following is a list of other completed projects that demonstrate the effectiveness of this methodology:

- Spanish Proficiency Exercises
- Cultural Interviews with Latin American and Spanish Executives
- Falando de Negócios
- Cultural Interviews with Brazilian Executives
- Cultural Interviews with Chinese-Speaking Professionals
- Cultural Interviews with Japanese-Speaking Professionals
- Cultural Interviews with German-Speaking Professionals
- Cultural Interviews with Turkish-Speaking Professionals

All of these resources, which have served a variety of courses and disciplines are available for viewing via the following link: http://orlandokelm.wordpress.com

5. EXPECTED CONTRIBUTION TO OTHER PROGRAMS (5 points)

a) Will the proposed materials contribute significantly to strengthening, expanding, or improving instructional programs concerned with the language(s), area(s), or international studies in the United States?

The potential for strengthening, expanding or improving of the materials in other programs applies to two major areas: one as a general model, and secondly, as an actual openly access applied instructional resource.

First, the materials, as a template, can serve for development projects in other languages. We have had success in this first area in the past. For example, the *Portuguese Communication Exercises* have been replicated to create materials for Spanish (http://www.laits.utexas.edu/spe/index.html) and also used in a similar fashion for our materials in French (http://www.laits.utexas.edu/fi/). The ***Tá Falado*** design served as a foundation for similar projects in Italian (http://tltc.la.utexas.edu/ra/). The template for ***Conversa Brasileira*** has already generated interest among colleagues who see the format applying to such diverse areas as, for example, videos of international negotiations with pop-up window commentary and analysis. The potential for replication of these materials for other projects is strong.

Second, the actual materials themselves can be used in many different teaching scenarios because they are not tied to a specific course or a specific textbook. The strength of the modular nature of ***Conversa Brasileira*** is we can use them in structures courses, or as assigned homework outside of class, or for individual study that is not part of a course. The same applies to colleagues and learners who are not part of the University of Texas, who will be able to use the materials based on their needs too. In fact, during our testing phase of the site, we also got feedback from users who were not students enrolled in organized classes.

6. PLAN OF OPERATION (10 points)

a) Does the design of the project show high quality?

The website involves a main page with the following navigational scheme:

Home

Video

Adoro cachorros 1

o More ... *(This is material to be developed under this proposal)*

Discussion

About Us

o Orlando R. Kelm

o Vivian Flanzer

o Michael Heidenreich

RSS Info

o iTunes Subscription

o RSS Podcast

o More RSS Info

Site Map

Help

It is the "Video" section that we aim to develop though this proposal. Currently, there are 10 study topics that are part of the ***É isso aí*** student blog, which also coincide with topics in the *Portuguese Communication Exercises*. With the ***Conversa Brasileira*** project we have the goal of creating at least 2 lessons for each of these existing 10 topics as well. We plan on having completed the 20 lessons by the end of 2010. The following year we hope to complete an additional 20 lessons with new topics.

While the second set of topics for 2010 - 2011 are not finalized, as much as possible we want them to be chosen by students, learners, and users of ***Conversa Brasileira.*** This, in fact, is how

we chose the first set of topics. So, where we envision such topics as living with foreigners, finding an apartment, beginning a new job, learning to play musical instruments, etc., it may very well be that the users of ***Conversa Brasileira*** will come up with totally different ideas. This open-ended nature of the task is not to be evasive, but to enhance the participation and power of the users. But it total, we are aiming for a total of 40 instructional videos with internal pop-up features by the end of 2012.

b) Is the plan of management effective? Will it ensure proper and effective administration?

Key personnel involved in the project:

PI – Design the content, decide which topics to develop, arrange for the video taping and the audio recordings including technical support and actors, function as movie director, coordinate the transcript and translation writing, merge the materials together, teach assistants how to prepare content for technical support. Maintain the ***Conversa Brasileira*** blog.

Graduate Student Assistant – Write the transcription and translation of all of the video clips and audio recordings. Write the text for lesson notes. Write the text for pop-up commentary and analysis.

Data Entry Student – The technical support completes the materials, but in preparation for that someone needs to add the written content (translations, transcripts, pop-up commentary, etc.) into database. This includes the division and time stamps for the captions, which can be time consuming.

Liberal Arts Instructional Technology Services will provide:

Video Recording – The 40 recording sessions make use of 2 cameramen, followed by the digitization, editing, and compression of the clips.

Audio Recording – The 40 audio recording sessions make use of 1 technician and 3 people in studio, which includes the PI.

Texas Language Technology Center will provide:

Technical Support – The final content for the 20 lessons is compiled and rendered in its final form by a member of the technical support team of TLTC (Texas Language Technology Center) of the College of Liberal Arts.

c) Is there a clear description of how the objectives of the project relate to the purpose of the Section 605 International Research and Studies program?

As per activities funded under the Higher Education Opportunity Act of 2008, this project will address

(c) The development and publication of specialized materials--

(1) For use by students and teachers of modern foreign languages,

With a goal of to improve and strengthen instruction in the field of Brazilian Portuguese.

d) Is the way in which the applicant plans to use its resources and personnel to achieve the project objectives appropriate and adequate?

LAITS provides a turnkey video production service lead by Video Manager Daniel Garza, whose work spans both the commercial and academic worlds. The quality of the video involves

attention to lighting, sound, and multiple camera shoots creating a high visual standard that helps create credibility with student users. The special requirements for online delivery involve key frames, coding, and transference into specialized formats, such as Flash, an optimal format for the delivery of video in terms of standard browser compatibility. The LAITS team will build upon existing techniques to optimize efforts for maximum quality and minimum bandwith. TLTC will provide the technical expertise needed to deliver the video on the world wide web via the existing interface.

e) To what extent will the applicant provide equal access treatment for eligible members of racial and ethnic minorities, women, handicapped persons, and the elderly?

The University is committed to diversity. The 2007-2008 undergraduate student body at UT was composed of 57.4% White, 3.7% African American, 14.1% Asian American, 14.3% Hispanic, 0.4% Native American, and 8.9% Foreign (with 1.1% unknown).

7. QUALITY OF PERSONNEL (5 points)

a) Is there evidence of professional competence to direct this project on the part of the project director or principal investigator?

PI – Orlando R. Kelm

Orlando Kelm received his Ph.D. from the University of California, Berkeley in 1989 in Hispanic Linguistics. He is Associate Professor at the University of Texas, Austin, with a dual appointment in the Department of Spanish and Portuguese (where he teaches courses in Portuguese and Spanish language and linguistics) and in the McCombs School of Business (where he teaches courses in Business Language and Culture). Prof. Kelm also serves as the Associate Director of Business Language Education at the Center for International Business

Education and Research (CIBER) where he oversees that teaching of business language and coordinates all of the materials development projects in business language and culture. In addition to his work in business language and culture, Prof. Kelm focuses his research and development projects on the use of technology in foreign language instruction. He is the author and creator of numerous online language-teaching materials, including materials for Spanish, Portuguese, German, Chinese, Japanese, and Turkish. All of these sites are available though open access and receive millions of hits every semester. Prof. Kelm has received awards and recognition for Instructional Technology, Articles on the Teaching of Foreign Language, and Faculty Honor Rolls for outstanding teaching.

b) Is there evidence of the qualifications of the other key personnel, if any, to participate in the project?

Carl Blyth, Ph.D.
Associate Professor
Department of French & Italian
College of Liberal Arts

Dr. Blyth is the Director of the Texas Language Technology Center. His research focuses on sociocultural approaches to language acquisition as well as the dynamics of face-to-face interaction in French-speaking societies. He is also involved in various research projects concerning the social and psychological factors in computer-mediated language learning. With the assistance of graduate students and colleagues, he has developed several Websites for the Lower Division French program. Before joining the U.T. Austin faculty, Dr. Blyth was an assistant professor at Louisiana State University-Baton Rouge, where he conducted research on Cajun French.

Joe TenBarge

Assistant Dean
College of Liberal Arts and Producer

Dean TenBarge has led the College of Liberal Arts Instructional Technology Services unit for ten years. He has assisted faculty in completing over 200 technology projects, including ***Texas Politics***, a strategic site designed to support curricular instruction in Government required by all undergraduates enrolled in the State of Texas http://texaspolitics.laits.utexas.edu/. LAITS is also responsible for college-wide implementation of a "smart-classroom" installation, nearing 100 percent completion, and supports technology services in over 200 classrooms in 13 buildings across the University campus. Under Mr. TenBarge's leadership, the College of Liberal Arts has realized significant upgrades to its audio and video facilities, which are now optimally designed for web broadcasting, podcasting, and digital archiving.

c) Is the amount of time that the key person(s) plan to commit to the project appropriate to the project's need?

One full time Graduate Student will be supervised by the PI throughout the academic year, to implement work planned and generated by the PI over the summer months. In addition, the LAITS and TLTC technology staff work year round, and will be able to assist the PI during his requested summer months to address any challenging technical issues or requirements that arise.

d) To what extent does the applicant, as part of its non-discriminatory employment practices, encourage applications for employment from members of groups that have been traditionally underrepresented, such as members of ethnic minorities, women, handicapped persons, and the elderly?

The University of Texas at Austin is committed to an educational and working environment that provides equal opportunity for people of any race, color, religion, national origin, gender, age,

disability, citizenship, or veteran status. Discrimination of the basis of sexual orientation is also prohibited pursuant to University policy. The Provost's office has recently launched a campus-wide initiative on gender equity, and the coordinator of the Portuguese program, Vivian Flazner, is female.

8. BUDGET AND COST EFFECTIVENESS (5 points)

a) Is the proposed budget adequate to support the proposed project activities?

The proposed budget reflects a primary emphasis on content development, with an acknowledgement for the resource-heavy creation of original video content. It will leverage a great deal of existing equipment and resources, particularly an AV/SAN for audio editing by multiple teams of student and staff technologists, and an existing server network service provided to this project by LAITS. Also, the bulk of web design has already completed during the prototype phase, and thus, art direction and programming are not a requirement of this grant. Note also that the proposed budget makes no request for travel. All materials are to be developed on site at the University of Texas.

b) Are the costs reasonable in relation to the anticipated product (or objectives) of the project?

Evaluating the cost-effectiveness of our projects involves three primary perspectives: that of the student, that of the instructor, and that of the institution. It is easy to see how a free resource that replaces a $125 textbook with supplemental materials is a real value to a foreign language student. And, to a certain degree, positive value for one educational stakeholder connotes positive value for the other. An exact formula for how we can best quantify this in relationship

to actual costs of production has yet to be determined. Broadly, one target goal is that the cost per student served would be lower than the aggregate replacement value of the instructional resource. Over the years, the cost of producing websites is low in relationship to the volume of instructional materials provided.

9. EVALUATION PLAN (15 points)

a) Does the application include a plan for evaluating periodically the work accomplished under the project?

The evaluation of the materials can be divided into two major areas: feedback gained during the development phase and feedback gained from users of the finished materials.

The feedback that we gain during the development phrase begins with identifying how users actually use the materials. Since the final site has buttons to click on, PDF files to download, videos to listen to, text to read, and pop-up buttons to study, we need feedback on what users actually do when using the materials. Our plan is to get this feedback from four different sources. First, and most easily, each lesson already has discussion blog features. Automatically each lesson gets feedback from users, including questions for clarification, advice for problems, suggestions for change, notices about typos and links that don't work, etc. For example, when developing the template we asked some students for feedback and one gave us the following excellent observation:

> One usability recommendation is to include a volume button, unless I didn't see it. Also be careful with different volume levels from the video and the pop up talking. The pop

> up seemed a lot louder and made me lower the volume only to have to raise it again once I was watching the main video. (Comment by Andre.)

Second, and also easily done, we are able to track the number of hits that the lessons get, including the point of entry for all of the users. For example, we did this with the ***Tá Falado*** materials and discovered that the vast majority of the users of that site entered directly from iTunes. Consequently we have designed ***Conversa Brasileira*** to also be accessible via iTunes. Third, we will send out specific surveys to our students who use the materials, with specific questions about the functionality, validity, and interest of the materials. The technical support team from the Texas Language Technology Center already has similar surveys that they have created for other projects and since they can give the surveys, it provides for feedback from outside sources. Finally, as related to the development feedback, we are experimenting with "screen capture" software (e.g., ScreenFlow). By recording screen capture of when learners use ***Conversa Brasileira*** we will be able to see exactly what they do when using the materials. Based on this we will be able to identify what buttons are actually pushed, how long they remain on specific items, and what they ignore, etc.

b) Is there a realistic time schedule for accomplishing the work?

What follows is an outline of the timeframe for the project components:

July - August 2009 – Complete lessons from existing recordings: Pets, Travel, Food, Hobbies

September –November 2009 – Video tape 6 lessons on the next three topics: Relationships, Exercise, and Society.

December 2009 – February 2010 – Complete the transcriptions, translations, audio recordings, pop-ups, time stamps, and all for the lessons on Relationships, Exercise, and Society. Use materials for feedback with students enrolled in Spring Semester classes

March – May 2010 – Video tape 6 lessons for the next three topics: Children, Youth, Elderly

June – August 2010 – Complete the transcriptions, translations, audio recordings, pop-ups, time stamps, and all for the lessons on Children, Youth, and Elderly.

September – December 2010 – Adjust materials based on feedback and continue to use with students enrolled in Fall Semester courses.

This same process will continue in year 2 of the grant, with year 3 focusing on correcting and perhaps adding supplemental materials without any further need of video production.

10. ADEQUACY OF RESOURCES (5 points)

a) Does the applicant have adequate facilities to conduct the project?

Like Higher Education as a whole, The University of Texas is actively seeking innovative ways to engage technology for its own purposes. At the College of Liberal Arts, the largest and oldest college on campus, professors in the Humanities and Social Sciences are encouraged to develop technological materials that are specifically tailored to suit their specific disciplinary and instructional needs.

Liberal Arts, through its dedicated Instructional Technology Services unit, or LAITS, has invested significant time and money in exploring the best uses of Instructional Technology. Under the direction of Assistant Dean Joe TenBarge, LAITS provides and maintains the basic infrastructure necessary to access information technology, including widespread wireless access, "smart" classrooms with top notch digital consoles, and specialized computer labs. All of the lower-division courses in Portuguese are taught in these “smart” classrooms and there is a lab facility especially reserved for Portuguese courses. In 2006, LAITS opened up state of the art digital audio and video facilities that are available for faculty projects and supported by a much-admired Student Technology Assistant program.

Our aim is to *provide large scale, comprehensive resources with all the portability, flexibility, and convenience of an online environment.* The well-produced, engaging products of LAITS' professional production team of designers, video and audio production specialists, and programmers have already proven their worth by attracting a large number of outside users, as well as large-scale institutional adoption on campus. Simply put, the overarching goal of this work is *to increase the quality and availability of instructional resources by putting control of the production directly into the hands of practicing academic scholars and their students*

We have found one area in particular that seems a natural for computer-aided learning: language and cultural studies instruction. For several years, LAITS has worked with forward-thinking foreign language scholars to explore technology's capacity to enhance language learning both inside and outside of the classroom. As a result, we have supported the creation of the Texas Language Technology Center (TLTC), led by Professor Carl Blyth. For this project, LAITS will provide the videography and TLTC will provide the ongoing web development, via a design created by their Web Developer Nathalie Steinfeld. This will be accomplished by an internal sub-contract with the Department of Spanish and Portuguese.

b) Are the equipment and supplies which the applicant plans to use adequate?

Video Recording

The recording of original video will be undertaken by Liberal Arts ITS video services.

Video Editing and Post-Production

Liberal Arts ITS will provide video editing and post-production services for this project using existing equipment, including commercial grade digital video cameras and editing and post-production done on Macintosh computers using Final Cut Pro.

Audio Remastering and Digitization

Liberal Arts ITS also remasters and digitizes analog audio for use by Liberal Arts students and faculty. Several applications, including ProTools and SoundEdit16, are employed.

Studio and Field Recording

Liberal Arts ITS has two (2) audio recording studios for use in this project.

Equipment Loan

Video equipment will also be available for loan for short-range field production. Items available include a VHS video camcorder, a Mini-DV camcorder, a Digital-8 camcorder, a portable VHS player, several tripods, 2 data projectors and a set of portable speakers.

11. DESCRIPTION OF FINAL FORMAT (5 points)

a) Are the contents and final form of the projected material(s) sufficiently well described?

Since the template has already been designed, we know exactly what the final form will be. When learners go to http://tltc.la.utexas.edu/brazilpod/cob/, this is what they will find.

1. Homepage: A description of the compilation of brief video clips where Brazilians discuss a whole series of topics on daily life. These video clips allow learners to hear how people really talk. The most important feature about the video clips is the interaction between speakers. Learners need to see how people take turns when talking, how they rephrase things, how they clarify their meaning, how they ask questions. The object of the site is to help students become aware of all of these item, which often times, go completely unnoticed.

2. Video: This link takes learners to the actual video clips. When viewing the clips, learners have the option of seeing Portuguese captions or English translations. They also have the option to turn off the caption feature. One of the most innovative features of the video clips is the "pop-

up" windows. At various stages of the video, the "pop-up" appears. If learners click on the "pop-up" the video is paused and a detailed analysis with slides, pictures, and audio recordings all add details about the language used. This may be grammar, culture, or usage related. After studying the pop up, the video plays on where it left off. This really is a unique and powerful feature, not unlike director commentary that is found on many DVDs. The Video link also offers learners extra links to view or download PDF files of extra notes, dialogs, and observations on the video clips.

3. Discussion: Each video clip has it's own discussion blog. Here learners can ask questions, make observations, or offer suggestions. The discussion blog creates a community of learners where people help each other out in learning Portuguese. Teachers also use the blog comments to get ideas of how they would like to review the videos in their classes.

4. About Us: This section merely introduces learners to those who are part of ***Conversa Brasileira.*** This includes the technical assistance and the people who record the analysis in the pop-up windows.

5. RSS Info: Learners can subscribe to an RSS feed so that each time a new lesson is released, they become aware of that fact.

6. Site Map: Simply a link to help orient learners to the site.

7. Help: The link offers learners a chance to understand how all of the buttons and links in ***Conversa Brasileira*** work.

No doubt that there are many proposals that talk about web sites. ***Conversa Brasileira*** is unique in that it is the only location where learners are exposed to natural speech and at the same time be given ways to analyze that speech as related to usage, grammar, and culture of Brazilian Portuguese. We also have the advantage that the template for the site already exists and has been

tested. What is missing now is the opportunity to add more content, which is the objective behind requesting the grant assistance. When finished, learners will have access to Brazilian conversations in a way that simply does not exist anywhere.

12. PROVISIONS FOR PRETESTING AND REVISION (15 points)

a) Has sufficient provision been made for pre-testing the material(s) (with students and/or in the classroom) for possible revision before general dissemination or publication?

The University of Texas has one of the largest programs in Portuguese in the country. We have an enrollment of around 160 students every semester. Our current plans are to use the ***Conversa Brasileira*** materials in our third semester, fourth semester, intensive second-year, and advanced grammar courses. This allows us to get continual feedback and adjust things from one lesson to another. The online fluid nature of the materials allows for these sorts of adjustments along the way. Furthermore, because each lesson is independent from the others, we are able to get feedback on each lesson and make adjustments as each component part is completed. For example, we have already learned a lot about the use of microphones, movement, and spacing and each subsequent recording includes adjustments and improvements in the quality of the audio portion of the lessons. We have also learned that the pop-up descriptions need to be short and to the point and we have seen that students needed play, pause, and rewind buttons on the pop ups. These were all changes that we have implemented from pretesting. This will continue throughout the life of the project.

One of the great advantages of this project is the online nature of the site. We can release each part to the public for use and then fine tune and adjust subsequent lessons based on reactions and feedback from the previous ones. The other components of Brazilpod have already become

institutionalized at the University of Texas. Thus, ***Conversa Brasileira*** has a high potential to continue to be supported and developed long after the grant period, providing many thousands of users with high quality instructional resources in Brazilian Portuguese.

13. COMPETITIVE PREFERENCE PRIORITY 1 (additional 5 points)

This project meets this priority for the development of specialized instructional or assessment materials focused on one of the following seventy-eight (78) languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs):

Portuguese (Brazilian dialect).

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **OtherNarrative1003560158.pdf**

Curriculum Vitae
Orlando René Kelm
orkelm@mail.utexas.edu
http://orlandokelm.wordpress.com

I. Education

Ph.D.	University of California, Berkeley	1985-1989
M.A.	Brigham Young University	1983-1985
TESL Cert.	Brigham Young University	1983-1985
B.A.	Brigham Young University	1979-1983

Dissertation
Temporal Aspects of Speech Rhythm Which Distinguish Mexican Spanish and Brazilian Portuguese.

II. Teaching

1995- Present	Associate Professor, University of Texas, Austin
1989 - 1994	Assistant Professor, University of Texas, Austin
1985 - 1989	Grad. Student Instr., University of California, Berkeley
1983 - 1985	Graduate Student Instructor, Brigham Young University
1980 - 1985	Portuguese Language Coordinator, MTC, Provo, Utah

Teaching Interests
The teaching of foreign language for professional purposes, Use of technology in foreign language education, Portuguese and Spanish phonetics, Applied linguistics.

III. Publications (partial)

Book
(Risner, Mary). Brazilians Working with Americans: Cultural Case Studies. Austin, TX: University of Texas Press, 2007.

Articles
"Foreign Language Materials for Business Portuguese: The Role of Technology in the Development of Foreign Language Curricula." Learning and Knowledge for the Network Society. Eds. David V. Gibson, Manuel V. Heitor and Alejandro Ibarra-Yunez, West Lafayette, Indiana: Purdue University Press, 2005, 443-452.

"Portuguese for Specific Purposes: It Applies 100% of the Time." Português para falantes de espanhol: Artigos selecionados escritos em português e inglês. Eds. Antônio Simões, Ana Maria Carvalho and Lyris Wiedemann. Campinas, SP: Pontes Editores, 2004, 193-206

Internet Materials (http://orlandokelm.wordpress.com)
"Cultural Interviews with Turkish-Speaking Professionals" (2008). QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in Turkey.

"Tá Falado: Brazilian Portuguese Pronunciation for Speakers of Spanish" (2007). Podcast lessons with accompanying PDF files, and discussion blog.

"Brazilians Working With Americans: Cultural Case Studies" (2007). QuickTime video clips and transcripts of executives who discuss topics from the book "Brazilians Working With Americans: Cultural Case Studies.

(Rathman, Marc, Somerholter, Kerstin)"Cultural Interviews with German-Speaking Professionals" (2006). QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in Germany.

(Chen, Jeanette, Wang, Haidan) "Cultural Interviews with Chinese-Speaking Professionals" (2006). QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in China.

(Tanaka, Midori) "Cultural Interviews with Japanese-Speaking Professionals" (2006). QuickTime video clips and transcripts of native speakers who describe cultural aspects of doing business in Japan.

"Portuguese Communication Exercises" (Updated Edition 2006). QuickTime video clips and transcripts of native speakers who exemplify language-specific tasks.

"Spanish Proficiency Exercises" (Updated Edition 2006). QuickTime video clips and transcripts of native speakers who exemplify language-speaking tasks.

IV. Scholarly Papers (Partial)

"The Future of Teaching Business Language and Culture: Technology Changing our Paradigm" 2009 CIBER Business Language Conference, Kansas City, Missouri, April 2-4, 2009.

"The Changing Role of Educators and Teachers: The Effects of Technology-Enhanced Language Instruction." 2009 Conference of the South Central Association For Language Learning Technology (SOCALLT), Southwestern University, Georgetown, Texas, February 13-14, 2009.

"Teaching the cultural aspects of doing business with Chinese-speaking professionals" 2008 International Conference on Translation Studies, Cross-Cultural Communication, and Chinese Pedagogy, Portland, Oregon, Oct. 24-25, 2008.

"BrazilPod: Opportunities in Language Instruction via Podcasting." 2007 ACTFL Convention and World Languages Expo, San Antonio, Texas, November 16-18, 2007.

(Valdo Oliveira, Michelle Schreiner Lima) "Podcasts and language learning: Are they pedagogically sound? How are they used?" 2007 CALICO Conference, San Marcos, Texas, May 22-26, 2007.

V. Invited lectures, Public and Professional Activities (Partial)

Visiting Professor, Universidad Católica de Santiago, Chile, January, 2009.

"Brazilians Working with Americans: Business Culture." Invited lecture presented as part of the workshop on Doing Business With Brazil, Brazil Week 2008, International Center of Austin, Austin, Texas, Nov. 12, 2008.

Coach of the University of Texas team (Kyle Averack, Ebony Jackson, Eduardo Gonzalez, Third Place, $1,000) in the 2008 Business Language Case Competition, Marriott School of Management, Brigham Young University, Provo, Utah, Nov. 9, 2008.

"Culture vs. Grammar in the Lower-Division Classroom." Invited lecture presented to the Foreign Language Faculty Workshop of St. Edwards University, St. Edwards University, Austin, Texas, Aug. 13, 2008.

"Community-Driven Language Learning." Keynote address presented at the Teaching World Languages in the Digital Age Spring Symposium, sponsored by the UCLA Center for World Languages, The University of California at Los Angeles, Los Angeles, California, May 9, 2008.

VI. Awards. (Partial)

"McCombs School of Business Elective Faculty Honor Roll," Outstanding MBA Class Instruction during Spring 2008, Granted October 7, 2008.

Tá Falado: Brazilian Portuguese Pronunciation. Mobile Technologies for Construction Education Gold Award Winner at Innovative Instructional Technology Awards Program (IITAP) 2008, May 2008; $3,000.

Liberal Arts Instructional Technology Services (LAITS) Grant: 2007-2008; $16,000; Tá Falado, Conversa Brasileira.

Liberal Arts Instructional Technology Services (LAITS) Grant: 2006-2007; $4,500; Portuguese Communicative Tasks.

Liberal Arts Instructional Technology Services (LAITS) Grant: 2005-2006; $4,500; Spanish Proficiency Exercises.

"Maria Isabel Abreu Award for the Best Research Article on the Teaching of Portuguese as a Second Language," American Association of Teachers of Spanish and Portuguese, 2003.

"McCombs School of Business Elective Faculty Honor Roll," Outstanding Elective Class Instruction during Fall 2002, Granted February 11, 2003.

"Essentials In Nursing Spanish," Honorable Mention in Sixth Annual Innovative Instructional Technologies Award (IITAP-2002), The University of Texas, Austin, 2002.

"Falando de Negocios: Building Language Competence in Business Portuguese," Second Place in Fifth Annual Innovative Instructional Technologies Award (IITAP-2001), The University of Texas, Austin, 2001.

VII. Administrative Service (Partial)

Associate Director of Business Language Programs for the Center for International Business Education and Research (CIBER), University of Texas at Austin, January 2001 – present.

DEPARTMENT OF SPANISH AND PORTUGUESE
THE UNIVERSITY OF TEXAS AT AUSTIN

1 University Station B3700 • Austin, Texas 78712-1155 • (512) 471-4936 • Fax: (512) 471-8073
http://www.utexas.edu/cola/dept/spanish

April 20, 2009

RE: International Research and Studies Program 2009 Competition 84.017A

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

Dear Dr. Eisen:

I am very pleased to write in support of the grant submitted by Professor Orlando Kelm. I have known Professor Kelm since he arrived at the University of Texas in the Fall of 1989. A linguist who is as at home in Spanish as he is in Portuguese, he is also the most knowledgeable and innovative member of the department when it comes to creating course materials and employing technology in the classroom. *Tá Falado* and *Conversa Brasileira* are his two most recent projects.

In 1996, with the support and encouragement of then-Provost Mark Yudof, the Department of Spanish and Portuguese converted a classroom into a computer lab and entered the age of what was then called computer-assisted instruction. Kelm was one of the key players in this move and was released from teaching for a semester to create the materials to be used in first-semester Spanish. Those materials won one of the University's first Innovative Instructional Technologies Awards in 1997. Kelm has continued to keep pace with technology as he has developed new materials for all of his courses. (Those who wish to may see all of them on his webpage: http://www.laits.utexas.edu/orkelm/kelm.htm) His pod cast on the pronunciation of Brazilian Portuguese (*Tá Falado*) was given first place in last year's Innovative instructional Technologies Awards.

Professor Kelm is also one of the pioneers in the teaching of language for professional purposes. Several years ago he began working on courses like "Spanish for Business" and "Doing Business in Latin America," long before such courses really caught on nation-wide. His interest in this emerging field combined with his conviction that technology could be incorporated in the classroom to great effect, led him to create first computer-based and later web-based materials targeted at Business students and executives as well. (In his characteristically unselfish way, he has put all of them up on his webpage where literally anyone in the world can consult them for free.) Kelm's business language materials all have the great virtue of teaching culture as well as language. "Un día típico de trabajo" was one of the earliest units he developed and consists of audio clips of people in Mexico and Venezuela talking about their jobs. His most wide-ranging project has been cultural interviews with business executives. He began with Brazil then moved

continues on page 2

to other countries in Latin America. The project now includes interviews with executives in Japan, China, Germany, and Turkey. In addition to language for business, Kelm has also created web-based materials for teaching Spanish to medical professionals and the police.

In conclusion, Orlando Kelm has an impressive track-record with regard to the development of technology-based teaching and learning materials, and this bodes well for the quality and success of the project for which he now seeks funding. It is a pleasure to write in support of his proposal. If you need any further information, please do not hesitate to contact me.

Sincerely yours,

Madeline Sutherland-Meier

Madeline Sutherland-Meier
Associate Professor and Chair *ad interim*

DEPARTMENT OF SPANISH AND PORTUGUESE
THE UNIVERSITY OF TEXAS AT AUSTIN

1 University Station B3700 • Austin, Texas 78712-1155 • (512) 471-4936 • Fax: (512) 471-8073
http://www.utexas.edu/cola/depts/spanish/

RE: International Research and Studies Program 2009 Competition 84.017A

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

April 18, 2009

Dear Dr. Eisen:

I am writing to support *Conversa Brasileira* for an International Research and Studies Program grant. The popularity of Portuguese studies is growing exponentially in the U.S. Portuguese is the sixth most widely spoken language, and Brazil, a leading emerging market. However, there are very few reliable textbooks to teach Portuguese language at the Intermediate level. Among those, none uses videos with natural, non-scripted dialogues to analyze the Portuguese language as used when native Brazilians interact with each other. In this sense, *Conversa Brasileira* is not only extremely innovative but also an essential tool to be used in the classroom to help explain the intricacies of oral Portuguese. In fact, in our survey with Portuguese students enrolled in UT-Austin, all of them, without exception, commented on how valuable and unique the site will be for their learning experience.

We are will use *Conversa Brasileira* as part as the curriculum for several different courses in UT, and I am sure that, with a website free and available to anybody, it will also be used in many other universities and by anyone interested in learning Portuguese.

The template for the site is already developed and is working perfectly. The International Research and Studies Program grant would give us the opportunity to add more videos and comments, making *Conversa Brasileira* a top learning tool for Portuguese students anywhere in the world.

Thank you very much for your consideration.

Sincerely,

Vivian Flanzer
Portuguese Language Program Coordinator
Department of Spanish and Portuguese
University of Texas at Austin

TEXAS LANGUAGE TECHNOLOGY CENTER
THE UNIVERSITY OF TEXAS AT AUSTIN
1 University Station B3500 • Austin, TX 78712 • (512) 232-2312 • Fax: (512) 232-5282 • http://tltc.la.utexas.edu/

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

Dear Dr. Eisen,

I am writing in support of Professor Orlando Kelm's project "Conversa Brasileira." As the Director of the Texas Language Technology Center, I have worked closely with Professor Kelm on this project and monitored his progress closely. He has made outstanding progress and continues to work hard to bring this project to fruition.

Conversa Brasileira is innovative for several reasons. First, it organizes linguistic content in a highly modular way that allows for maximum flexibility. The website can be profitably used by a wide-range of students and teachers. Second, multiple captions allow the end user to interact with the content in a deeper, more personal way. The end user can decide how much help he or she may need (no captions, Portuguese captions, English captions). And third, the use of hot buttons embedded in the video itself is a particularly innovative feature of this teaching tool. During the video, hot buttons appear on the screen that point to contextually relevant information. For example, the end user may hear a word or phrase and then see a hot button of that very same word or phrase on the screen. The end user decides to click on the button for more information if needed. If not, the end user can disregard the button and continue watching the video without interruption. When ever the end user does click on a hot button, the video stops so that the highlighted information can be played (sort of a video within a video).

From my perspective of an administrator, I am very pleased with this project because it has many ideas that will be transferable to other languages and other levels. This modularity greatly increases Conversa Brasileira's value since Professor Kelm's work will be used a template to be filled with other language/culture content. In addition, it is appropriate to note that Professor Kelm is thoroughly committed to this project. He has worked hard and steadily to assure the quality of all aspects of Conversa Brasileira. Based on his past performance, I have ever indication that he will continue his high level of commitment and that the final product will be excellent. I give Professor Kelm my highest recommendation.

Sincerely,

Carl Blyth

Dr. Carl Blyth
Director, Texas Language Technology Center
University of Texas at Austin

RE: International Research and Studies Program 2009 Competition 84.017A

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

To Dr. Samuel Eisen:

I am writing to you in regards to the Conversa Brasileira Project created by Professor Orlando Kelm at the at the Spanish & Portuguese Department of University of Texas at Austin. Currently, I am a graduate student in the same department studying Luso-Brazilian literature and culture. Professor Kelm asked me to review their website, Conversa Brasileira, since I am a teaching assistant for POR 312L, one of the Portuguese courses taught be our department. As someone who teaches students who are being exposed to a new foreign language, I strongly feel that Professor Kelm's website would be an invaluable tool for students wanting to improve their listening and reading comprehension of Portuguese as well as improving their grammatical and speaking skills.

In particular, I feel the interactive video segment will be a great tool for students learning Portuguese. I especially like how the student can click on the pop up button to stop the video and get a detailed explanation about different idiomatic expressions the actors in the video are using that are unique to Portuguese. Also, the freedom the student has to choose between English subtitles, Portuguese subtitles or no subtitles at all is also useful. The student can watch the video several times, maybe the first time using the English subtitles, then the Portuguese subtitles and then when they feel they have mastered comprehending the video using no subtitles.

Furthermore, creating a multimedia tool such as the Conversa Brasileira website would allow students to learn a foreign language more effectively since most students use different learning skills to learn the language, and Conversa Brasileira would allow students the flexibility too focus on those specific tendencies for learning since it uses a multitude of tools (i.e. video, audio, text, etc) to assist the student in learning the language. In addition, this website could be accessible to students all over the country, not just at the University of Texas at Austin, therefore allowing many more students who are learning Portuguese, whether at the university or even at the high school level, to have access to another tool to facilitate in their foreign language learning experience.

Best,

Eliseo Jacob
M.A. Candidate Luso-Brazilian Literature 2009
Department of Spanish & Portuguese
University of Texas at Austin

Adoro cachorros 1

PDF: Notes, Transcripts, Translation · User Discussion Blog

So here's the scenario: Denise has been walking in the park with her dog named Sandy. Michelle, who happens to pass by, loves dogs and decides to strike up a conversation with Denise. Well, she doesn't exactly love dogs, but Sandy reminds her of her brother's dog. Anyway, the two have a nice chat in the park, which makes for a great Conversa Brasileira.

Play the video: Click on the play, pause, and full screen buttons.
View the subtitles: Click on the port, eng, or off buttons.
Listen to pop-up commentary: Click on the pop-ups as they appear in the upper right corner.
Use the pop-up commentary controls: Click on the play, pause, or volume button. Use scrubber to rewind/forward.
Disable pop-up commentary: Check the box in the upper left corner.

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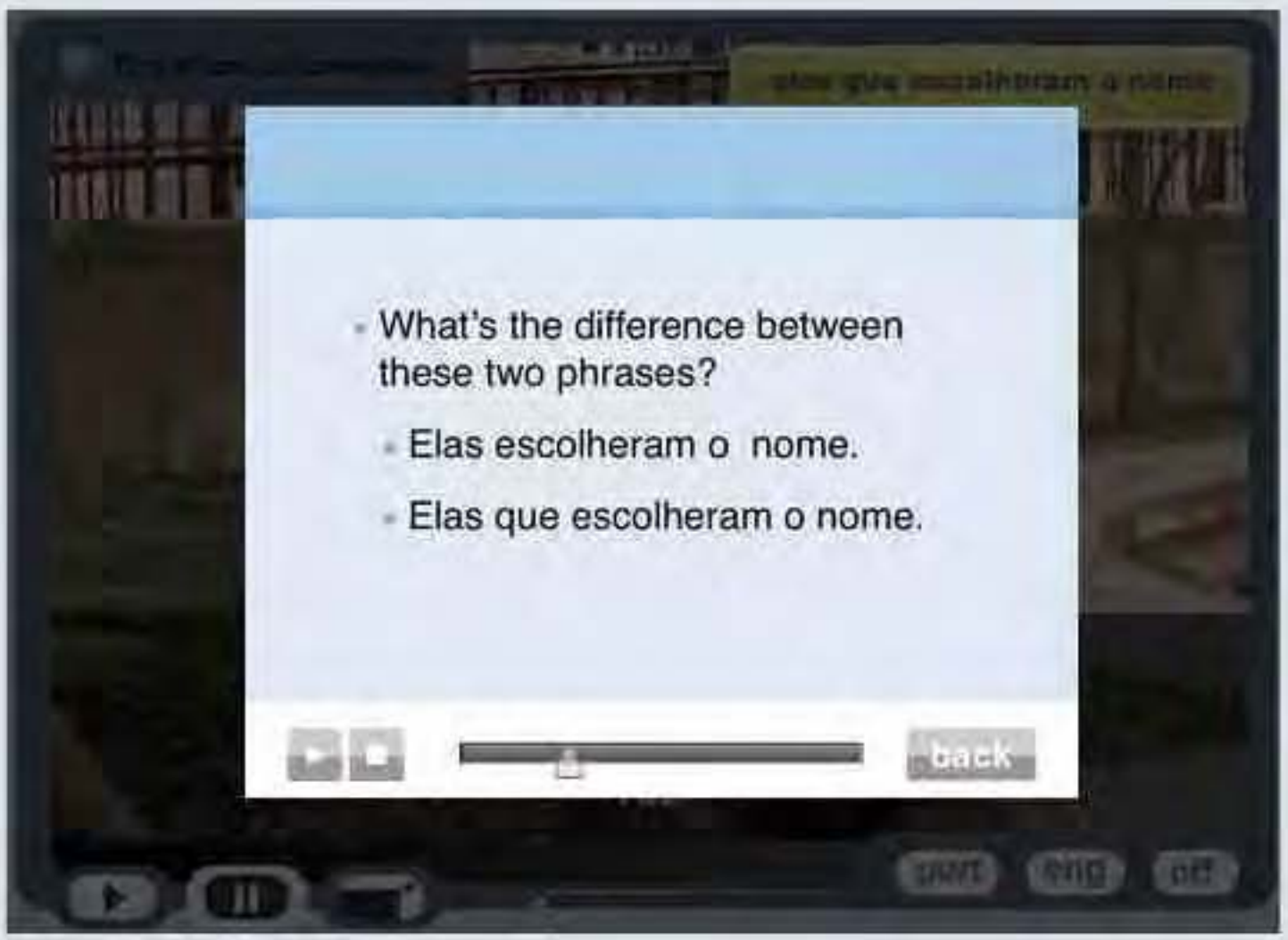
Brazilpod

Conversa Brasileira

Adoro cachorros 1

PDF: Notes, Transcripts, Translation - User Discussion Blog

So here's the scenario: Denise has been walking in the park with her dog named Sandy. Michelle, who happens to pass by, loves dogs and decides to strike up a conversation with Denise. Well, she doesn't exactly love dogs, but Sandy reminds her of her brother's dog. Anyway, the two have a nice chat in the park, which makes for a great Conversa Brasileira.



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Conversa Brasileira
Fica à vontade, a casa é sua.

These notes accompany the Conversa Brasileira lesson that you may access at http://tltc.la.utexas.edu/brazilpod/cob/lesson.php?p=01

Dog Lovers in the Park 1

Dialog

So here's the scenario: Denise has been walking in the park with her dog Sandy. Michelle, who happens to pass by, loves dogs and decides to strike up a conversation with Denise. Well, she doesn't exactly love dogs, but Sandy reminds her of her brother's dog. Anyway, the two have a nice chat in the park, which makes for a great conversa brasileira.

Michelle: **Oi...**

Hello...

Denise: **Oi "menina"...**

Hey, "girl"...

Michelle: **Ai, que amor! Que coisa mais linda! Posso sentar um pouquinho?**

Oh, how cute! What a pretty puppy! Can I sit here for a little bit?

Denise: **Claro! Fica à vontade!**

Sure! Please, have a seat.

Michelle: **Ai, que lindo!**

It is so pretty!

Denise: **Vem, Sandy, vem, vem, aqui...**

Come on Sandy, come here...

Michelle: **Qual é o nome dela?**

What's her name?

Denise: **... "garota"? Aqui, aqui... é Sandy!**

Orlando R. Kelm, orkelm@mail.utexas.edu

... “little girl”? Here, here... it’s Sandy!

Michelle: **É ele ou ela?**

Is your puppy a boy or a girl?

Denise: **Ela!**

A girl.

Michelle: **Ah, ela... então tá bom!**

Oh, it’s a girl... that’s cool!

Denise: **É Sandy!**

It’s Sandy!

Michelle: **Sandy?**

Sandy?

Denise: **É...**

Yeah...

Michelle: **E cadê o Júnior? Rsrsrs**

Where is “Junior”? Rsrsrs

Denise: **Rsrsrs... Pois é, eu tenho duas meninas em casa, aí elas que escolheram o nome, né?**

Rsrsrs... Well, I have two girls at home, so they chose her name...

Michelle: **Ah!**

I see!

Denise: **Se fosse um “menino”, ia ser Júnior...**

If it was a “boy”, it would be Junior...

Michelle: **Provavelmente...**

Probably...

Denise: **... mas aí com a “garotona” aqui ficou Sandy...**

... but with this “big girl”, we chose Sandy...

Michelle: **Ah! E quantos anos têm suas meninas?**

Oh, yeah! How old are your girls?

Denise: **Dez e seis.**

Ten and six.

Michelle: **E essa daqui?**

How about this one?

Denise: **Essa tem três.**

This one is three.

Michelle: **Três anos!**

Three years old!

Denise: **É, mas é uma...**

Yeah, but she is a...

Michelle: **Ai, que linda!**

She's adorable!

Denise: **... é uma garotona aí, uma boa garotona.**

... she's a big girl, a good girl.

Michelle: **E parece não ser brava... não é brava?**

She doesn't seem like an agitated puppy... is she a difficult puppy?

Denise: **Não, não é, não é... esta é uma cachorra bem tranqüila, dócil, eh, calma com as crianças, boa pra passear, entendeu, não vai te carregando assim...**

No, no, she isn't... she's a very tranquil, docile puppy, she's easygoing with children, a good dog to walk with, you know, she doesn't pull you...

Michelle: **Ah, isso é bom, né? Isso é bom...**

Oh, this is good! That's good...

Denise: **... na coleira, eh, ela é tranqüilona...**

... with her collar, she's very calm...

Michelle: **Ai, que bonita! Você sabe a raça, eh, que raça que é?**

She's precious! Do you know her breed, I mean, what's her breed?

Denise: **Eh, é uma mistura: mãe é...**

It's a mixture: her mother is...

Michelle: **Porque eu não entendo nada de cachorro... Rsrsrs**

Because I don't understand anything about dogs... Rsrsrs

Denise: **... eh, não, eu também não muito, mas a mãe era labrador e o pai setter.**

I don't understand very much either, but her mother was a labrador e her father an Irish setter.

Michelle: **Ah, tá.**

Oh, I see.

Denise: **Então é uma, uma mistura aí dos dois...**

So, it's a mixture of the two...

Michelle: **Deu uma mistura aí dos dois...**

It is a mixture of the two...

Denise: **... mas deu uma mistura boa, porque ela...**

... but it was a good mixture, because she...

Michelle: **... mas ela ficou muito boazinha...**

... she's so easygoing...

Denise: **... eh, eu acho ela bonitona, né?**

... I think she's very beautiful...

Michelle: **Ela, ela é treinada? Porque ela fica quietinha...**

Is she trained? She's so quiet...

Denise: **É, a gente contratou um treinador quando ela era bebê, né, assim, com seis meses e... mas pra falar bem a verdade, ele nem teve muito trabalho não, porque ela é muito inteligente, assim, pega muito rápido, eh...**

Yeah, we hired a dog trainer when she was a baby, I mean, when she was six months old and... but to tell you the truth, he didn't have a lot of work, because she's very smart, I mean, she learns things very fast...

Michelle: **Olha!**

Wow!

Denise: **... e por ela ser tranqüila, assim, a índole dócil do cachorro, eh, não foi muito difícil; ela atende bem as ordens, eh...**

... and because she's calm, I mean, because of her docile nature, it wasn't so difficult to train her; she obeys our commands...

Michelle: **Que bom!**

How nice!

Denise: **... uma boa cachorra...**

... she's a good puppy...

Michelle: **Eu tinha... o meu irmão, na verdade, tem, tem um cachorro parecido com ela, por isso que quando eu olhei eu vim pra cá conversar com você; eu sempre tive muito medo de cachorro, mas depois convivendo com o cachorro dele eu fui perdendo o medo, me acostumando, e ela lembra muito ele, por isso que...**

I had... actually, my brother has a dog that looks like her. Because of this, I came to speak with you when I saw her. I always had so much fear of dogs, but living with his dog I started getting over my fear, you know, becoming accustomed, and she reminds me of my brother's dog a lot. Because of this...

Denise: **Huh...**

Huh...

Michelle: **Muito boazinha! Mas então tá bom. Prazer em conhecê-la.**

She's so easygoing! OK, that's it. Nice to meet you.

Denise: **Igualmente.**

Nice to meet you, too.

Michelle: **E adorei a cachorra...**

I loved your puppy...

Denise: **Tá jóia.**

OK.

Michelle: **Até mais.**

See you

Denise: **A gente se vê.**

See you around.

Michelle: **Tchau, tchau.**

Bye-bye.

Language Usage Notes

1. “que amor” = “how cute” (Grammar & Vocabulary)

Notice that the translation we have given is “how cute”, but the phrase is literally “what love.” In Portuguese exclamations with *que* can be said with nouns or adjectives. In English speakers can only add adjectives: e.g., how nice, how pretty, how interesting. In English nobody says things like: how house, how book, how elephant. In Portuguese there is no problem with *que casa, que livro, que elefante*. Instead English speakers would say something like “what a house, what a book, what an elephant.”

2. “fica à vontade” = “make yourself at home” (Language Use)

The word *vontade* is roughly equivalent to “your will.” So in *fica à vontade* you are saying, in essence “stay as you are willing.” English speakers would similarly say something like “stay as long as you would like to.”

3. “cadê?” = where (Language Use)

The phrase *onde está?* in Portuguese is informally rendered as *cadê?*, which some think originated came from *o que é de…*, “what ever happened to…” It works as a singular or a plural form. *Cadê o livro?* “Where is the book?” *Cadê os livros?* “Where are the books? Notice also that there really is no verb in these sentences. Usually *cadê* is simply followed by a noun.

4. Sandy e Júnior (Culture & Society)

Sandy e Júnior are a sister and brother team who sang together while growing up and who became very popular in Brazil. They began singing together on TV when they were just 5 and 6 years old, but today they often perform solos. The reference here is to them. When Denise says that the dog’s name was Sandy, Michele’s response was, “Then where is Júnior?” Denise goes on to explain that had the dog been a boy, he would probably have been called Júnior.

5. aí elas que escolheram o nome (Grammar & Vocabulary)

Notice how Brazilians emphasize items in Portuguese. The phrase *elas escolheram o nome* would be the standard rendition for “they chose the name.” However, by putting the word *que* in between, it is like saying, “they are the ones that chose the name.”

6. garotona (Grammar & Vocabulary)

Brazilians often add diminutive or augmentative endings to words to give them an endearing quality. In this case that noun *garota* “young girl” is given an endearing quality with the feminine augmentative *–ona*: *garotona*. These forms are especially common among female speakers and listeners will note that Denise and Michelle have several other examples in this clip.

7. não vai te carregando (Language Use)

The future tense in Portuguese is formed by a conjugated form of the verb *ir* followed by the infinitive of a verb, e.g., *vai carregar* "going to carry." However in this sentence Denise says *carregando*, which gives the sentence an ongoing feel, a sense of movement and motion. Notice also how the direct pronoun *te* "you" is placed between the two verb forms, rendering something akin to "she isn't going to go on carrying you off."

8. ela é treinada? Porque ela fica quietinha… (Language Use)

In these two phrases we see excellent examples of Brazilian intonation. Michelle lengthens out the duration of the stressed syllables and there is a sharp rise in the pitch of her voice: trei**NA**da… quie**TI**nha.

9. ele nem teve muito trabalho não (Grammar & Vocabulary)

Brazilians often emphasize negative phrases by adding an extra *não* at the end of the sentence. In this example Denise, speaking of the dog trainer, is saying ,"he really didn't even have to work hard at all." The word *nem* makes the sentence negative, but the word *não* at the end adds the emphasis.

10. parecido com ela (Language Use)

Here's a good example of a phrase that uses a preposition that is very different from English. Michelle is saying that her brother has a dog that looks a lot like Denise's dog. However in Portuguese she uses the phrase *parecido com ela*, using the preposition *com* "with" which literally means something like "seems with her" What generally happens is that native speakers of English want to say **parecido como ela*, because they think that *como* means "like."

11. depois convivendo, eu fui perdendo, me acostumando (Grammar & Vocabulary)

One of the differences between Spanish and Portuguese is seen in how much more Brazilians use the –ing ending -ndo. This is actually more similar to English and in this example Michelle is saying something like "but after having lived with the dog I began losing my fear and I was getting used to it…" Notice how this give a more ongoing and developing feel to her speech.

POSITION DESCRIPTIONS

Orlando Kelm, PhD (PI) will work on content development and overall instructional design for this project. Dr. Kelm has extensive experience in teaching and researching various aspects of Brazilian Portuguese, including a chapter in a textbook and nearly 20 years of classroom instruction at the college level. Dr. Kelm has also worked in developing internet-based language learning materials for Brazilian Portuguese. All of these factors will allow him to successfully complete the proposed project activities.

Graduate Research Assistant (TBD) will assist in curriculum creation, particularly the explanation of small points of speech that occur naturally in the documentary style cultural subject video. This person will be either a native speaker or a High Advanced Proficiency level speaker of Brazilian Portuguese.

Undergraduate Student (TBD) will perform data entry duties, specifically related to the time coding of video for textual pop ups during playback.

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **BudgetNarrative1003560162.pdf**

BUDGET NARRATIVE & DETAILED LINE ITEM BUDGET

	Year 1	Year 2	Year 3	Total
Kelm salary (2 mos)	14420	14853	15298	44571
Grad Res. Asst.	24000	24720	25462	74182
Undergrad data entry	9600	9888	10185	29673
SALARY TOTAL	**48020**	**49461**	**50945**	**148426**
Kelm fringe (31%)	4470	4605	4742	13817
GRA fringe (26%)	6240	6427	6620	19287
Undergrad fringe (8.51%)	817	841	867	2525
FRINGE TOTAL	**11527**	**11873**	**12229**	**35629**
* Multimedia Production	60000	60000	10000	180000
Tuition	8300	8549	8805	25654
TOTAL OTHER COSTS	**68300**	**68549**	**18805**	**155654**
TOTAL DIRECT COSTS	**127847**	**129883**	**81979**	**339709**
MDTC (excl. tuition)	119547	121334	73174	314054
Indirect Costs (52% F&A)	62164	63094	38050	**163308**
TOTAL PROJECT COSTS	**190011**	**192977**	**120029**	**$503,017**

Key Personnel

Orlando Kelm, PhD, (Principal Investigator, 2 months salary requested for all years) will work on content development and overall instructional design for this project. Dr. Kelm has extensive experience in teaching and researching various aspects of Brazilian Portuguese, including a chapter in a textbook and nearly 20 years of classroom instruction at the college level. Dr. Kelm has also worked in developing internet-based language learning materials for Brazilian Portuguese. All of these factors will allow him to successfully complete the proposed project activities.

Other Personnel

Graduate Research Assistant, (to be named, full 12 month salary [$24,000] and tuition for years 1-3 requested), will assist in curriculum creation, particularly the explanation of small points of speech that occur naturally in the documentary style cultural subject video. This person will be either a native speaker or a High Advanced Proficiency level speaker of Brazilian Portuguese.

Undergraduate Student, (to be named, hourly rate ($12/hr x 16 hrs/week x 50 weeks = $9,600 annually) requested for all three year), will perform data entry duties, specifically related to the time coding of video for textual pop ups during playback.

Tuition for the Graduate Research Assistant was included under “8. Other” in the ED-524 Budget Page. Tuition was budgeted at $8,300 per year (with a 3% annual increase).

Fringe benefits for all staff calculated at 8.51% for undergraduates (part-time), 26% for Graduate Research Assistant (the going UT Austin institutional rate), and 31% for faculty (the going UT Austin institutional rate).

Multimedia Website Production

* Multimedia production costs (video and web presence via Liberal Arts Information Technology Services and the Texas Language Technology Center) at $60,000 per year for two years ($3,000 per video x 20 videos per year) and $10,000 for pick ups and reshoots of up to 4 more videos in year three. This includes Video Recording, Video Editing and Post-Production, Audio Remastering and Digitization, Studio and Field Recording, Equipment Loan, limited Flash and general Web Programming, Server Support and Site Hosting, and ongoing Technical Support. These activities correspond to the announced **competitive preference priority** (Instructional Materials: Brazilian Portuguese)**.** These costs were listed under “8. Other” in the ED-524 Budget Page.

Indirect Cost Rates

UT-Austin’s institutional Indirect Cost Rate is 52%, and this rate is applied to the Modified Direct Total Costs, which excludes tuition and equipment, to arrive at the total indirect cost amount.