

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE  
84.017A-1  
CFDA # 84.017A  
PR/Award # P017A090374  
Grants.gov Tracking#: GRANT10268461**

OMB No. 1840-0795, Expiration Date: 08/31/2010

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 The George Washington University

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	\$ 81,856	\$ 82,335	\$ 30,750	\$ 0	\$ 0	\$ 194,941
2. Fringe Benefits	\$ 19,877	\$ 20,468	\$ 8,303	\$ 0	\$ 0	\$ 48,648
3. Travel	\$ 3,200	\$ 3,200	\$ 6,400	\$ 0	\$ 0	\$ 12,800
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 0	\$ 0	\$ 6,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 15,800	\$ 29,800	\$ 10,800	\$ 0	\$ 0	\$ 56,400
9. Total Direct Costs (lines 1-8)	\$ 122,733	\$ 137,803	\$ 58,253	\$ 0	\$ 0	\$ 318,789
10. Indirect Costs*	\$ 32,614	\$ 36,618	\$ 16,016	\$ 0	\$ 0	\$ 85,248
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 155,347	\$ 174,421	\$ 74,269	\$ 0	\$ 0	\$ 404,037

**\*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: 4/11/2007 7:00:00 AM To: 4/11/2007 7:00:00 AM (mm/dd/yyyy)

Approving Federal agency:  ED  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)?



**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 George Washington University

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: **SAL\_K12\_Abstract1001462212.pdf**

## South Asian Languages K-12 Research Study

### Abstract

The current state of language instruction in K-12 for Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi, Nepali, Panjabi, Sinhala, Tamil, Telugu, and Urdu in the U.S. presents a clear case of the challenges that the United States faces in building South Asian language expertise to meet economic and national security challenges of the 21st century. These languages are spoken by a large contingent of the world population (1 in 4 people worldwide) and collectively represent politically, culturally, and economically significant nations, including India, Pakistan, and Bangladesh. There is a need for concerted nationwide efforts between institutions and heritage communities to effectively teach these languages to school-aged children. Articulation of the language programs from elementary through college level would provide a reliable pipeline providing the nation with urgently needed advanced level speakers of South Asian languages.

Heritage communities have a daunting task in addressing the teaching of their respective languages to their children. Funding, teacher training, appropriate instructional materials, and administrative infrastructure are limited at best. Despite the establishment of three successful Hindi high school programs, all of the South Asian heritage communities face substantial obstacles in supporting their language learning efforts.

The South Asian Languages K-12 Research Study is designed to document and describe all of the South Asian Language programs for K-12 age students in the U.S. This will allow the South Asian language community to marshal and strengthen existing resources for the teaching of these languages. The research will identify currently used resources and areas of need, and is designed to answer the following questions:

**(1) What is the current state of South Asian language education for K-12 school-aged students in the U.S.?**

**(2) What do teachers and administrators involved in these programs report as the needs of their programs?**

The George Washington University – in collaboration with The Alliance for the Advancement of Heritage Languages, the South Asian Language Resource Center (SALRC), an external evaluator, and an advisory board of scholars, administrators, and national South Asian heritage community leaders – will develop and execute a three-year study to gather comprehensive data on South Asian language programs (credit-bearing and non-credit bearing) from communities across the U.S. Upon completion of the research study and evaluation of existing resources and an overview of needs, a final report will address the short-term and long-term actions that should be implemented to strengthen South Asian language programs for school-aged learners in the U.S. The report will be published and the findings disseminated in professional language teaching conferences.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **ProjectNarrative1001568576.pdf**

# **South Asian Languages K-12**

## **Research Study**

### **Title VI**

#### **International Research and Studies Program**

CFDA No. 84.017A

Submitted by:

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Application Control Center  
Attn: CDFA 84.017A  
Washington, DC 20202-4725 LBJ Basement Level 1  
400 Maryland Ave, SW  
Washington, DC 20202-4260

Due April 23, 2009

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Appendix B Staff and Consultants

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## **1. NEED FOR THE PROJECT**

### **a) Is there a need for the proposed research or study in the educational field to be served?**

This proposed research study is designed to carry out a survey to describe the existing resources and needs of South Asian language programs for K-12 children in the U.S. The focus will be on programs in the U.S. for school-aged students of the following South Asian languages: Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi, Malayalam, Nepali, Panjabi, Sinhala, Tamil, Telugu, and Urdu. These languages are spoken in some of the most volatile and geopolitically critical areas of the world today. They are also spoken in areas of important economic interest to the United States. While there is very little public school instruction in the South Asian languages in the U.S., there are significant numbers of cultural and heritage language programs for school-aged students that keep the languages alive in the heritage communities. These programs have the potential to increase and expand our learning of South Asian languages, but there is no central source of information about them. The communities that host the South Asian language programs are fragmented by language, religion, and by geography even within the United States. Although preliminary research has indicated a deep and enthusiastic interest in forming networks and sharing resources, the crucial information – who is teaching what languages to whom, where, how, and using what materials – has not been researched, and this lack of information interferes with efforts to bring the field together. A survey of all programs in the U.S. teaching K-12 age students South Asian languages will provide the information needed to initiate projects and programs that will lead to the expansion and improvement of South Asian language education in the U.S.

South Asia is a dense region of sheer numbers, contrasts, and staggering diversity. The region of South Asia includes Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka. According to

World Bank data, approximately 1,500,000,000 people live in South Asia, which amounts to about one quarter of the world's population. Six South Asian languages are on the list of the twenty most commonly spoken languages in the world (Gordon, 2005). Hindi is spoken by 487,000,000 people and is ranked as the third most widely spoken language in the world (following Mandarin and English). Bengali is the sixth most widely spoken language, Urdu is eleventh, Telugu is the fifteenth; Tamil is the sixteenth, Marathi is the eighteenth.

Approximately one person out of every four in the world speaks a South Asian language.

Many of the language groups in South Asia flourish in the geopolitically-tense border regions of India-Pakistan, Pakistan-Afghanistan, India-Bangladesh, and India-Sri Lanka. Although Urdu is the national language of Pakistan, with 11 million speakers in Pakistan, an overwhelming majority of Pakistanis, 61 million, and some Afghan Pashtun tribes, speak Panjabi as their first language (Gordon, 2005). Panjabi is the first language of many in the Pakistan-Afghan border regions. As such, it is of critical importance to the United States at this time. Although there are active K-12 heritage language programs for Panjabi in the United States (associated with LARC, the Language Resource Center at San Diego State University), there is no sustained university level program. Taliban and Islamic militancy are on the rise in the Punjab province of Pakistan and Bangladesh, and the prospects of unrest in these regions, though nascent, are real and apparent. (Ganguly, 2006; Oppel, Schmitt & Tavernise, 2009). Bengali is spoken in Bangladesh by 100,000,000 people and by over 71,000,000 people in India, making it another border language in a critical area of South Asia. Again, while there are heritage language programs for Bengali, there are a limited number of university and college language programs in the U.S. Without university-level programs, a student's chances of reaching the advanced superior level of proficiency are slim.

An understanding of language and culture plays a vital role in the future of American business, trade, and economic partnerships with India. Hindi, Marathi, Kannada, and Tamil are key languages in this arena. While most business in India is conducted in English, U.S. multinational corporations must increasingly understand the norms and cultures that drive these businesses, drawing on knowledge of the local languages and their social landscapes.

According to David Crystal (2004) the Subcontinent has more English speakers than any other region in the world. However, in 2007 there were only 3,648 university students studying a South Asian language in the U.S. (SALTA, 2008). As of 2009, there are only three credit-bearing school programs in the U.S., all for Hindi. One is in Edison, New Jersey; the others are in Houston and Dallas-Fort Worth, Texas. This lack of capacity in South Asian languages weakens our nation's effectiveness in dealing with the politically sensitive areas of South Asia and in maintaining leadership in a global economy.

There exist, however, non-credit-bearing heritage language programs, often associated with South Asian cultural or religious organizations, which teach South Asian languages to heritage learners of school age. In 2008 there were approximately 2,700,000 million South Asian language speakers in the U.S. (South Asian Americans Leading Together, 2009). There are cultural organizations that represent the peoples of all the different heritage groups and heritage language programs for most, if not all, of the languages under study: Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi, Malayalam, Nepali, Panjabi, Sinhala, Tamil, Telugu, and Urdu. Although Hindi has a strong national organization for heritage language programs and is taught in a few schools for credit, little is known about the breadth and extent of the language programs for all South Asian languages across the country. In the universities there are some courses

offered for Hindi, Urdu; a few for Bengali and others. However, there are no sustained programs for Panjabi, Sinhala, Kashmiri, Marathi, Malayalam, Kannada and the other languages.

**b) If the project concerns an assessment of needs in any of the areas mandated under Section 605, is the project likely to be helpful in determining present or future needs in foreign language and other fields in the context of the national interest of the U.S.?**

The community-based South Asian language programs are important to US interests because they represent antecedents to programs in higher education that will meet the national need to build capacity in the knowledge of South Asian languages. Due to long-term military and civilian engagements in Afghanistan and Pakistan, the volatility of other border regions in the area, and the need for American citizens to forge economic partnerships for business and trade with India and other countries in the region, it is necessary to develop a South Asian language pipeline from K-12 through university. If the goal is advanced superior proficiency by the end of undergraduate study, the learning of South Asian languages needs to begin in the school years.

The community-based language programs need help. In initial conversations with some South Asian community leaders and heritage cultural organizations, project staff have heard about substantial obstacles due to recruitment of non-pedagogically trained volunteer staff, lack of funding, problems in administrative infrastructure, and lack of instructional materials. A major problem reported is that planning is too often short-term. Many programs are not overseen by national organizations and are being run from basements of homes and in the halls of temples, and their leaders do not have access to institutional resources and national networks. A national survey of all these programs would allow the development of programs and policies that could ameliorate many of these problems and strengthen the teaching of South Asian languages.

## **2. USEFULNESS OF EXPECTED RESULTS**

**a) Do the anticipated research results have a good potential for being utilized by other projects or programs for similar educational purposes?**

The results of this project will provide an overview and description of South Asian language education programs for school aged students in the United States and lead to recommendations for actions to improve and expand the teaching of these languages. There are currently several national efforts to support the teaching of heritage languages in the United States and improve and expand the teaching of South Asian Languages. In addition, there are the efforts of the different heritage communities to provide language classes for school-aged children. The information gathered through this project will be of use to all involved in these efforts.

The Alliance for the Advancement of Heritage Languages (a consortium of the National Foreign Language Center, the Center for Applied Linguistics, and the National Heritage Language Resource Center) is conducting a survey of all heritage language programs for K-12 in the United States. This project is collaborating with the Alliance to document heritage language programs. The information gathered through the project questionnaire described above on heritage programs will include the basic information on the Alliance questionnaire and will be formatted so that it can be input into the larger study's database.

The U.S. government is funding summer institutes for students and teachers of Hindi and Urdu through the NFLC STARTALK program. The data from this study will allow greater dissemination of information about these opportunities for teachers and students of these languages. A Hindi-Urdu National Security Education Flagship Program (NSEP) has been started at the University of Texas at Austin. Greater dissemination about the program and also of initiatives for K-12 by the program will be possible on the basis of this survey. National Standards for Foreign Language Learning are in the process of being developed for Hindi and Urdu centered at the University of Pennsylvania. A survey of the field will allow much greater dissemination of these crucial standards to all programs across the U.S., including to programs

that teach languages other than Hindi and Urdu. The project will collaborate with the South Asian Language Resource Center and the data collected will provide them with an overview of South Asian language education at the K-12 age level which will guide their outreach to the K-12 community. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has developed an assessment for beginning learners of Hindi and Urdu, the Hindi-Urdu STAMP. Information about and access to this important instrument will be greatly enhanced by the identification of programs for South Asian languages for K-12 age students across the U.S.

The impact of many of these new initiatives is blunted by the lack of communication across South Asian language programs for K-12 age students. The knowledge gained from the research study will greatly increase the ability of national programs to communicate with South Asian language programs and for those programs to communicate with each other.

U.S. national organizations of South Asian cultural communities in the U.S., and individual language programs, will greatly benefit from information about program design, content of instruction, resources used, and resources needed by all programs. This information will provide the programs with the opportunity to work together to identify strengths and needs and collaborate on efforts to improve and expand the teaching of their languages. Some of the nationally focused non-profit organizations that will benefit from this research study include: HindiUSA, the Federation of Tamil Sangams in North America, the Urdu Society of America (Urdu and Panjabi), the Sri Lanka Association of New England (Sinhalese), and the Brihan Maharashtra Mandal (Marathi), The Federation of Gujarati Associations of North America (FOGANA), Association of Kannada Kootas of North America, and the Kashmiri Overseas Association, Inc. Letters of Support from several of these organizations can be found in Appendix G.

**b) Are the anticipated research results, if pertinent, replicable?**

The basic method of research proposed to study South Asian language programs for K-12 age students is a replication of a previous, successful, IRS-funded project which surveyed language programs for K-12 students in Arabic in the United States. Although parts of the questionnaire will be modified to be more appropriate for this different language group, the essential design and instrument will be repeated. Because the previous study can be used as a basis for this research, the time and expense of design and questionnaire development are reduced considerably. In addition, lessons have been learned from the previous study which means that a number of mistakes in method and instrument development will be avoided.

It is hoped that, if this proposal is accepted and the project carried out, the modifications in the method and instrument development will provide an even better model for future research with the same or other language groups.

**3. DEVELOPMENT OF NEW KNOWLEDGE**

**a) To what extent can the proposed activity be expected to develop new knowledge, which will contribute to the purposes of the International Education program's (under Title VI, Part A, Higher Education Opportunity Act, 2008)?**

The survey of programs teaching South Asian languages to K-12 age students in the U.S. and the recommendations based on the survey, contribute to the purposes of the Higher Education Opportunity Act, 2008, through contributing to the expansion and improvement of teaching and learning of critical, Less Commonly Taught, and Least Commonly Taught languages in the U.S.: Bengali, Gujarati, Hindi, Kannada, Kashmiri, Marathi, Malayalam, Nepali, Panjabi, Sinhala, Tamil, Telugu, and Urdu.

Housed at The George Washington University, this research is an essential step in providing increased numbers of trained personnel who speak South Asian languages, increasing the “security, stability and economic vitality of the United States.” **6A (b) (1) (A)).**

South Asia is a geopolitically and economically volatile area of the world, and U.S. capacity in the foreign languages of this part of the world is dangerously limited. While resources in terms of heritage language programs do exist within the U.S., they are dispersed, fragmented, and difficult to find. Efforts have been made to develop South Asian language capacity through the STARTALK summer institutes, the Hindi-Urdu Flagship, and the South Asian Language Resource Center. National standards have been written for Hindi and Urdu, and the STAMP assessment has been developed for these two languages. All of these programs have contributed to a revitalization of Hindi-Urdu programs in the U.S. However, the impact of these efforts is limited by the lack of communication and networking among the language programs, and between the language programs and the national organizations. The proposed project will not only provide new knowledge, but will enhance and increase the impact of other government-funded projects to improve and expand capacity in South Asian languages in the U.S.

The existing projects are all concerned specifically with Hindi and Urdu. Other South Asian languages, however, are very important to American interests either for geopolitical reasons or economic reasons. For example, Panjabi is spoken by more people in Pakistan than Urdu, and particularly along the Afghan border. Mumbai is the business center of India, and the “home” language of most natives in this city is Marathi. While Panjabi and Marathi are extremely important languages in South Asia, they have slipped under the radar of the official language programs in the U.S. They are, however, taught in the heritage programs and each has a lively national organization promoting the teaching of their language and culture here in the U.S. These groups need to be identified, supported, and brought into the mainstream of language education to ensure that the U.S. has adequate capacity in South Asian languages to fully understand this strategically important world region.

#### 4. FORMULATION OF PROBLEMS AND KNOWLEDGE OF RELATED RESEARCH

*Research Question 1 - What is the current state of South Asian language education for K-12 school-aged students in the U.S.?*

*Research Question 2 – What do teachers and administrators involved in these programs report as the needs of their programs?*

**Research Question 1** is a broad question. It requires description and must be broken into components that will describe the characteristics of the programs, the teachers, the students, the content of the instruction, and the resources used. This information should be sufficient to allow the researchers to develop descriptions of the salient features of individual programs, and to aggregate features of programs across languages. Descriptions of these programs will include gathering the following information.

Table 1. Descriptive information to be collected for each program

Information	Examples
<b>A. General Program Information</b>	
Language(s) taught	One or a combination of:  Bengali, Gujarati, Hindi, Kannada, Kashmiri,  Marathi, Malayalam, Nepali, Panjabi, Sinhala,  Tamil, Telugu, Urdu
State in U.S.	
Location of program	In school, in temple/mosque, in community center, in home, other.
Kind of program	Academic credit bearing; parallel school program but not credit bearing; community heritage; university-based; commercial, or

<b>Information</b>	<b>Examples</b>
	other.
Levels of instruction	Beginner, Intermediate, Advanced (according to teacher/administrator)
Student class placement	Placement into separate classes is based on proficiency of students; placements primarily made by age of students; mixed levels, mixed ages; all mixed.
Number of classes/week	
Duration of classes	
Average number of students per class	
Number of teachers (or adults) per class	
Average number of years students attend the program	
<b>B. Content Of Instruction</b>	
Skills and knowledge taught	Speaking, listening, reading, writing, culture
Standards	Instruction is Standards based; not Standards based
Assessment procedures	Standardized tests, teacher-developed tests, alternative assessments, other.
<b>C. Information About Students And Teachers</b>	
Ages of students	Pre-K; Elementary; Middle School; High School

<b>Information</b>	<b>Examples</b>
Home languages of students	English, Hindi, Urdu, etc....
Professional qualifications of teachers	Informal preparation; formal training; certified in other country (subject area?); certified in U.S. (subject area?)
Native speaker status of teachers	Native speaker of language of instruction; native speaker of another language (which language?)
<b>D. Information About Resources Used</b>	
Resources teachers use to teach the language	Open-ended responses - general materials, self-made materials, commercial materials, authentic materials, web-based resources, video and audio, curricula, community resources, realia, other?
Resources administrators and teachers use for teacher development	Summer institutes, university-based programs, web-based courses, web-based materials, articles or books on teaching, etc.

**a) Are the problems, questions, or hypotheses to be dealt with well formulated?**

*Research Question 1* requires a descriptive answer. It is an exploratory question that asks for descriptive data and analyses. The generality of the question is constrained by the addition of a series of specific descriptive questions. These sub-questions are based partially on a previous study of Arabic K-12 language programs in the U.S. conducted by the project staff, which has been highly informative in building a picture of the landscape of Arabic instruction K-12 in the

U.S. *Research Question 2* is formulated to determine the perceptions of the teachers and administrators about the most important needs of their programs.

**b) Does this formulation reflect adequate knowledge of other, past or on-going, related research?**

A survey of all South Asian K-12 language programs in the U.S., academic and heritage has never been conducted. The Alliance for the Advancement of Heritage Languages is in the process of collecting basic data on all heritage language programs across the United States, including South Asian languages. The proposed project will collaborate with the Alliance and our heritage data will be available for the Alliance database. However, the profiles developed from the research in this project will be more extensive than the profiles in the Alliance database and more closely tied to specific South Asian language issues.

## **5. SPECIFICITY OF STATEMENT OF PROCEDURES**

**a) Is the statement of procedures to be followed adequate and specific (including whenever applicable, information on sampling techniques, controls, data to be gathered, and/or statistical and other analyses to be made)?**

A survey will be conducted to answer Research Questions 1 and 2. The project will contact a representative from each program that teaches a targeted South Asian language to school-aged children in the U.S. The challenge will be to reach all programs. The questionnaire will ask descriptive, factual questions and analyses will be descriptive. The questionnaire will be pre-tested with a focus on maximizing validity while still constraining answers to maintain comparability. Analysis and interpretation of the data will relate it directly to the Research Questions. The complete project will require three years. The survey and analysis will take place mainly in Years 1 and 2, a working meeting to interpret the data, consider implications, and make recommendations will take place in Year 2. Year 3 will be devoted to extended dissemination of the data acquired through the research, follow-up, and program evaluation of

the research project by the external evaluator. See Appendix F for a chart showing the schedule of research tasks.

**YEAR 1 October 1, 2010 – September 30, 2011**

Task A: Develop an Advisory Board: The field of South Asian language education is currently fragmented within and across language groups in the United States. In addition to the South Asian Language Resource Center, the Alliance for the Advancement of Heritage Languages, and the National Heritage Language Resource Center, the project will invite individuals in the field of South Asian language education, from both universities and K-12 settings, and representing various South Asian language communities, to serve on an Advisory Board for the project. Preliminary discussions indicate that there is great enthusiasm among leaders in the field and willingness to provide advice, to cooperate, and to collaborate. (See Appendix D for a preliminary Advisory Board list.) In Year 1, interaction with the Advisory Board will be limited to electronic communication. During this year, the Advisory Board will be asked for advice on the development of the survey questionnaire and for advice and information on locating South Asian language programs across the U.S.

TASK B: Develop the Survey Questionnaire: Since 2003, the NCLRC has been conducting and updating a survey of academic K-12 Arabic language programs in public and private schools across the United States. The questionnaire on which the Arabic K-12 survey is based will serve as the basis of the South Asian language program survey. However, it will require modifications, based on the different languages and cultures, “lessons learned” from conducting the Arabic survey, and the need to incorporate non-credit bearing language programs.

Subtask 1: Select and hire a consultant in survey questionnaire development to help with the modification of the questionnaire and provide advice on the interface of the response forms with

the database and planned analyses. Hire a data management specialist to consult on the design of the database so that it best captures information to accurately answer the Research Questions in a format that allows descriptive analyses of groups.

Subtask 2: Review the NCLRC's previously developed survey of Arabic language programs K-12 to select questions that will respond to Research Questions 1 and 2 in this study, reword or change response alternatives to some questions, and generate questions relating specifically to parallel, non-credit-bearing school programs and heritage programs.

Subtask 3: Pre-test the draft questionnaire with 6 (minimum) respondents from a similar, but not South Asian, linguistic group (to avoid having to eliminate them from the actual survey). Cross check results with extended oral interviews conducted with the same respondents to check validity. Rewrite and refine final version of questionnaire.

TASK C: Develop Lists Of Contacts: Develop initial lists of South Asian programs for school-aged children in the U.S., by language. Draw information from Advisory Board, colleagues and collaborating organizations and institutions, national cultural/language organizations, National Language Resource Centers, and other community and university sources. These lists will continue to develop throughout the project through "snowball" effects.

TASK D: Conduct Telephone Interviews: Beginning in January, 2010, contact programs and organizations to be surveyed. Determine a single contact, either a key administrator or teacher. Train telephone interviewers in interview techniques and how to use the database. Send a copy of the interview questions by email at least one week before the interview so the respondent has an opportunity to review the questions. Most interviews will be conducted in English. If necessary, the respondent will be interviewed in his/her preferred language. Interviews will be carried out through the summer to capture information about summer language programs.

**YEAR 2: October 1, 2010-September 30, 2011**

CONTINUE TASK D: Conducting Telephone Interviews

TASK E: Analyze Data From Questionnaire To Answer Research Question 1: Data analyses will be simple descriptive analyses that directly answer the questions about South Asian language programs.

**Research Question 1** asks descriptive questions about the language programs. Descriptive analyses will be used to consolidate the data: totals, means, ranges, frequencies, percentages. The specific statistic for each sub-question will be determined by the kind data generated by the question.

**Research Question 2** asks what resources teachers and administrators report they need to improve and expand their programs. The answers to these questions will be open-ended. Analyses will focus on summarizing the responses by language, age group of students, and by type of program.

TASK F: Convene A Working Meeting Of Members Of The Advisory Board To Review the Results of the Data Analysis and Make Recommendations for Meeting the Needs Identified Through the Research. During the second half of Year 2, (Spring 2011), members of the Advisory Board, will be invited to a three-day conference in Washington, D.C. to review the data produced by the survey and make recommendations about what practical and feasible actions could be taken to improve and expand the teaching of South Asian languages for this school-aged community. They will be asked to make recommendations about what actions could be carried out 1) immediately, 2) in the short-term, and 3) in the long term, and by whom.

TASK G: Publish And Disseminate The Recommendations Of The Advisory Board

**YEAR 3 October 1, 2011-September 30, 2012**

TASK H: Write A Research Report On The Survey And Submit To Peer Reviewed Journals For Publication

TASK I. Present The Survey And The Recommendations At Two Or More National Language Education Conferences – Members Of The Advisory Board Will Be Encouraged To Present

TASK J: Post Basic Information About Existing South Asian Language Programs For School-Aged Children On The NCLRC Website With Location And Contact Information

## **6. ADEQUACY OF RESEARCH METHODOLOGY AND SCOPE OF PROJECT**

**a) Are the proposed research, teaching or testing methods appropriate to the aims of this project and are they adequate to achieve the expected results?**

The research method for this study is a survey based on a structured questionnaire. There is very little information on what programs exist in the United States today to teach school-aged students South Asian languages. Even though millions of people in the world speak these critical languages of South Asia, and a considerable population of heritage speakers in the U.S. speak these languages at home, we have very limited information on what languages are being taught in the U.S., where, how, and by whom. The first step in developing an understanding of this area is to describe what programs exist now and what are the most important needs of these programs to improve and expand their instruction.

We do know that there are a limited number of language programs that teach South Asian languages, probably less than 500. For this reason the research study will attempt to reach teachers and/or administrators from all the language programs, sampling will not be necessary. The treatment of the data will be limited to descriptive analyses directly related to the research questions. Research Questions 1 – 2 seek information that describes the currently unknown state of instruction in South Asian languages in the U.S. for school-aged children.

**b) Are the size, scope, and duration of the project sufficient so as to secure meaningful research results?**

The size and the scope of the project are limited. The population to be studied is less than 500 programs and the information to be accessed is mostly descriptive. The challenge in this kind of project is not complicated research design or complex sampling methods. Rather the great challenge is in approaching every program and convincing them to participate in the study, cooperate with the survey, and provide the most accurate and reliable information possible. Since there are so few programs, each is a valuable source of information and must be encouraged to collaborate as much as possible with the research project. If this research is similar to research we have conducted on Arabic language programs for K-12, some may feel threatened by questions about their language programs, their students and teachers, and their cultural/religious affiliations. These more reticent individuals and programs are just as valuable information sources as those who are more forthcoming. Project staff will expend much time and energy in developing relationships of trust with these programs that can lead to an understanding that the research will benefit the field of South Asian language education as a whole. This will require the direct participation of the Project Coordinator who speaks six of the languages under study, and the recruitment of other temporary research assistants who are knowledgeable about the communities we will be interviewing.

The South Asian Languages K-12 Research Study will continue for three years. The Advisory Board, the questionnaire, and the preliminary list of programs and organizations to be contacted will be developed in the first quarter (October, November, December) of Year 1. The survey will be conducted during the second, third and fourth quarters of Year 1 (January, 2009 – September 2010) and the first quarter of Year 2 (October 2010 – December 2010). The analyses will be carried out in the second quarter of Year 2 (January 2011 – March, 2011), and a conference will

be held during the third quarter of Year 2 (April, 2011-June, 2011) to review the data and analyses and develop recommendations for the field. Year 3 will be devoted to publication of the results and dissemination of the information. This is adequate time to carry out an important and meaningful research project and disseminate the results.

## **7. PLAN OF OPERATION**

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

The research project is designed to describe the state of the teaching of South Asian languages to K-12 age students in the U.S. The first research question is a general descriptive question that is constrained by a sequence of questions which provide specific information about programs. This will allow the researchers to draw an accurate picture of the extent and nature of the language programs. The questions chosen are those that have proven to be successful in eliciting useful information in another, similar study. The wording of the questions and constraints on the answers are designed to allow maximum validity, while maintaining enough uniformity to be comparable. The second research question is designed to determine the perceptions of teachers and administrators of what their programs need to improve and expand. This question is completely open-ended to allow an exploration of the needs perceptions of the respondents. These answers will be analyzed using qualitative as well as quantitative methods.

This research design partially replicates another U.S. Department of Education, IRS sponsored survey of Arabic K-12 programs in the U.S. Although the previous study was highly successful, adjustments have been made to the design based on “lessons learned” from our experiences in the former study.

### **b) How effective is the plan of management? To what extent will it ensure proper and efficient administration?**

Dr. Anna Chamot, the Principal Investigator will devote .05 FTE to the South Asian K-12 language project. The project will be housed at The George Washington University offices of the

National Capital Language Resource Center (NCLRC). Dr. Chamot is Co-Primary Investigator of the NCLRC. As such, she will be available to monitor and manage the progress and quality of the work on a regular basis.

Dr. Keatley is currently Project Director of the NCLRC. She will be reducing her commitment on the NCLRC to .20 FTE starting July 2009, but will devote another .20 FTE to the proposed project. With a total commitment of .40 FTE, Dr. Keatley will be available to manage the research and supervise the other staff. Dr. Keatley will report to Dr. Chamot.

Mr. Mahajan will serve as Project Coordinator and work at .6 FTE in Years 1 and 2, and .2 FTE in Year 3. Mr. Mahajan will carry out the day-to-day research activities including conducting interviews, managing the database, helping with the analysis of data, and helping in the writing of reports. Mr. Mahajan will supervise research assistants hired to assist with the interviews. He will report to Dr. Keatley.

Dr. Steve Poulos will serve as External Evaluator. He will review the design of the research, the questionnaire for the survey, and the plan for the analyses and make suggestions and comments before data collection begins. Once data has been collected and initial analyses have been conducted, Dr. Poulos will review the data and the analyses and make suggestions and comments. In Year 3 Dr. Poulos will provide comments and suggestions on the research report and final report. He will then write a final summative evaluation of the project.

**c) Is there a clear description of how the objectives of the project related to the purpose of the (Section 605) program?**

The objective of this research is to determine the needs of South Asian language programs for K-12 age students in the U.S. which directly meets purposes of Section 605 of Title VI which authorizes the Secretary to support "...studies and surveys to determine needs for increased or improved instruction in foreign language."605 (a)(1).

**d) In what way does the applicant plan to use its resources and personnel to achieve each objective?**

Answering the research questions is the objective of the project. Research Question 1 asks for a description of the current state of South Asian language education for K-12 age students in the U.S. Research Question 2 asks about the needs of the teachers and administrators of these programs to improve and expand their programs. The questions will be explored by developing a questionnaire and surveying by telephone teachers and administrators of all the existing South Asian language programs for K-12 age students in the U.S. The project will be housed in The George Washington University offices of the National Capital Language Resource Center (NCLRC), the same offices that house the Arabic K-12 language program survey updates.

The Primary Investigator and the Project Director will be responsible for developing the design of the research. They will base the design of the research and the questionnaire on a previous IRS-funded study of Arabic programs in the U.S. A survey specialist and a data management specialist will be hired as consultants to help develop a questionnaire appropriate to this particular population of respondents and to develop linkages between the database and the statistical analysis programs. The final research design and questionnaire will be sent to the External Evaluator for comment and suggestions before any data are collected. The Primary Investigator and the Project Director will also invite leading members of the South Asian language education community to serve on the Advisory Committee.

The Project Director and the Coordinator will develop an initial list of contacts, hire research assistants to help with the telephone interviews, and train the assistants. The Coordinator and the research assistants will set up telephone appointments, send the questionnaires by email, conduct the interviews by telephone, enter the data into the database and search for new programs to interview.

The Coordinator and the Director will conduct initial analyses of the data. The Primary Investigator will review the analyses, and together with the Director, develop the initial report of the data. This report will be sent to the External Evaluator for comments and suggestions.

In the third quarter of Year 2 the project staff will host a meeting of members of the Advisory Board and request that the Board assist in the interpretation of the research data, conclusions, and recommendations. The Primary Investigator will chair the meeting; the coordinator will record the proceedings,

In Year 3, the Primary Investigator, Director and Coordinator will work together to write a research report on the study to be submitted to a peer reviewed journal. They will also, together with members of the Advisory Board, give at least two presentations at national language education conferences about the project. The Primary Investigator and the Director will write a final report including all the data from the research for the Department of Education. The data, analyses, and reports will be given to the External Evaluator for comments and suggestions. The External Evaluator will also produce a final summative report on the research project.

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

In accordance with Federal law and the policies of our host institution, The George Washington University, The South Asian Languages K-12 Research Study will not discriminate on the basis of race, color, sex, sexual orientation, gender expression, gender identity, religion, disability, age, veteran status, ancestry, or national or ethnic origin. Because the study deals with a population that may be uncomfortable interacting in English, every effort shall be made to include non-English speakers in the survey by having research assistants fluent in the target language conduct the interview. No person shall be excluded from employment in, denied participation in, denied benefits of or be otherwise subjected to discrimination under any

program or activity connected with the implementation of the study. The South Asian Languages K-12 Research Study shall use hiring processes that foster the employment and advancement of qualified persons with disabilities and members of groups under-represented in academic employment.

The staff of the research study is aware of the digital divide and plans to accommodate members of the target language communities who have limited access to online resources and electronic equipment. Printouts of relevant results of the study will be made available to those who request them.

## **8. QUALITY OF PERSONNEL**

**a) Is there evidence of the principal investigator's professional competence and experience to direct this research?**

**Anna Uhl Chamot, Principal Investigator.** Dr. Chamot will serve as Principal Investigator. She will have primary responsibility for monitoring the timely completion of the research study and will advise project staff on conducting and reporting on the research. Author of numerous peer-reviewed articles, monographs, and resource guides for language teachers, Dr. Chamot is Associate Professor in the Department of Teacher Preparation and Special Education at GWU and is the faculty advisor to Foreign Language teacher candidates. She holds a Ph.D. (University of Texas, Austin) in Applied Linguistics and a Master's degree in Foreign Language Education (Teachers College). Dr. Chamot's many years of experience in conducting research give the South Asian Languages K-12 Research Study a solid foundation in FL instruction and methodology. For the last 19 years, she has had primary responsibility for directing the NCLRC's research activities, workshops and summer institutes.

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

**Catharine Keatley, Senior Researcher.** Dr. Catharine W. Keatley will have major responsibility for designing the research study and managing daily activities. Dr. Keatley is currently the Associate Director of the National Capital Language Resource Center. She served as the Senior Research Analyst for the Center’s “Longitudinal Study of Learning Strategies Development in Elementary Language Immersion Students.” She also served as Senior Research Analyst for the OERI “Project Accelerated Literacy” study at GWU. Dr. Keatley was responsible for directing the research activities for both projects, including establishing the research design and conducting the analyses. She holds a Ph.D. in Cognitive Psychology from the University of Hong Kong and an M. A. in Remedial Reading from New York University. As an experienced researcher, she has carried out a number of experiments on bilingual memory organization and transfer of lexical information across languages that have been published as articles and chapters in scholarly referred journals and books. Dr. Keatley will devote 20% of her time to the study.

**Anup Mahajan, Research Associate.** Mr. Anup Mahajan is a sociolinguist (M.S. *magna cum laude*, May 2008, Georgetown University) with research experience in the field of language variation. He will contribute his knowledge of research methodology and linguistic analysis, as well as his experience in project management and human resource management, to the work of the team. Mr. Mahajan speaks Gujarati, Marathi, Hindi, Urdu, Bengali (intermediate), and Panjabi (intermediate), among other languages. His familiarity with the communities of the target languages will inform the project team in carrying out the survey with respect for the sensibilities, cultural practices, and perspectives of the stakeholder communities.

**Steven Poulos, External Evaluator.** Dr. Poulos is former Director of the South Asia Language Resource Center, the University of Chicago body that created the first online Pashto dictionary and is funding development of the first standard Pashto proficiency test and online

courses in elementary Sindhi and intermediate Urdu. The Center creates and disseminates new resources for teaching and research on South Asian languages, mostly via the World Wide Web; offers advanced courses in language pedagogy in conjunction with the South Asia Summer Language Institute; develops a shared infrastructure for delivery and archiving of South Asia language resources; and shares infrastructure and approaches with other institutions having overlapping language interests. Poulos is an expert in the languages of Afghanistan, Tibet, Nepal, Bhutan, India, Pakistan, Bangladesh, Sri Lanka and the Maldives Islands.

**c) Is the amount of time that the persons referred to under (a) and (b), above, plan to commit to the project appropriate to the project's needs?**

The amount of time planned for each of the above-named members of the project team is considered to be appropriate based on the knowledge of research practices and extensive research experience of the senior members of the team. As the Principal Investigator, Dr. Anna Uhl Chamot will devote 5% FTE to monitoring the achievement of the benchmarks of the study and ensuring the quality of the research. Senior Researcher Catharine Keatley, working at 20% FTE, will be dedicated to managing the project team and guiding the development of the survey and the collection and analysis of resulting data. Research Associate Anup Mahajan will be contributing 60% FTE in Years 1 and 2 to the preliminary organization of the Advisory Board, conducting the survey, monitoring the database and supervising research assistants on a daily basis. His language abilities and knowledge of South Asian cultures will be invaluable to the success of the study in reaching the participants in the target language programs. Supplementary staff members will be hired when needed from the university community to assist in carrying out the survey and other activities of the research study.

**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 under-represented, such as members of ethnic minority groups, women, handicapped persons, and the elderly?**

The South Asian Languages K-12 Research Study will not discriminate on the basis of race, color, sex, sexual orientation, gender expression, gender identity, religion, disability, age, veteran status, ancestry, or national or ethnic origin. No person shall be excluded from employment in, denied participation in, denied benefits of or be otherwise subjected to discrimination under any program or activity connected with the implementation of the study. The South Asian Languages K-12 Research Study, in accord with the George Washington University's policies, shall use hiring processes that foster the employment and advancement of qualified persons with disabilities, women, and under-represented groups.

## **9. BUDGET AND COST EFFECTIVENESS**

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

The total proposed costs in Year 1 are \$154,604, in Year 2, \$ 174,050, and in Year 3, \$74,269. The total across the three years is \$402,922. The Year 1 costs include the development of the questionnaire, database, statistical analyses, and the carrying out of telephone surveys during the second semester of the academic year, and throughout the summer.

Year 2 is slightly more expensive because it also includes a semester of telephone surveys and in addition, the costs of a working meeting of members of the Advisory Board to review the analyses of the data from the research and help with interpretation, conclusions, and recommendations.

Year 3 costs are more modest; reports, presentations, and the final summative evaluation of the project will take place in this year. The cost of travel is higher than in former years because we hope to encourage Advisory Board members who do not usually attend national language educator meetings to join staff members in presenting at major national conferences.

The budget represents a realistic assessment of the costs involved in meeting the objectives of the project.

**b) Are the costs reasonable in relation to the objectives of the project?**

The costs of this project are reasonable. The configuration of the staffing allows maximum use of targeted expertise for specific tasks. The Principal Investigator, Project Director, and Project Coordinator already work together on projects on the NCLRC and will be able to capitalize on their existing collaboration to maximize effectiveness of their time on this project. The fact that the project will be housed at the GWU NCLRC reduces the need for space, equipment, and staffing. For this reason we can keep these costs to a minimum, while still being able to carry out the tasks outlined in the proposal.

**10. EVALUATION PLAN**

The project will hire Dr. Stephen Poulos as an external evaluator for the research. Dr. Poulos is a highly respected member of the South Asian language education field, and former director of the South Asian Language Resource Center. Dr. Poulos is an independent contractor. He does not work for The George Washington University or for the National Capital Language Resource Center.

Dr. Poulos will provide formative and summative evaluations of the South Asian Language Survey project. Formative assessment will focus on the overall program design, the development of the questionnaire, the search for respondents, the analysis of the data, and the interpretation of the data. At the end of the project, Dr. Poulos will conduct a full summative assessment of the research project focusing on the same elements of the project.

A chart of the evaluation procedures for both formative and summative assessment including project goals, activities, outputs, and method of evaluation (with criteria) can be found in Appendix E.

The evaluation design ensures that the External Evaluator will review activities and outputs and provide input and advice to the researchers at crucial points during the research, and will

also provide concrete evaluation of the program and the final products after the completion of the project.

## **11. ADEQUACY OF RESOURCES**

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

The George Washington University Graduate School of Education and Human Development offers programs leading to the master's and doctoral degrees. The Department of Teacher Preparation and Special Education in the school is largely responsible for the preparation of teachers and related service professionals. The Department offers preparation programs to approximately 400 students each year who are enrolled in intensive year-long M.Ed. and M.A. training. Innovative program designs provide students clinically based training in public education settings throughout metropolitan Washington, D.C.

University facilities include the Graduate School's Instructional Media and Materials Center, a University library housing 1,600,000 volumes (expanded by participation in the University Consortium) and the numerous computer centers and mainframe provide substantial resources to both faculty and students. Additional staffing is available to the research study through the University's Federal Work Study Program; candidates that have been hired through this program in the past have been of consistently outstanding quality and reflect a surprising diversity of international and linguistic experiences.

GWU's many channels of information dissemination include the Institute for Education Policy Studies, and the National Clearinghouse for English Language Education, which houses a foreign language component. Conference facilities are available to the project at the Cloyd Heck Marvin Center's Caffritz Conference Center. Access to public transportation for visitors to the University is excellent; access to two major MetroRail lines is within easy walking distance and National Airport is a short taxi or train ride away from campus.

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

The South Asian Languages K12 Research Study staff has access to the equipment and supplies of the National Capital Language Resource Center, which is part of the George Washington University Institute for Education Policy Studies, in the Graduate School of Education and Human Development. The facilities available include space for up to 8 researchers to work simultaneously, computers networked and supported by the Graduate School of Education's technical staff, as well as University-contracted postal and telephone services.

**12. COMPETITIVE PREFERENCE PRIORITY**

“Research, surveys, assessments, or studies focused on any of the following seventy-eight (78) languages selected from the U.S. Department of Education’s list of Less Commonly Taught Languages (LCTLs).”

The languages cited include the following thirteen (13) South Asian languages: Bengali (Bangla), Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Sinhala (Sinhalese), Tamil, Telugu, and Urdu. These are the target languages of the proposed research study that investigates South Asian language programs for K-12 students in the U.S. Therefore, this proposal meets Competitive Preference Priority 2.

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **Appendix\_A\_\_Bibliography1001462330.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **Appendices\_B\_\_C\_\_CVs\_\_Position\_Descriptions\_1001462336.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **Appendix\_D\_\_Preliminary\_Advisory\_Board1001462338.pdf**

### Attachment 4:

Title: Pages: Uploaded File: **Appendix\_E\_\_Evaluation\_Plan1001462340.pdf**

### Attachment 5:

Title: Pages: Uploaded File: **Appendix\_F\_\_Task\_Time\_Table1001462341.pdf**

### Attachment 6:

Title: Pages: Uploaded File: **Appendix\_G\_\_Letters\_of\_Support1001462342.pdf**



# **South Asian Languages K-12**

## **Research Study**

### **Title VI**

#### **International Research and Studies Program**

#### **Appendices B & C:**

#### **Staff & Consultants; Position Descriptions**

CFDA No. 84.017A

Submitted by:

George Washington University

Graduate School of Education and Human Development

2134 G Street, NW

Washington, DC 20052

Contact: Anna Uhl Chamot

Principal Investigator

(202) 973-1086

Delivered to:

U.S. Department of Education

Application Control Center

Attn: CDFA 84.017A

LBJ Basement Level 1

400 Maryland Ave, SW

Washington, DC 20202-4260

Due April 23, 2009

<b>Appendix B Staff and Consultants .....</b>	<b>i</b>
<b>Anna Uhl Chamot</b>	<b>i</b>
<b>Catharine Keatley, Ph.D.</b>	<b>xii</b>
<b>Anup P. Mahajan</b>	<b>xiii</b>
<b>Steven M. Poulos</b>	<b>xv</b>
<b>Appendix C Position Descriptions.....</b>	<b>xvii</b>

## **Appendix B Staff and Consultants**

**Anna Uhl Chamot**

### **EDUCATION**

- Ph.D.      University of Texas at Austin  
          Major: Teaching English as a Second Language/Applied Linguistics
  
- M.A.      Teachers College, Columbia University, New York City  
          Dual Major: Foreign Language Education (Spanish); Elementary Education
  
- B.A.      The George Washington University, Washington, DC  
          Major: Spanish Literature (Special Honors); Minors: English/French

### **AREAS OF EXPERTISE**

Theory and practice of language learning and teaching; teacher education; bilingual, ESL, and mainstream curriculum and instruction at elementary, secondary, and university levels; research on cognitive processes in second language acquisition, including learning strategies and literacy in adolescent second language learners; presentations and publications on language learning and teaching; administration and management in school, university, research, and private sector settings; computer skills; high proficiency in Spanish and French; ability to write proposals leading to grant and contract support; development/publication of ESL instructional materials.

### **PROFESSIONAL EXPERIENCE**

- 2001 -                    *Professor of Secondary Education (ESL and Foreign Language Education)*, The George Washington University

- 1996 - 2001 *Associate Professor (ESL and Foreign Language Education)*, The George Washington University
- Courses taught:
    - Second Language Instruction
    - Reading and Writing in ESL
    - Teaching and Learning I
    - Development and Diversity
    - Bilingualism and Bilingual Education
    - Issues, Studies, Practices in ESL
    - Linguistic Applications in ESL
    - Language Development
    - Supervision of Student Interns
    - Diagnostic Reading: K-Adult
    - Second Language Acquisition
    - Educating Language Minorities
- 1999 - *Co-Director*, National Capital Language Resource Center  
George Washington University/Georgetown University/Center for Applied Linguistics
- 1997 - 2001 *Principal Investigator*, Project Accelerated Literacy  
OERI Field-initiated Study conducted by George Washington University
- 1996 - 1999 *Associate Director*, National Capital Language Resource Center  
Georgetown University/George Washington University/Center for Applied Linguistics
- 1995 - 1996 *Associate Director*, National Foreign Language Resource Center  
Georgetown University/Center for Applied Linguistics
- 1990 - 1996 *Director*, Language Research Projects, Georgetown University
- Principal Investigator for Research Studies:
    - Learning Strategies in Japanese Foreign Language Instruction
    - Methods for Teaching Learning Strategies in the Foreign Language Classroom
    - Assessment of Language Skills for Instruction
    - Developing Effective Foreign Language Learners
    - Longitudinal Study of Foreign Language Learning Strategies
    - Learning Strategies in Elementary Foreign Language Immersion Classrooms
- 1987 - 1995 *Adjunct Professor*, Georgetown University
- Linguistics courses taught:
    - Bilingualism
    - Language Acquisition
    - EFL Materials Development
    - Methods of Teaching ESL/EFL
  - Directed 3 completed dissertations; 1 in progress; many M. A. papers
  - Taught 7 summers (1991-1998) in Georgetown University's summer linguistics institute for Japanese EFL teachers, Tokyo, Japan.

- 1988 - 1996 *Project Specialist*, Arlington Public Schools, Arlington, Virginia
- Manager of two Title VII Content-Based ESL Projects:
    - The Cognitive Academic Language Learning Approach (CALLA) for Mathematics
    - The Cognitive Academic Language Learning Approach (CALLA) for Science
- 1980 - 1990 *Senior Associate*, InterAmerica Research Associates, McLean, Virginia
- Research Information Manager, National Clearinghouse for Bilingual Education
  - Project Director for research studies:
    - Study of Learning Strategy Instruction in the Foreign Language Classroom
      - Foreign Language Learning Strategies Study
      - ESL Literature Study
  - Research Associate for research studies:
    - ESL Listening Strategies Study
    - ESL Learning Strategies Study
- 1986 - 1987 *Adjunct Associate Professor*, The George Washington University
- Courses taught:
    - Second Language Acquisition
    - Applied Linguistics
    - Methods of Teaching Learning Strategies in ESL and Bilingual Education
  - Co-director of Summer Institute for ESL and Bilingual Teachers
- 1979 - 1980 *Adjunct Professor*, American University
- Course taught:
    - Reading Theory, Methods, and Materials
  - Directed 1 dissertation
- 1973 -1979 *Assistant Professor*, The University of Texas at Austin
- Graduate Program Adviser for TESL
    - Chair, Graduate Studies Committee, Foreign Language Education
  - Coordinator, Foreign Language Student Teaching
  - Courses taught:
    - Applied Linguistics
    - First Language Acquisition
    - Second Language Acquisition (1 section taught in Spanish)
    - Research Methodology
    - Bilingual Education
    - ESL Methods
    - Foreign Language Methods
  - Directed 9 dissertations, numerous Master's theses.
- 1972 - 1973 *Assistant Professor*, University of Houston

- Course taught:
  - Language Arts Methods and Materials

1969-1972 Doctoral Student and Teaching Assistant, University of Texas at Austin

1967 - 1969 *Director*, Colegio Estados Unidos, Bogotá, Colombia

- Principal of 750-student bilingual school, K-12

(Prior experience included classroom teaching in Grades 1-12 and curriculum development.)

## ***CURRICULUM DESIGN***

Co-developer of the **Cognitive Academic Language Learning Approach (CALLA)**, an instructional model for linguistically diverse students that develops academic language proficiency through subject matter content and explicit instruction in learning strategies. CALLA is currently being implemented in 29 programs in the United States, and in several sites in other countries.

## ***PROFESSIONAL SERVICE***

**Electronic Journal of Foreign Language Teaching**  
**Bilingual Research Journal Review Committee**  
**Language Learning and Technology Review Committee**  
**College Board Pace Setter Task Force for Spanish**  
**TESOL Quarterly** Editorial Advisory Board  
**Past Chair**, TESOL Elementary Education Interest Section  
 Reviewer for **The Modern Language Journal**

## ***CONFERENCE PRESENTATIONS AND WORKSHOPS***

Invited Plenary/Featured Speaker at: 2004 CLaSIC Conference, National University of Singapore; 2003 MEXTESOL (Oaxtepec, Mexico); 2002 International Book Fair (Buenos Aires, Argentina); 2002 Japanese Association of College English Teachers (JACET); 2001 International Conference on Autonomous Learning, Friedrich Schiller University (Jena, Germany); 2001 Virginia ESL Supervisors' Association (VESA), (Williamsburg, VA); OBEMLA National Reading Symposium, 2000; 2000 Centro Colombo-Americano EFL Conference (Bogotá, Colombia); 2000 MEXTESOL (Aguascalientes, Mexico); 2000 ARKTESOL (Little Rock, AR); 1999 ASOCOPI (Bucaramanga, Colombia); 1999 JALT (Maebashi, Japan); 1998 NABE (Dallas, TX); 1998 Illinois TESOL (Chicago, IL); Australian Association for Applied Linguistics Conference (Brisbane, Australia); 1997 TESOL France Colloquium (Paris, France); 1997 TESOL Scotland Conference (Edinburgh, Scotland); 1997 ASCD Conference (Baltimore, MD); 1996 Mediterranean Association of Independent Schools (Tunis, Tunisia), TEXTESOL V 1996 (Dallas, TX); TESOL 1995 (Long Beach, CA); TESOL-SPAIN 1995 (Barcelona, Spain); NNETESOL 1995 (Waterbury, VT); TESOL-ITALY 1995 (Rome); Louisiana TESOL 1996; TEXTESOL 1994 (El Paso, TX); OBEMLA National Research Symposium, 1992.

Academic Specialist, United States Information Agency, 1994: Lecture tour of Estonia, Latvia, and Lithuania to provide information on the CALLA model to EFL teachers; 1995: Lecture tour of Italy; 2002: Lecture Tour of Argentina.

More than 425 conference presentations at the following: American Educational Research Association, Association for Supervision and Curriculum Development, Georgetown University Round Table on Languages and Linguistics, Association Internationale de la Linguistique Appliquée; American Association of Applied Linguistics; Teachers of English to Speakers of Other Languages, National Association for Bilingual Education, National Council of Teachers of English, OBEMLA National Research Symposium, American Council on Teaching Foreign Languages, Northeast Conference on Teaching Foreign Languages; TEAL (British Columbia), TESL (Manitoba), Fifth Nordic Conference on Bilingualism, Binational Centers of Brazil Conference, Delaware Symposium on Language Studies, Washington Area TESOL, New York State Association for Bilingual Education, California TESOL, California Association for Bilingual Education, Illinois TESOL; Louisiana TESOL, Texas TESOL, Massachusetts TESOL, Connecticut TESOL, Georgia TESOL, Missouri TESOL, Ohio TESOL, Pennsylvania TESOL, New Jersey TESOL, University of Southern California ESL Symposium, UCLA Second Language Research Forum, and various university sponsored second language research and education conferences. In addition, over 250 workshops, seminars, or intensive courses conducted in 26 states, Central and South America, Europe, North Africa, and Japan. Consultant to language education programs at: University of Delaware, Brown University, Georgetown University's summer linguistics program in Japan, George Mason University, Florida International University, Findlay University, Pennsylvania State University, Hunter College, Fordham University, Texas A&I University, University of Houston, University of Illinois at Chicago, San Diego State University, University of Wisconsin, University of Texas at San Antonio, Lehman College at City University of New York, TESOL Summer Institute at California State University at San Bernadino.

## ***SELECTED PUBLICATIONS***

### **Books**

- Chamot, A. U. (in press). The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach, Second Edition. White Plains, NY: Pearson Education/Longman.
- Chamot, A. U., Keatley, C. W., & Anstrom, K. (in press). Keys to learning: Skills and strategies for newcomers, Second Edition. White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (in press). Land, people, nation: Beginnings to 1877. White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (in press). Land, people, nation: Since 1869. White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (in press). Land, people, nation: Teacher's Guide. White Plains, NY: Longman.
- Chamot, A. U., Keatley, C. W., & Anstrom, K. (2005). Keys to learning: Skills and strategies for newcomers. White Plains, NY: Longman.

- Chamot, A. U. & Steeves, K. A. (2004). Land, people, nation: Beginnings to 1877. White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (2004). Land, people, nation: Since 1869. White Plains, NY: Longman.
- Chamot, A. U. & Steeves, K. A. (2004). Land, people, nation: Teacher's Guide. White Plains, NY: Longman.
- Chamot, A.U., Barnhardt, S., El-Dinary, P.B., & Robbins, J. (1999). The learning strategies handbook. White Plains, NY: Addison Wesley Longman.
- Chamot, A.U., & O'Malley, J.M. (1994). The CALLA handbook: Implementing the Cognitive Academic Language Learning Approach. White Plains, NY: Addison Wesley Longman.
- O'Malley, J.M., & Chamot, A.U. (1990). Learning strategies in second language acquisition. Cambridge, England: Cambridge University Press.

### **Research Reports**

- Chamot, A. U., Keatley, C., Mazur, A., Anstrom, K., Marquez, X., & Adonis, M. (2000). Literacy development in adolescent English language learners. Final report submitted to Office of Educational Research and Improvement, U. S. Department of Education.
- Chamot, A.U., Keatley, C., Barnhardt, S., El-Dinary, P. B., Nagano, K., & Newman, C. (1996). Learning strategies in elementary language immersion programs. Final report submitted to Center for International Education, U.S. Department of Education. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., Barnhardt, S., El-Dinary, P.B., Carbonaro, G., & Robbins, J. (1993). Teaching learning strategies in foreign language instruction and informal assessment of language skills. Final report submitted to Center for International Education, U.S. Department of Education. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., Robbins, J., and El-Dinary, P.B. (1993). Learning strategies in Japanese foreign language instruction. Final report submitted to Center for International Education, U.S. Department of Education. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., Küpper, L., Thompson, I., Barrueta, M., & Toth, S. (1990). Learning strategies in the foreign language classroom: Resource guides for listening comprehension, reading comprehension, speaking, and writing. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A. U. & Küpper, L. (1990). A study of learning strategy instruction in the foreign language classroom: Second year report. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., Küpper, L., & Impink-Hernandez, M.V. (1988a). A study of learning strategies in foreign language instruction: Findings of the longitudinal study. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., Küpper, L., & Impink-Hernandez, M.V. (1988b). A study of learning strategies in foreign language instruction: The third year and final report. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.
- Chamot, A.U., O'Malley, J.M., Küpper, L., & Impink-Hernandez, M.V. (1987). A study of learning strategies in foreign language instruction: First year report. McLean, VA: Interstate Research Associates. Available from ERIC Clearinghouse on Languages and Linguistics.

Chamot, A.U., & Stewner-Manzanares, G. (1985). A review, summary, and synthesis of literature on English as a second language. McLean, VA: InterAmerica Research Associates.

### **Monographs**

Chamot, A.U. (1999). Teaching learning strategies to language students. Washington, DC: Center for Applied Linguistics.

Chamot, A.U. (1996). Accelerating achievement with learning strategies. Glenview, IL: ScottForesman.

Chamot, A.U., & O'Malley, J.M. (1986). A cognitive academic language learning approach: An ESL content-based curriculum. Washington, DC: National Clearinghouse for Bilingual Education.

### **Articles and Book Chapters**

Chamot, et al. (In Press) In A.D. Cohen & E. Macaro (Eds.). *Language learner strategies: 30 years of research and practice*. Oxford, UK: Oxford University Press.

Chamot, A. U. (2007). Accelerating academic achievement of English language learners: A synthesis of five evaluations of the CALLA Model. In J. Cummins & C. Davison (Eds.), The international handbook of English language learning, Part I, p.317-331. Norwell, MA: Springer Publications.

Chamot, A. U. (2006). Preparing language teachers to teach learning strategies. In W. M. Chan, K. N. Chin, & T. Suthiwan (Eds.) *Foreign language teaching in Asia and beyond*, pp. 29-44. Singapore: Centre for Language Studies, National University of Singapore.

Chamot, A. U. (2005). Language learning strategy instruction: Current issues and research. Annual Review of Applied Linguistics.

Chamot, A. U. (2005). The Cognitive Academic language Learning Approach (CALLA): An update. In P.A. Richard-Amato & M.A. Snow (eds.), Academic success for English language learners: Strategies for K-12 mainstream teachers, p. 87-102. White Plains NY: Longman.

Chamot, A. U. (2004). Preparing language teachers to teach learning strategies. CLaSIC 2004 Conference Proceedings. Singapore: National University of Singapore.

Chamot, A. U. (2004). Issues in language learning strategy research and teaching. Electronic Journal of Foreign Language Teaching, 1(1), December 2004, 14-20.

Chamot, A. U. (2001). Teaching learning strategies in immersion classrooms. The ACIE Newsletter 5 (1): 1-4.

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Chamot, A. U. (2001). The role of learning strategies in second language acquisition. In M. P. Breen (ed.), *Learner contributions to language learning: New directions in research*, Chapter 2, p. 25-43. London: Longman.

Chamot, A. U. (1999). Reading and writing processes: Learning strategies in immersion classrooms. In M. A. Kassen (ed.), Language learners of tomorrow: Process and Promise, p. 29-59. Lincolnwood, IL: National Textbook.

- Chamot, A. U. & El-Dinary, P. B. (1999). Children's learning strategies in language immersion classrooms. Modern Language Journal 83, *iii*: 319-341.
- Chamot, A. U. (1999). Learning strategy instruction in the English classroom. The Language Teacher, 23 (6): 7-9.
- Chamot, A. U. & O'Malley, J. M. (1999). The Cognitive Academic Language Learning Approach: A model for linguistically diverse classrooms. In Biacindo, K. (ed.), Perspectives: Educational Psychology, pp. 39-51. Boulder, CO: Coursewise Publishing.
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- Chamot, A.U., & O'Malley, J.M. (1996). The Cognitive Academic Language Learning Approach (CALLA): A model for linguistically diverse classrooms. The Elementary School Journal, 96 (3): 259-273.
- Chamot, A.U., & O'Malley, J.M. (1996). Implementing the Cognitive Academic Language Learning Approach: Issues and options. In R. Oxford (ed.), Language Learning Strategies Around the World, p. 167-173. Manoa: University of Hawaii Press.
- Chamot, A.U., Barnhardt, S., El-Dinary, P., & Robbins, J. (1996). Methods for teaching learning strategies in the foreign language classroom. In R. Oxford (ed.), Language Learning Strategies Around the World, p. 175-187. Manoa: University of Hawaii Press.
- Chamot, A.U. (1995). Implementing the Cognitive Academic Language Learning Approach: CALLA in Arlington, Virginia. Bilingual Research Journal 19 (2), 221-247.
- Chamot, A.U. (1995). Learning strategies in listening comprehension: Theory and research. In D. Mendelsohn & J. Rubin (eds.), The theory and practice of listening comprehension for the second language learner. San Diego, CA: Dominie Press.
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- Chamot, A.U., & O'Malley, J.M. (1992). The Cognitive Academic Language Learning Approach: A bridge to the mainstream. In P.A. Richard-Amato & M.A. Snow (eds.), The multicultural classroom. White Plains, NY: Longman.
- Chamot, A.U. (1990). Cognitive instruction in the second language classroom: The role of learning strategies. In J.E. Alatis (ed.), Linguistics, language teaching and language acquisition: The interdependence of theory, practice and research. Georgetown University Round Table on Languages and Linguistics 1990. Washington, DC: Georgetown University Press.
- Chamot, A.U., & O'Malley, J.M. (1990). Applications of the Cognitive Academic Language Learning Approach (CALLA) to special education. In A. Carrasquillo and R.E. Baecher (eds.), Teaching the bilingual special education student. Norwood, NJ: Ablex.
- Chamot, A.U. (1990). Discussion of B.A. Mohan's LEP students and the integration of language and content: Knowledge structures and tasks. In Office of Bilingual Education and Minority Languages Affairs, Proceedings of the First Research Symposium on Limited English Proficient Students' Issues, 422-429. Washington, DC: U.S. G.P.O.
- Chamot, A.U., & Dunetz, N. (1990). Why content-based English as a second language? In Insights. Long Island City, NY: The International High School at La Guardia Community College.
- Chamot, A.U., & O'Malley, J.M. (1989). The Cognitive Academic Language Learning Approach. In P. Rigg and V.G. Allen (eds.), When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom. Urbana, IL: National Council of Teachers of English.
- Chamot, A.U., & Küpper, L. (1989). Learning strategies in foreign language instruction. Foreign Language Annals, 22, 13-24.
- O'Malley, J.M., Chamot, A.U., & Küpper, L. (1988). Listening comprehension strategies in second language acquisition. Applied Linguistics, 10, 418-437.
- O'Malley, J.M., Russo, R.P., Chamot, A.U., & Stewner-Manzanares, G. (1988). Applications of learning strategies by students learning English as a second language In C.E. Weinstein, E.T. Goetz, and P.A. Alexander (eds.), Learning and study strategies: Issues in assessment, instruction, and evaluation. New York: Academic Press.

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- O'Malley, J.M., Chamot, A.U., & Walker, C. (1987). Some applications of cognitive theory to second language acquisition Studies in Second Language Acquisition, 9(3), 287-306.
- Chamot, A.U., & O'Malley, J.M. (1987). The Cognitive Academic Language Learning Approach: A bridge to the mainstream TESOL Quarterly, 21(2), 227-249.
- Chamot, A.U. (1987). Identification of ESL students' learning strategies. In Learner Strategies: Implications for the Second Language Teacher and Researcher, edited by A. Wenden and J. Rubin. New York, NY: Pergamon Institute of English.
- Chamot, A.U. (1987). ESL in Elementary Schools in the United States. EFL Gazette.
- Chamot, A.U., & O'Malley, J.M. (1986). What will happen to Tran and other LEP children? PTA Today, 11(6).
- Chamot, A.U., & O'Malley, J.M. (1986). Language learning strategies for children. The Language Teacher, 10(1).
- O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Küpper, L., and Russo, R. (1985). Learning strategies utilized in listening and speaking skills in English as a second language. Language Learning, 35(1), 21-46.
- O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Küpper, L., & Russo, R. P. (1985). Learning strategy applications with students of English as a second language. TESOL Quarterly, 19(3), 285-296.
- Chamot, A.U. (1985). English language development through a content-based approach. In Issues in English Language Development. Washington, DC: National Clearinghouse for Bilingual Education.
- Chamot, A.U. (1984). A transfer curriculum for teaching content-based ESL in the elementary school. In On TESOL '83. Washington, DC: TESOL.
- Chamot, A.U., & O'Malley, J.M. (1984). Using learning strategies to develop skills in English as a second language. Focus, No. 16. Washington, DC: National Clearinghouse for Bilingual Education.
- Chamot, A.U. (1983). Toward a functional ESL curriculum in the elementary school. TESOL Quarterly, 17(3).
- Chamot, A.U. (1981). Learning English as a second language in a bilingual setting: A guide for parents and teachers. In Faces and Facets of Bilingualism. Washington, DC: Center for Applied Linguistics.
- Chamot, A.U. (1981). Applications of second language acquisition research to the bilingual classroom. Focus, No. 8. Washington, DC: National Clearinghouse for Bilingual Education.
- Chamot, A.U. (1979). ESL speaking skills in the elementary bilingual classroom. In J. Schachter, C.A. Yorio, and K. Perkins (eds.), On TESOL '79. Washington, DC: TESOL.

Chamot, A.U. (1977). Listening skills in the elementary ESL class. In H.D. Brown, C.A. Yorio, and R.H. Crymes (eds.), On TESOL '77. Washington, DC: TESOL.

### **Instructional Materials**

Chamot, A. U., Keatley, C. W., & Anstrom, K. (2005). Keys to learning: Skills and strategies for newcomers. White Plains, NY: Longman.

Chamot, A. U. & Steeves, K. A. (2004). Land, People, Nation: A history of the United States. Books 1 and 2; Teacher's Guide. White Plains, NY: Longman.

Chamot, A. U., Hartmann, P., & Huizenga, J. (2003). Shining star, Books A, B, & C. White Plains, NY: Longman.

Chamot, A. U., Rainey de Diaz, I., Baker de Gonzalez, J. (with Gordon, D. & Weinstein, N.) (2002). Up close: English for global communication. Books 1, 2, 3, & 4. Boston: Heinle.

Consulting Author, Reading 2000 (2000). Glenview, IL: Scott Foresman – Addison Wesley.

Contributing Author, Elementary school science 2000. (2000). Glenview, IL: Scott Foresman - Addison Wesley.

ESL Reviewer for Middle School Math (1998). Menlo Park, CA: Scott Foresman - Addison Wesley.

Chamot, A.U., Cummins, J., Wong Fillmore, L., Kessler, C., & O'Malley, J.M. (1997). ScottForesman ESL: Accelerating English Language Development, Grades K-8. Glenview, IL: ScottForesman.

Consulting Author for K-6 elementary EFL series (1996): Parade. Glenview, IL: ScottForesman.

Chamot, A.U., O'Malley, J.M., & Küpper, L. (1992). Building bridges: Content and learning strategies for ESL students, Books 1, 2, and 3. Boston, MA: Heinle & Heinle.

Chamot, A.U., Baker de Gonzalez, J., Rainey de Diaz, I., Goldman, R., Henderson, R., Yorkey, R., & Lee, L. (1992). New perspectives: Books 1-2. Boston, MA: Heinle & Heinle.

Chamot, A.U., Baker de Gonzalez, J., Rainey de Diaz, I., & Yorkey, R. (1991). Intercom 2000: Books 1-4. Boston, MA: Heinle & Heinle.

O'Malley, J.M., Chamot, A.U., & Küpper, L. (1989). Addison-Wesley ESL: Placement test package. Reading, MA: Addison-Wesley.

Chamot, A.U., & O'Malley, J.M. (1988). Language development through content: Mathematics. Reading, MA: Addison-Wesley.

Chamot, A.U. (1987). Language development through content: Social Studies - American History, Books 1-2. Reading, MA: Addison-Wesley.

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**EXPERIENCE:**

- 2003-present                    Project Coordinator: Arabic K-12: What Works! The George Washington University. USED-funded International Research Studies project to develop a network, materials, learning standards, and teacher development opportunities for teachers of Arabic K-12 in the U.S.
- 2001-present                    Associate Director, National Capital Language Resource Center: Georgetown University, The George Washington University, the Center for Applied Linguistics.
- 1999-2001                      Senior Research Analyst, Project Accelerated Literacy, The George Washington University, Washington, D.C.
- Consultant, National Capital Language Resource Center, Georgetown University.
- 1999-2000                      Project Director, Project Accelerated Literacy, The George Washington University, Washington, D.C.
- 1996-1999                      Research Analyst, National Capital Language Resource Center, Georgetown University.
- 1994-1998                      Part-time Lecturer, Department of Psychonomics, Tilburg University, The Netherlands.

1987-1992

Ph.D., University of Hong Kong, Cognitive Psychology.  
M.A., Educational Psychology: Remedial Reading and Learning Disabilities, New York University.

**EDUCATION:**

1981-1988

B.A., Psychology, University of Wisconsin.

1973-1975

1965-1969

**Publications:**

Chamot, A.U., Keatley, C., Anstrom, K. (2005) *Keys to reading*. Pearson: New York.

## **EXPERIENCE**

**January 2008 – present**

**National Capital Language Resource Center  
Washington, D.C.**

*Research Associate, The George Washington University*

- Assist in planning and execution of projects relating to Less Commonly Taught Languages and heritage languages.
- Assist with ongoing research in language learning and linguistics.
- Assist with the preparation and completion of technical reporting and documentation.
- Act as a primary contact for working with staff in the Office of the Chief Research Officer, in adhering to University guidelines and executing proper procedures.

**Georgetown University, Department of Linguistics  
Washington, D.C.**

*Graduate student researcher, Sociolinguistics*

- Conducted original research on the role of communication in group dynamics, decision-making, negotiations, identity construction, and globalizing markets; presented findings in conference presentations, Master's thesis, and papers.
- Studied linguistic theories of intercultural communication, communities of practice, networks, positioning, framing, and semantics and how to apply them to solve marketing, communications, and HR diversity management challenges.

August 1999 – August 2006

**Hewitt Associates, Inc.  
Norwalk, CT**

*People Manager & Benefits Operations Manager, Human Resources Outsourcing (HRO) Division*

- Implemented or co-implemented actionable business process improvement strategies guiding more than 25 integrated global pension plan transitions – including communications, legal, contractual, and HRIS components – for clients including: Bear Stearns, the U.S. Federal Reserve, Citigroup, Ernst & Young, MetLife, and Liberty Mutual.
- Successfully directed the HRIS and fiduciary change management transitions for Citigroup's global pension plan consolidation of all subsidiaries and acquisitions, instrumental in securing a strategic 10-year business contract renewal.
- Leveraged clients' HR learning and performance improvement through the development of contractual documentation and communications in accordance with legal standards and industry best practices to design long-term plan administration strategy for Bear Stearns, the U.S. Federal Reserve, Citigroup, Ernst & Young, and MetLife.
- Coached and led 23 associates as a project manager, including 8 in Gurgaon, India. As a People Manager, mentored and reviewed 10 associates in their professional development, performance management, and annual merit increases; also contributed to training & development, succession planning, and talent management initiatives for CT and NJ HRO offices.

## **EDUCATION**

**Georgetown University  
Washington, D.C.**

M.S., Linguistics (*magna cum laude*); May 2008

**Boston University  
Boston, MA**

B.A., Economics & Classics (*cum laude*, with College Honors, & Dean's List); May 1999

**SKILLS AND ACTIVITIES**

- Technical: Microsoft Office, SPSS, PeopleSoft, Oracle, DB2, Adobe Illustrator, VARBRUL.
- Languages: French (advanced), Gujarati, Panjabi, Marathi (fluent), Hindi (fluent), Bengali (intermediate), and Panjabi (intermediate) Urdu (advanced), Arabic (novice), Latin, ancient Greek.
- Organizer and plenary speaker of "Language in the Workplace" career conference, Georgetown University (Nov. 2007).
- Member, Society for Human Resource Management; Linguistic Society of America (2006 – present).
- Member, Program & Development Committees, National Museum of Language, College Park, MD (Jun. 2008 – present)

**HONORS**

- Three-time nominee for Hewitt Associates Norwalk HRO Recognition Award (awarded quarterly).
- Competitively awarded Masters tuition funding & the Graduate School Tuition Scholarship by Georgetown University (2007-08).
- Competitively awarded a Thomas J. Watson Memorial Scholarship by IBM Corporation (1995-99).
- National Merit Scholarship semifinalist, 1994.

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## EDUCATION

The University of Michigan

A.B. with Distinction: History, Modern languages (French, Spanish, Hindi)

The University of Chicago, Department of South Asian Languages and Civilizations

M.A.: Hindi, Urdu, Sanskrit, Linguistics

Ph.D.: Hindi and Urdu literature; 19th and 20th century social and intellectual history of South Asia

## PROFESSIONAL EXPERIENCE

2003-      University of Chicago

Director, South Asia Language Resource Center

1990-2003      University of California, Berkeley

Vice-Chairman, Center for South Asia Studies (includes the Title VI NRC)

Director, Berkeley Urdu Language Program in Pakistan

Earlier experience

Fireman's Fund/American Express

Director, Financial Analysis and Management Information

The University of Rochester

Assistant Professor of Indic Languages and Literatures

## RELEVANT PROFESSIONAL SERVICE

U.C. Berkeley

Office for Resources for International and Area Studies (joint outreach program)

Executive Director, 1999-2000

Berkeley Language Center

Member, Executive Committee, 1998-2003

South Asia Summer Language Institute (SASLI)

University of Wisconsin, Madison

Member, Executive Committee, Board of Trustees, 2003-

American Institute of Pakistan Studies (AIPS)

Member, Board of Trustees, 1994—2003

American Institute of Bangladesh Studies (AIBS)

Member, Board of Trustees, 1994—2003

American Institute of Indian Studies (AIIS)  
Member, Board of Trustees, 2003-

**PUBLICATIONS**

Articles, book reviews and translations of Hindi and Urdu literature.

**LANGUAGES**

Hindi, Urdu, French, Spanish

## **Appendix C Position Descriptions**

### **1. Principal Investigator**

The Principal Investigator will monitor and manage the progress and quality of the work on regular basis. She, along with the Project Director, will be responsible for developing the design of the research and for inviting leading members of the South Asian language education community and other national leaders in the field to serve on the Advisory Committee. The Principal Investigator, with the Project Director and the Project Coordinator, will write a research report on the study to be submitted to a peer-reviewed journal. She will also be responsible for the final report to be submitted to the U.S. Department of Education.

### **2. Project Director**

The Project Director will manage the overall research and analysis plan of the project. She will also be responsible for overall management of the project staff. She, along with the Primary Investigator, will be responsible for developing the design of the research and for inviting leading members of the South Asian language education community and other national leaders in the field to serve on the Advisory Committee. She and the Project Coordinator will conduct analyses of the data and hire and train the Research Assistant staff. She will be responsible for submitting an initial report of the data to the External Evaluator. With the Principal Investigator and the Project Coordinator, the Project Director will write a research report on the study to be submitted to a peer-reviewed journal. She will also be responsible for the final report to be submitted to the U.S. Department of Education.

### **3. Project Coordinator**

The Project Coordinator will carry out the day-to-day research activities including conducting interviews, managing the database, helping with the analysis of data, and helping in the writing of reports. He will supervise research assistants hired to assist with the interviews, and along with the Project Director, will train them. Along with the Project Director, he will conduct initial analyses of the data. The Project Coordinator, with the Primary Investigator and the Project Director, will write a research report on the study to be submitted to a peer-reviewed journal.

### **4. External Evaluator**

The External Evaluator will review the design of the research, the questionnaire for the survey, and the plan for the analyses and make suggestions and comments before data collection begins. Once data has been collected and initial analyses have been conducted, he will review the data and the analyses and make suggestions and comments. In the final year of the study, he will provide comments and suggestions on the research report and final report. The External Evaluator will write a final summative evaluation of the project.

### **5. Research Assistant**

Research Assistants will set up telephone appointments, send the questionnaires by email, conduct the interviews by telephone, enter the data into the database, and search for new programs to interview.

# **South Asian Languages K-12**

## **Research Study**

### **Title VI**

#### **International Research and Studies Program**

#### **Appendix D: Preliminary List of Advisory Board**

### **Members**

CFDA No. 84.017A

Submitted by:

George Washington University  
Graduate School of Education and Human Development  
2134 G Street, NW  
Washington, DC 20052  
Contact: Anna Uhl Chamot  
Principal Investigator  
(202) 973-1086

Delivered to:

U.S. Department of Education  
Application Control Center  
Attn: CDFA 84.017A  
LBJ Basement Level 1  
400 Maryland Ave, SW  
Washington, DC 20202-4260

Due April 23, 2009

**Appendix D Preliminary List of Members of the South Asian Language Research  
Study Advisory Board**

**Martin Smith**, *Supervisor of World Languages*, Public Schools of Edison Township,  
New Jersey

**Gautami Shah**, *Past President*, National Council On Less Commonly Taught Languages

**James Nye**, *Director*, South Asia Language Resource Center, University of Chicago

**Joy Kreeft Peyton**, *Vice President*, Center for Applied Linguistics

**Surendra K. Gambhir**, *Adjunct Associate Professor*, University of Pennsylvania

### Appendix E Evaluation Table

<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>OUTPUTS</i>	<i>FORMATIVE EVALUATION</i>	<i>SUMMATIVE EVALUATION</i>
<i>The research study relies on the accomplishment of the following tasks:</i>	<i>These activities are aimed at the achievement of the particular objective named:</i>	<i>These are the near-term measurable results of the conduct of the study:</i>	<i>How the evaluator will evaluate the output during the project:</i>	<i>How the evaluator will evaluate the final output at the end of the project:</i>
Develop a viable research design which will accomplish the objectives of the study	The research design outlined in the proposal will be reviewed and modified as necessary	<b>Output:</b> A detailed written research design which includes procedures for research, analysis, interpretation, and reporting.	Evaluator will review the written design to determine rigor of the design, appropriateness of method, procedures and analysis to research questions. Comments and suggestions will be given in written form to the researchers.	Evaluator will review the final design that was used to carry out the research. Criteria for review are the same as in formative evaluation
Develop the Survey Questionnaire	<p><b>Subtask 1:</b> Select and hire a specialist in survey questionnaire development</p> <p><b>Subtask 2:</b> Review the previous NCLRC Arabic survey questionnaire to select questions that will respond to Research Questions 1 &amp; 2 in this study. Develop any questions that may improve study and/or be particularly appropriate to target population.</p> <p><b>Subtask 3:</b> Pre-test the draft questionnaire with 10 (minimum) respondents from a similar, but not South Asian, linguistic group, in order to test validity of items.</p>	<b>Output:</b> A questionnaire will be developed based on the pre-tests. Data from the pre-tests as well as the final questionnaire will be made available to the evaluator.	Evaluator reviews the questionnaire and the pretest results to determine if questionnaire is suitable to the study, ensures validity of the data, and will be understood by the respondents. Written comments and suggestions will be given to the researchers.	Evaluator will review the final questionnaire using the same criteria as in the formative evaluation.

OBJECTIVES	ACTIVITIES	OUTPUTS	FORMATIVE EVALUATION	SUMMATIVE EVALUATION
Develop list of contacts	Advisory Board members, South Asian Heritage community organizations, LRCs, CAL, etc. will all be contacted to develop lists of potential respondents to the survey with their contact information	<b>Output:</b> An initial contact list will be generated with the widest possible coverage of South Asian programs for K-12 ages in the U.S.	The Evaluator will review the initial contact list to determine if the list is reaching a wide, comprehensive and diverse group of programs that teach South Asian languages. Comments and suggestions will be given to the researchers.	Evaluator will review the final list of contacts to determine if the researchers did contact all, or almost all, of the South Asian language for K-12 students in the U.S.
Analyze data from questionnaire to answer Research Questions 1 & 2	Survey data will be analyzed using descriptive analyses for Research Question 1 and descriptive and qualitative analyses for Research Question 2.	<b>Output:</b> Raw data will be made available and initial analyses will be recorded in a written report.	The evaluator will examine both the aggregated raw data and the analyses to determine if - the raw data has been collected properly -the planned analyses have been properly carried out -follow-up analyses are appropriate based on the findings.	Evaluator will examine all the analyses of the data using the same criteria as in the formative evaluation.

<i>OBJECTIVES</i>	<i>ACTIVITIES</i>	<i>OUTPUTS</i>	<i>FORMATIVE EVALUATION</i>	<i>SUMMATIVE EVALUATION</i>
			Comments and suggestions will be given to the researchers.	
Interpret data	Interpretation of the data may include implications and recommendations. A working meeting of the Advisory Committee will be held to help in the interpretation of the data from the survey.	<b>Output:</b> A discussion of the results of the study will be written including interpretation of the data, implications, and (if appropriate) recommendations. This will be based partially on the discussions of the Advisory Board.	The evaluator will review the discussion of the results and determine whether the interpretation, implications, and recommendations are warranted on the basis of the data. The evaluator will write comments and suggestions for the researchers.	Evaluator will review the final versions of the discussion, interpretation, implication and recommendation of the researchers to determine if they are warranted on the basis of the data.

## Appendix F Task-Time Table

Quarter 1: Oct, Nov, Dec		Quarter 2: Jan, Feb, Mar		Quarter 3: Apr, May, Jun		Quarter 4: Jul, Aug, Sept									
Area	Activity	Task	Description	Year 1				Year 2				Year 3			
1				1	2	3	4	1	2	3	4	1	2	3	4
	<b>Objective:</b>														
		A	Develop an Advisory Board	●	●										
		B	Develop the Survey Questionnaire	●	●										
		Subtask 1:	Select and hire a specialist in survey questionnaire development	●	●										
		Subtask 2:	Review the Arabic survey questionnaire to select questions that will respond to RQs # 1 – 3 in this study.	●	●	●	●								
		Subtask 3:	Pre-test the draft questionnaire with 10 (minimum) respondents from a similar, but not South Asian, linguistic group.			●	●								
			<i>Request evaluator approval of questionnaires</i>			●									
		C	Develop list of contacts	●	●	●									
		D	Conduct Telephone Interviews				●	●	●						
		E	Analyze data from questionnaire to answer RQs 1&2					●	●	●	●	●			
		F	Convene a working meeting of the advisory board and others to review the data and make recommendations.							●					
		Subtask 1	Organize 3-day meeting in Washington, DC to review the project data						●	●	●				
		Subtask 2	Recommendations of advisory board reviewed and revised								●	●			
		H	Write a Research Report on the survey and submit to peer-review journals								●	●	●		
		I	Present the survey results and recommendations at two or more national conferences and encourage advisory board members to present.							●	●	●	●	●	●
		J	Post basic information about existing South Asian language programs for school-aged children on the NCLRC website with location and contact information											●	●
		K	Request external evaluator to submit final summative												●

			report																
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# **South Asian Languages K-12**

## **Research Study**

### **Title VI**

#### **International Research and Studies Program**

#### **Appendix G: Letters of Support**

CFDA No. 84.017A

Submitted by:

George Washington University

Graduate School of Education and Human Development

2134 G Street, NW

Washington, DC 20052

Contact: Anna Uhl Chamot

Principal Investigator

(202) 973-1086

Delivered to:

U.S. Department of Education

Application Control Center

Attn: CDFA 84.017A

LBJ Basement Level 1

400 Maryland Ave, SW

Washington, DC 20202-4260

Due April 23, 2009

**Appendix G Letters of Support**

# URDU ACADEMY of North America

April 21, 2009

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

To Whom It May Concern:

On behalf of the URDU ACADEMY of North America, I am writing to express my organization's full support of the proposed research study by The George Washington University. Addressing the K-12 education of the language of my community, URDU, is vital to preserving our identity and ensuring that the future needs of our children, and those outside of our community, are met and not lost.

URDU ACADEMY will assist The George Washington University to the extent possible in ensuring our participation with the survey.

Sincerely,



Dr. Sheikh Tahir Mahmood  
Urdu Academy of North America  
4437-C Valley Ave.  
Pleasanton, CA 94566



South Asia Studies Department  
Williams Hall  
36th & Spruce, 820  
Philadelphia, PA 19104  
Tel 215.898.7475 Fax 215.573.2138  
www.southasia.upenn.edu

April 21, 2009

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

Dear Dr. Keatley:

I fully support the proposed project of the George Washington University in conducting a research study that will address the short-term and long-term actions that could be implemented to strengthen the teaching of South Asian languages K-12 in the United States. A nationwide survey designed to assess existing programs and resources and an overview of needs for teachers, administrators, and leaders within heritage communities is critically needed. I am currently directing the Center for Applied Linguistics' Alliance Heritage Languages project for South Asian languages and I can attest to this need within the South Asian heritage language community. Relatively few efforts have focused solely on the South Asian heritage languages, and this project will be a crucial initiative in providing a needed coordination between the heritage language communities, educators, and administrators to galvanize the field.

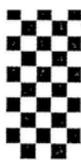
I will collaborate with The George Washington University to help realize the important goals of the project.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Gambhir', is written over a horizontal line.

Surendra K. Gambhir, PhD  
Adjunct Associate Professor  
University of Pennsylvania  
808 Williams Hall  
Philadelphia, PA. 19104-6305

UNIVERSITY of PENNSYLVANIA



**CAL** CENTER  
FOR APPLIED  
LINGUISTICS

4646 40<sup>th</sup> Street NW Washington DC 20016-1859  
phone 202-362-0700 fax 202-362-3740 www.cal.org

April 21, 2009

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

Dear Dr. Keatley:

I am pleased to offer the support of the Center for Applied Linguistics (CAL) and the Alliance for the Advancement of Heritage Languages (hosted by CAL) for the proposed project of the George Washington University to conduct a research study to strengthen the teaching of South Asian languages in K-12 educational institutions in the United States.

CAL and the Alliance support the George Washington University's efforts to carry out this much needed project to execute a nationwide survey and to develop a database that will provide resources, data, and a venue for teachers, administrators, and academic and heritage communities to share information, experiences, and materials. We will collaborate with the university on the project whenever possible through sharing our own information and expertise.

Sincerely,

Dr. Joy Kreeft Peyton  
Vice President

**PUBLIC SCHOOLS OF EDISON TOWNSHIP  
EDISON HIGH SCHOOL  
50 BOULEVARD OF THE EAGLES, EDISON, NJ 08817  
TEL.: (732-650-5200) FAX: (732-650-5259)**

Mr. Martin J. Smith  
Supervisor of World Languages,  
ESL and Bilingual Programs  
Office: 732-650-5248

April 20, 2009

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

Dear Dr. Keatley:

I fully support the proposed project of The George Washington University in conducting a research study that will address the short-term and long-term actions that could be implemented to strengthen the teaching of South Asian languages K-12 in the United States. A nationwide survey designed to assess existing programs and resources and an overview of needs for teachers, administrators, and leaders within academic and heritage communities is critically needed. As the Supervisor of only the third K-12 Hindi program in the United States, I can attest to this need. The proposed database which will disseminate the results and provide resources, data, and a venue for teachers, administrators, and heritage communities to share information, experiences, and materials will be a great help in our efforts to expand and improve our language education programs in New Jersey and throughout this nation.

I look forward to collaborating with The George Washington University and the U.S. Department of Education to help realize this critical project in support of South Asian language education. For any questions or concerns, please don't hesitate to contact me.

Sincerely,



Martin J. Smith  
Edison Twp Public Schools  
50 Blvd of the Eagles  
Edison, NJ 08817



**3 Quay Circle, Sewell, NJ 08080**  
**1-877-HINDIUSA, [www.hindiusa.org](http://www.hindiusa.org)**

April 20, 2009

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

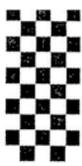
Dear Dr. Keatley:

I fully support the proposed project of The George Washington University in conducting a research study that will address the short-term and long-term actions that could be implemented to strengthen the teaching of South Asian languages K-12 in the United States. A nationwide survey designed to assess existing programs and resources and an overview of needs for teachers, administrators, and leaders within academic and heritage communities is critically needed. As the Coordinator of HindiUSA, the largest Hindi organization in the United States, I can attest to this need. The proposed database which will disseminate the results and provide resources, data, and a venue for teachers, administrators, and heritage communities to share information, experiences, and materials will be a great help in our efforts to expand and improve our language education programs in HindiUSA.

I look forward to collaborating with The George Washington University and the U.S. Department of Education to help realize this critical project in support of South Asian language education. For any questions or concerns, please don't hesitate to contact me.

Sincerely,

Devendra Singh  
Coordinator, HindiUSA



## BELLAIRE SENIOR HIGH SCHOOL

5100 Maple Street  
Bellaire, Texas 77401  
713/667-2064

4-20-09

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

Dear Dr. Keatley:

I fully support the proposed project of The George Washington University in conducting a research study that will address the short-term and long-term actions that could be implemented to strengthen the teaching of South Asian languages K-12 in the United States. A nationwide survey designed to assess existing programs and resources and a full overview of needs for teachers, administrators, and leaders within academic and heritage communities is critically needed. As the only teacher, teaching 5 levels of high school Hindi in Bellaire high school of Houston ISD for 20 years and 2 levels of college Hindi in the University of Houston for 3 years, I can attest to this need. The proposed database which will disseminate the results and provide resources, data and a venue for teachers, administrators, and heritage communities to share information, experiences, and materials will be a great help in our efforts to expand and improve our language education programs in elementary, junior, senior high schools and Sunday schools all over the country. The biggest need for the expansion of Hindi is quality material for teaching and learning. I am using self developed material at all 5 levels including IB.

I look forward to collaborating with The George Washington University and the U.S. Department of Education to help realize this critical project in support of South Asian language education. For any questions or concerns, please do not hesitate to contact me.

Sincerely,

(Arun Prakash)  
Hindi teacher

5100, Maple Street  
Bellaire, Texas 77401

713 667 2064

[aparakash@houstonisd.org](mailto:aparakash@houstonisd.org)



Department of South Asia Studies  
820 Williams Hall  
255 South 36th Street  
Philadelphia, PA 19104-6305  
Tel 215-898-7475 Fax 214-573-2138  
<http://www.southasia.upenn.edu/>

April 21, 2009

Dr. Catharine Keatley, Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

Dear Dr. Keatley:

I fully support the proposed project of the George Washington University in conducting a research study that will address the short-term and long-term actions that could be implemented to strengthen the teaching of South Asian languages K-12 in the United States. A nationwide survey designed to assess existing programs and resources and an overview of needs for teachers, administrators, and leaders within heritage communities is critically needed. As the Urdu Lecturer at University of Pennsylvania, I can attest to this need within the Urdu heritage community.

Heritage communities would welcome the opportunity to speak about their concerns for preserving and promoting South Asian languages in their local public and private schools. I regularly get emails requesting Urdu materials appropriate for American elementary and secondary school students which are standards based and relevant for students in America. Additionally, parents are often frustrated by school teachers and administrators who are not aware of the value of preserving heritage language competency and request parents to only speak in English at home. There are many other such concerns such as the certification process for teachers in these languages and the availability of competent trained teachers, which I hope this project will address.

Relatively few efforts have focused solely on the South Asian heritage languages, and this project will be a crucial initiative in providing a needed coordination between the Urdu heritage language communities, educators, and administrators to galvanize the field.

I will collaborate with The George Washington University to help realize the important goals of the project.

Sincerely,

Ms. Rubab Qureshi  
Department of South Asia Studies  
University of Pennsylvania



## South Asia Language Resource Center

5835 S. Kimbark Ave. Judd Hall 207 Chicago, IL 60637

April 21, 2009

Dr. Catharine Keatley  
Associate Director  
The National Capital Language Resource Center  
The George Washington University  
2011 Pennsylvania Ave. N.W., Suite 200  
Washington, D.C. 20006

Dear Dr. Keatley:

I am happy to know of your proposed project and write to declare the support of the South Asia Language Resource Center for The George Washington University's plan to conduct a research study addressing the short- and long-term actions which would strengthen the teaching of South Asian languages in the United States at the K-12 levels.

The South Asia Language Resource Center supports The George Washington University's intention to conduct a nationwide survey and develop a database that will provide resources, data, and a venue for teachers, administrators, and academic and heritage communities to share information, experiences, and materials. We will collaborate through sharing information and expertise.

Best wishes for success in your application support from the International Research and Studies program.

Sincerely,

James Nye  
Director

# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **SAL\_K12\_Budget\_Narrative1001462215.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **Budget\_Spreadsheet1001462335.pdf**

## South Asian Languages K12 Research Study Budget Narrative

### 1. Personnel:

Dr. Anna U. Chamot will serve as the Principal Investigator of the South Asian Languages K-12 Research Study. She will be responsible for oversight and quality of the project and will devote .05 of her time for eight months in Year 1 and nine months in Years 2 and 3.

Dr. Catharine Keatley will serve as Director of Research. She will be responsible for directing the research activities of the project, including the management of the research design and analyses. She will work at .20 effort twelve months a year.

Anup Mahajan will serve as the Project Coordinator. He will be responsible for coordinating the execution of the survey, managing the organization of the survey database, and supervising the Research Assistant staff. He is a Marathi-English bilingual, and is familiar with issues and organizations in South Asian culture. He will work at .60 effort for 12 months during Years 1 and 2, and at .20 for 12 months during Year 3.

Candice Michalowicz will serve as the main Research Assistant. She will be responsible for gathering survey data, reviews, and descriptions of South Asian language programs and maintenance of the survey database. She will work at .8 effort for 12 months during Years 1 and 2, and at .20 for Year 3.

In Years 1 and 2, two Research Assistants will be hired to assist with the project. The RAs will be hired to each work 12 hours/week for six months at \$12/hour, during the academic year. They will help with the gathering of survey data, reviews, and descriptions of South Asian language programs. The Research Assistants will have knowledge of South Asian languages and culture.

In Year 1, a Research Assistant will be hired during the summer months to work 30 hours/week for six weeks at \$12/hour. The RA will help with the gathering of survey data, reviews, and descriptions of South Asian language programs. This Research Assistant will have knowledge of South Asian languages and culture.

Salaries for staff include an anticipated annual increase of 4% each year.

### 2. Fringe Benefits

The George Washington University provisional fringe benefits rate for salaried employees is 26.5% for Years 1 and 2, and 27% for Year 3. This rate is pre-determined by DHHS Agreement dated 4/11/07.

### 3. Travel

The amount of \$3,200 is proposed for travel during Years 1 and 2, and \$6,400 for Year 3. In Years 1 and 2, this is to support two staff members to attend two conferences each year, to report on the project. For Year 3, the amount would support two staff members and two additional members of the Advisory Board to attend two conferences during the year. The conferences for Years 1 – 3 would include ACTFL and NCOLCTL. We intend to conduct much of our work by telephone.

### 4. Equipment

N/A

### 5. Supplies

The project will purchase external storage hard drives for survey and database storage, as well as any postage and mailing requirements for survey outreach to communities with limited phone and internet capabilities. \$2,000 a year is set aside for these purposes.

### 6. Contractual

N/A

### 7. Construction

N/A

### 8. Other

- A. For Year 1, a Survey Consultant will work for a total amount of \$2,000. He/she will be hired to provide consultation on the design and wording of the survey questionnaire.
- B. For Year 1, a Data Management Specialist will work for a total amount of \$2,000. He/she will be hired to provide consultation on the development of the database and interface with statistical analysis package.
- C. For Years 1 – 3, Dr. Steven Poulos will be hired as the External Evaluator. He will provide formative and summative evaluation, and will review findings at three intervals of the research study. Mr. Poulos will provide feedback on Advisory Board meetings and their outcomes. At the end of the project, he will prepare an evaluation report. Total salary will be \$5,000 a year.
- D. Rent: Since the South Asian Languages K-12 Research Study will be housed off-campus, we will pay rent for space. Rental costs will be \$400/month resulting in a total of \$4,800 for each year of the grant period.

- E. South Asian K-12 Working Meeting at The George Washington University: In Year 2, \$15,000 will be spent to defray the costs of convening twelve members of the Advisory Board to evaluate the results of the survey and develop a set of recommendations for the final report.
- F. Printing: The project will require printing and duplication of survey results for the Working Meeting at The George Washington University, preparation of the Meeting proceedings, and preparation of the final report in Year 3. \$1,000 for Years 2 and 3 has been set aside for these purposes
- G. Telephone: Years 1 and 2 will require long-distance telephone usage, as the main channel of survey execution. As the survey population will increase from Year 1 to Year 2, we will require \$2,000 for Year 1 and \$4,000 for Year 2.

9. Total Direct Costs

The total direct costs are Year 1 - \$122,144, Year 2 - \$137,512, and Year 3 - 58,252. The total for all three Years is \$317,908.

10. Indirect costs:

The indirect costs at GWU are .515 on-campus and .26 off-campus. Dr. Chamot is on-campus and therefore her salary and fringe benefits carry a .515 indirect cost rate. The rest of the proposal is off-campus and carries the .26 rate. Rent does not carry any indirect costs. Total indirect costs are Year 1 - \$32,460, Year 2 - 36,538, Year 3 - 16,016. The total for all three Years is \$85,014.

11. Training stipends

N/A

**The total costs are Year 1 - \$154,604, Year 2 - \$174,050, and Year 3 - 74,268. The total for all three Years is \$402,922.**