

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education Office**



**Title VI International Research and Studies Program
CFDA 84.017
Grant Award List and Project Abstracts
Fiscal Year 2020**

International Research and Studies Program FY 2020 Grant Award List

Grantee Institution	State	Funding Amount	Page Number
Boston University	MA	\$59,289	3
Center for Applied Linguistics	DC	\$59,701	4
City University of New York, Institute for Language Education	NY	\$54,327	6
East Carolina University	NC	\$65,967	8
Language Mentors International, LLC (STARTALK Programs)	CA	\$59,040	9
Language Mentors International, LLC (Dari and Pashto Textbooks)	CA	\$58,950	10
Pennsylvania State University	PA	\$59,876	11
Sarab Al-Ani	CT	\$38,184	13
Stony Brook University	NY	\$59,549	14
University of Chicago	IL	\$77,058	15
University of Connecticut	CT	\$51,082	17
University of Minnesota	MN	\$53,014	18
University of Texas at Austin (Bosnian, Serbo-Croatian)	TX	\$52,663	19
University of Texas at Austin (South Asian Languages)	TX	\$61,195	20
University of Wisconsin	WI	\$53,453	21

Boston University

Readers in Ajami And Companion Multimedia Website

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Although Ajami (using modified Arabic scripts to write African languages) is a centuries old tradition throughout Muslim Africa, only Boston University has incorporated Ajami, along with Latin script writing systems, into its language curricula. The proposed Readers in Ajami project (Project RIA) brings to bear our extensive experience in developing specialized instructional materials for African languages. With the expertise of US and West Africa-based specialists in Ajami, African Linguistics, Pedagogy, Social Anthropology, Digital Technology, and Web Design, Project RIA (Readers in Ajami) will produce readers and multimedia online educational resources in each of the three key languages of Muslim Africa: Hausa, Wolof and Mandinka. These resources will open up the world of Ajami to African language teachers in the US, students, scholars, and NGO and other professionals. Project RIA resources will be of interest to those in a wide range of fields including marketing, business and economy; health and medicine; agriculture and the environment; human rights, politics and diplomacy; and religion, history, and the arts in Muslim West Africa. Project RIA textual and multimedia resources will be the first of their kind to address the significant need for specialized instructional materials for African languages with rich Ajami traditions.

The primary objective of Project RIA is to provide students, teachers and American professionals who work in Hausa, Mandinka, and Wolof societies—including Peace Corps volunteers, diplomats, journalists, business people, NGO employees, and academics—with the language, literacy and cultural skills they need to engage the millions of Hausa, Mandinka, and Wolof Ajami users in West Africa. Although these Ajami users form major constituencies within their societies, they have been hitherto excluded from African language teaching and instructional materials. Anchored in the "Five Cs" of the National Standards in Foreign Language Education in the 21st Century, Project RIA readers and companion website will enable students and various American professionals to become bridge builders to these poorly understood but increasingly important Muslim societies of the Sahel region. The users of Project RIA resources will be well equipped, not only with specialized linguistic competencies relevant to their respective professions, but also with the cultural literacy needed to foster successful cross-cultural dialogue, knowledge transmission, and solution-seeking.

By producing Ajami readers in Hausa, Wolof, and Mandinka and a rich multimedia educational companion website, Project RIA will produce a template and a methodology that can be replicated for other languages of Muslim Africa with dual literacy systems (Ajami and Latin script) such as Somali, Kanuri, Yoruba, Oromo, Tigrigna, Kiswahili, and Fula. Project RIA will provide an optimal model of how to build, evaluate and sustain specialized instructional resources in both textual and digital formats that incorporate local voices and knowledge recorded in multiple Ajami scripts – something many academics and professionals have overlooked for centuries.

Center for Applied Linguistics

Oral Proficiency Assessment Training for PK-8 Language Educators

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This proposal addresses the specifications for a Title VI International Research and Studies Specialized Instructional Materials Development Project to be conducted by the Center for Applied Linguistics (CAL). CAL will develop a computer-based training program for an oral proficiency assessment of language learners in grades PK-8. The project will result in the SOPA/ELLOPA Training Program, and will fill a major gap in the availability of standards based oral proficiency assessment tools that are appropriate for elementary and middle school learners in both foreign language and dual language contexts.

There has been increased interest in language programs in the U.S. as educators and policy makers recognize linguistic and cultural competencies as key components of college and career readiness in the 21st century. Given the growing multilingual and multicultural demands of the U.S. economy (ACTFL 2019), there is a great need not only to create a national workforce with proficiency in English and an additional language, but to assess proficiency in the second language.

Assessment provides essential information about language capacity and growth, and, when used throughout instruction, supports high levels of achievement. CAL has previously developed two oral proficiency assessments for students in elementary and middle school foreign and dual language programs—the Student Oral Proficiency Assessment (SOPA), for grades K-8, and the Early Language Listening and Oral Proficiency Assessment (ELLOPA), for grades PK-2. These assessments have undergone validation studies and have been used for over 20 years. However, educators wishing to use these assessments must currently complete an in-person or online moderated training to become certified to administer the assessments. While these trainings ensure high standards and reliability in assessment use, they are costly and time-consuming, and thus limit the amount of educators who can use these important tools.

The SOPA/ELLOPA Training Program will address this issue by providing a computer based, downloadable program that will train educators in any foreign or dual language program in the use of these assessments. This sustainable, self-access training program will include language-specific resources for Spanish and Mandarin, two of the most commonly taught languages in the U.S. but will also be adaptable for use in other languages. After completing the training program, educators will be able to use the SOPA/ELLOPA in their programs, and programs will be able to use the same training materials for all educators, improving the cost efficiency of the training and expanding assessment use.

The overarching goal of the project is to support the sustained use of valid and reliable oral proficiency assessment in foreign language and dual language programs in grades PK-8. The proposed project will achieve this goal through four related objectives:

1. Develop a flexible, computer-based training program that will provide language programs with a sustainable and cost-effective way to train educators to administer and score SOPA/ELLOPA;
2. Strengthen language assessment in Spanish and Mandarin by providing specific resources for these languages;
3. Increase positive washback to the classroom through the training of instructors in proficiency-based assessment; and

4. Build capacity in foreign language and dual language programs through the provision of a tool to assess proficiency progress and outcomes.

City University of New York, Institute for Language Education

Investigating Pedagogies for Advanced Proficiency

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The Institute for Language Education in Transcultural Context (ILETC) at the Graduate Center, City University of New York (CUNY) is requesting funds to conduct the Investigating Pedagogies for Advanced Proficiency (IPAP) project, a research study on the effectiveness of genre-based pedagogy on developing the writing proficiency of heritage language learners (HLLs). The IPAP project addresses the DOE International Research Grant Competitive Preference Priority 1: “Research on more effective methods of providing instruction and achieving competency in modern foreign languages, area studies, or other international fields.”

The challenge. The goal of graduating students with high competency in languages other than English (LOTEs) has been an elusive one for the majority of U.S. language programs. These programs routinely graduate majors in the Intermediate High-Advanced Low1 range of proficiency, a range that greatly limits their ability to fully function in a myriad of professional settings, as documented by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Levels in the Work Place chart². The target of advancedness is an elusive one for second language (L2) learners and HLLs alike. A growing population of students in modern language programs, HLLs seem to be particularly well-positioned to achieve Advanced competence when afforded participation in heritage language courses, given their linguistic and cultural background. Despite this impression, the reality is quite different. For instance, a longitudinal study conducted at ILETC found that when HLLs participate in traditional language classrooms, very few of them show progress in their proficiency.

The pedagogy. Meanwhile, uncontroversial evidence accumulated through multiple years of data collection exists on the effectiveness of genre-based pedagogies to support L2 learners’ development into Advanced proficiency. This evidence comes from a handful of L2 programs that adopted genre-based pedagogy. Genre-based curriculum is designed around contextualized texts of different types (oral, written, multimodal, etc.), and grounded in literacy development. L2 learners in programs that adopted a genre-based curriculum progress much faster from Novice to Intermediate High and reach considerably higher levels of proficiency by the end of a language major (in the Advanced Mid-Advanced High range). This is a remarkable achievement.

Study design. Genre-based instruction has not been formally tested for effectiveness with HLLs. Motivated by the need to better serve these learners and to increase the number of graduates who are fully competent in a LOTE, ILETC proposes to test the efficiency of genre based pedagogy in developing the writing proficiency of HLLs. This proposed study will implement genre-based instruction in a postsecondary Spanish Heritage class, and traditional instruction in a different section of the same course. Students will be tested at the start and end of the semester and evaluated with objective proficiency measures. The experiment will be conducted twice and will be complemented by an in-depth study of how proficiency development relates to morpho-syntactic development. Strict research study protocols will be followed, including double-ratings of writing data, demographic data analysis, statistical analyses of all trends, and consultants at the top of their field who will guide the process to successful completion. We hypothesize that the students enrolled in the experimental class (genre-based pedagogy) will show greater likelihood of improving their writing abilities than those enrolled in

the control group (traditional pedagogy). If this is the case, these results have the potential to significantly improve heritage language education in CUNY's twenty-two language programs, and in colleges and universities across the U.S.

Deliverables. The project will deliver new knowledge on: how different pedagogical approaches support proficiency development; how proficiency in English relates to proficiency in the target language (Spanish); and on the morpho-syntax of Advanced writing. These findings will be converted into recommendations for instruction that will be openly available to all teachers of any heritage language. To ensure expansion into other heritage languages, before the end of the grant period, the curricular model and proficiency tools will be adapted to be used in language instruction in a less-commonly taught language, Japanese.

East Carolina University

Building Global P.I.R.A.T.E.S.

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The Building Global PIRATES project is designed to improve instruction in international education through rigorous assessment-based research and knowledge dissemination. The project addresses the IRS program's Competitive Preference Priority 1: Research on more effective methods of providing instruction and achieving competency in international fields. The Building Global PIRATES project uses both a pre and post course survey methodology and a natural language processing approach to analyze student growth and development along seven dimensions as a result of exposure to international studies courses and activities. These dimensions, which include Perspective-taking, Inquisitiveness/openness, Respectfulness, Adaptability, Tolerance of Ambiguity, Empathy, and Self-awareness, were selected by a university-wide collection of faculty and administrators at East Carolina University (ECU) as the top attributes that contribute to student success in a global, multicultural society.

This project involves assessing student outcomes across four student groups, those taking international virtual exchange courses, those participating in study abroad, those taking Global Diversity courses and a control group. While there is a wide literature that assess the impacts of international courses and study abroad on cultural competency, intercultural communication and cultural intelligence, this study both offers a direct comparison of the outcomes of various modes of instruction and does so using metrics that will better resonate with the constituents and the broader higher education community. We will oversample students in underrepresented groups in order to make more statistically robust conclusions about the impacts of international exposure on these groups.

We will place special emphasis on the assessment of international virtual exchange (IVE) outcomes for four reasons: 1) ECU is a world leader in this emerging instructional modality and has the ability to gather data at scale, 2) IVE has gained traction as a method of improving access to international activities for underrepresented students, 3) IVE is poised to grow substantially as a result of the COVID-19 related slowing in student mobility, and 4) there is currently a void in the research literature that assess the outcomes of IVE programming. Preliminary results from a pilot survey indicate that IVE courses disproportionately attract students from underrepresented groups and lead to larger gains in cultural intelligence than study abroad or other global diversity courses.

The results of our analysis will be disseminated in an annual workshop hosted by the Office of Global Affairs and designed for ECU faculty and administrators involved in international studies programming. These workshops are intended to stimulate a dialog across faculty participants and develop best practices for improving student outcomes across the selected metrics. The benefits of this groundbreaking project, an extension of a previous Undergraduate International Studies and Foreign Language grant, extend beyond the ECU campus. The results of each of these innovative studies will also be disseminated across the wider spectrum of international educators in the form of peer reviewed journal articles and conference presentations.

Language Mentors International, LLC (STARTALK Programs)

Characteristics of Language Immersion in High-Performing STARTALK Student Programs

Project Director: Dr. Sayad Saydee | Murietta, CA | fsaydee@languagementors.org

STARTALK is a federally funded program by the National Security Agency and is administered by the National Foreign Language Center at the University of Maryland. STARTALK supports teaching and learning languages that are critical to national security through 80-120 summer student and teacher programs nationwide. STARTALK programs are mandated to use thematic and standards-based curricula and methods of instruction. The goal is to enable students to understand the relationship between products, practices, and perspectives of the target language and culture. At the end of each year, STARTALK Central collects feedback from participants. The survey reports are then analyzed and used to better align materials and instruction with learners' needs and interests.

Language Mentors International (LMI) will conduct a mixed-methods study to discover the elements of successful STARTALK programs that prepare learners for 21st-century skills. It will further identify practices that enable students to achieve advanced proficiency (Appendix C) in the target language and make them culturally competent and critical thinkers. Additionally, the study will attempt to determine the factors that distinguish stronger programs from weaker ones. The study will target institutions that offer STARTALK summer programs in Arabic, Persian-Farsi, Urdu, and Hindi languages to middle school, high school and college students. Data will be collected and analyzed in two stages.

First, nationwide STARTALK participant survey reports from the past three years of student programs will be analyzed. In total, 360 reports will be reviewed to determine "high-performing programs," programs who use strategies that lead to global competence. Second, the top 10-12 programs, at least two programs from each language, will be selected for the study. In Year 1 researchers will collect interview data from program directors (n=10), teachers (n=40), and current students (n=100, five focus groups). Also, in Year 1 the survey will be administered to at least 50 parents, 100 students, and 40 teachers. The researchers will also conduct a minimum of five site visits during Year 1 and Year 2 to collect and analyze student work samples (n=20) and observe classes (n=10) of at least one program (e.g., Persian-Farsi). Each classroom observation may last for 40-50 minutes. Additionally, the STARTALK programs will send us filmed classes for analysis in Year 2 and Year 3. Based on the findings, the researchers will design a language-specific instructional model for effective teaching of Arabic, Persian-Farsi, Hindi, and Urdu languages. The model for each language will be shared with language programs across the nation via conference workshops and refereed-journal articles.

This study has a national scope and a high priority as it deals with languages critical to national interests. The study significantly increases foreign language teaching and learning capacity. The final product will be a practicable instructional model that can be used by a wide array of stakeholders, including schools, higher education institutions, community-based schools, and individual learners. The models will also be adaptable to teach other languages.

Language Mentors International, LLC (Dari and Pashto Textbooks)

Developing Dari and Pashto Textbooks for Novice/ILR 0+-Advanced/ILR 2 Adult Learners

Project Director: Dr. Sayad Saydee | Murrieta, CA | fsaydee@languagementors.org

The Dari and Pashto languages belong to the Indo-Iranian subgroup of the Indo-European languages (LMP, 2014). They are also the two official languages of Afghanistan. According to the Center for Languages of the Central Asian Region at Indiana University, there are about 40 million Pashto speakers around the world with 12 million in Afghanistan and 27 million in Pakistan (CeLCAR 2020). Dari, on the other hand, is the primary language for one-third of the Afghan population. Every citizen in the country is expected to understand and speak Dari as it serves as the national lingua franca. In addition to Afghanistan, Dari is spoken by 2.5 million people in Iran, Pakistan, and neighboring regions (Saydee, 2014). Dari and Pashto are both U.S. National Security Education Program (NSEP) preferred languages, as they are critical to national security. These two languages are currently taught at DoD-backed institutions, including the DLI and other governmental institutions such as the Department of State. Law enforcement agencies, including the FBI and CIA, are also in dire need of a workforce competent in the Dari and Pashto languages/cultures. Currently, there are few textbooks available to facilitate the teaching and learning of Dari and Pashto. Moreover, most textbooks on the market do not utilize researched-based pedagogies or promote intercultural communicative competence. Instead, they rely heavily on “mechanical” drills and “meaningful” activities provided through controlled practices. These textbooks do not leave space for students to be innovative and use critical thinking in order to complete a linguistic task.

LMI proposes the development of three Dari and three Pashto textbooks for adult learners at the novice/ILR 0+, intermediate/ILR 1, and advanced/ILR 2 levels (Appendixes C & D). The project will be completed in three years. Each year, LMI will design and develop two textbooks and corresponding teacher guides. We will use the Instructional Development Cycle model (Fenrich, 2004) to develop, test, and revise textbooks in multiple phases. Trials will be conducted with at least three higher education institutions that teach Dari and Pashto to adult learners. Also, two internal evaluators (content and pedagogy) will constantly monitor project progress and provide feedback. An external evaluator will review materials on a quarterly basis and offer feedback for improvement. The final product will address the “IRS Competitive Preference Priority 3; developing and publishing specialized materials for use in foreign languages, area studies, and other international fields or for training foreign language, area, and other international specialists.”

While we include activities to increase the learner’s linguistic accuracy, we emphasize on the approaches that engage learners in higher-order thinking. We will use Bloom’s Taxonomy and Mezirow’s transformative learning models (Appendixes F & G) to design and develop learning episodes. This project has a national scope and a high priority as it pertains to languages critical to national interests. The textbooks will significantly increase learners’ communicative competence in Dari and Pashto and transform their worldview about the target language and culture.

The final products will be shared with language institutions and interested individuals through LMI’s publicly accessible website. The textbooks will also contain CDs with interactive activities for learners who may not be able to access online resources.

Pennsylvania State University

Usage-Based Language Instruction: An Evidence-Based Approach to Improving and Strengthening the Teaching of Korean and Russian

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Research to date has repeatedly shown that teaching methods recommended for use in foreign language (FL) settings do not reliably lead to improvement (Han et al. 2019; Nassaji 2020), especially methods that prioritize the amount of input (DeKeyser 2018; Hirakawa et al. 2018). The American Council on the Teaching of Foreign Languages, for example, forefronts 90% plus target language use and comprehensible input in its 'core practices' to effectively support FL learning (ACTFL 2014, 2020). However, even though theories of language learning acknowledge that input is important (see Gass 2017), it is also known that FL learning outcomes cannot be explained by input alone (Ellis 2017; Nassaji & Fotos 2011). In addition, these input focused instructional practices are not designed to address specific language learning difficulties and are not based on empirical research evidence, but instead are based on general education theory or learning hypotheses (Krashen 1982; Vygotsky 1986). Instruction that prioritizes the amount of input leads to mixed results likely because (i) it only partially addresses the nature of the learning problem, (ii) it does not address specific language learning difficulties, and (iii) it is not based on empirical research evidence (see Sato & Loewen 2019; Tyler & Ortega 2018).

By designing and implementing instruction that is based on empirical SLA research, informed by learning theory, and addresses specific language learning difficulties, the present project aims to advance knowledge and understanding about evidence-based methods for strengthening and improving FL teaching in the United States. First, to address two specific language learning needs well-documented to be late acquired in L2 Korean and Russian (aspect and word order, Kisselev 2019; Strauss et al. 2006), a series of experimental intervention studies will be carried out. Because SLA research indicates that crosslinguistic influence is an important source of learning difficulty for these target features (Jarvis & Pavlenko 2008; Odlin 1989), usage-based language instruction, a type of task-based language teaching that prioritizes meaning but does not neglect form, will be used to increase awareness and promote noticing of form-meaning differences and similarities in L2 and L1 (see McManus & Marsden 2017, 2018), followed by extensive meaning-focused and communicatively oriented practice. Language development will be evaluated in listening, reading, and speaking immediately after instruction, and then one, six, and twelve months later to understand the durability of the instruction. Second, classroom studies with teachers and learners of Korean and Russian will take place over one semester to understand the extent to which the findings of usage-based language instruction apply and hold in authentic classroom contexts.

Because this project intends to develop new knowledge about (i) more effective methods of providing instruction and achieving competency in FLs, (ii) specialized techniques for FL acquisition and fluency, and (iii) instruction and competency in Korean and Russian, its results will be critical to research projects and programs with similar interests. We therefore intend to maximize our results in at least four ways:

1. Disseminating project findings through publications, presentations, and hosting a conference;
2. Making this project's data and materials freely accessible to other users via digital repositories;
3. Creating specialized instructional modules for training FL specialists;

4. Developing non-academic impact through advocacy and writing for non-academic outlets.

This project addresses competitive preference priority 1 because it conducts research on more effective methods of providing instruction and achieving competency in Korean and Russian.

Sarab Al-Ani

Read, Learn and Play: Online Interactive Arabic Reading Materials

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According to the American Council on the Teaching of Foreign Languages (ACTFL), “Reading plays a critical role in learning Arabic as a second/foreign language. It is the key to culture literacy and linguistic richness.” However, at this moment there is a shortage of leveled reading materials, and especially those available digitally, for non-heritage Arabic language learners including eBooks and digital online practice activities aligned to ACTFL proficiency guidelines.

This project will respond to the increased demand for engaging electronic reading materials, thereby providing a necessary resource for this critical-needs language. The goal of Read, Learn and Play: Online Interactive Arabic Reading Materials is to write and design original reading texts in the form of shareable eBooks along with virtual online practice activities that will be designed according to the Teaching Proficiency through Reading and Storytelling (TPRS) method and Comprehensible Input theory (CI) and will cover novice, intermediate and advanced proficiency levels, as defined by ACTFL proficiency guidelines. This project meets the demands of Competitive Preference Priority 3, as it will lead to the development of specialized materials for the K-16 Arabic language classroom.

This project will follow a six part plan:

1. Create eBooks with original texts and illustrations
2. Create virtual online practice activities that align with the eBooks
3. Organize and house the eBook practice activities on a customized WordPress website
4. Promote and disseminate the curricular materials to a nationwide network of K-16 Arabic educators
5. Provide training on using the materials
6. Data collection and redesign of materials.

The project is made up of a strong team: Ms. Sarab Al-Ani and Ms. Theresa Schenker, two senior lecturers at Yale University, Ms. Elisabeth Shovers, a former language-focused nonprofit Executive Director, and Ms. Susan Hanna-Wicht, the former head of the Arabic department at the Heschel School in Manhattan. The structure for the proposed project will incorporate an internal accountability and a formal external evaluation plan to ensure that the materials are reviewed for quality and usability. Ms. Schenker, a Yale Senior Lecturer and Instructional Material Design expert will be checking over all produced materials in order to ensure they are leveled appropriately and follow the ACTFL guidelines within Comprehensible Input (CI) theory and Total Physical Response (TPRS) methods. Additionally, a focus group of eight diverse Arabic educators will be formed and asked to give quantitative and qualitative feedback on the materials. Year 3 of the project will be dedicated to adjusting the materials based on feedback received, as well as promoting the materials nationwide and training teachers on how to effectively use them in their classrooms.

The outcomes of this project will be the creation of over ten leveled, customized eBooks each with three to five aligned interactive activities. There currently do not exist any leveled readers especially for non-heritage students that are aligned to ACTFL and TPRS guidelines and methodology. Therefore, these materials will be filling a necessary gap in the modern standard Arabic materials catalog, helping to make the teaching of Arabic more efficient, engaging, and accessible to educators and students nationwide.

Stony Brook University

The Impact of Intercultural Engagement on Asian Language Learning Outcomes

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Chinese, Japanese and Korean are designated as 'national security languages' for the U.S. and also as 'the most difficult languages' for speakers of English. How can we teach these languages effectively? As globalization and digitization have brought geographically distant Asian cultures to our college campuses and to our social media, is this cultural diversity and immediacy being consciously leveraged for our students' Asian language learning outcomes? And while it is widely acknowledged that multiple levels of socio-cultural contexts impact language learning, how can we purposefully plan and promote intercultural engagement to enhance students' motivation and investment, which are positively correlated with learning outcomes?

Drawing on current socio-cultural models of second language acquisition and on intercultural communication research, we propose to examine the impact of specific intercultural engagement practices by undergraduates on their Asian language learning in a large public research university.

Our main research questions are:

1. What kinds and what degrees of intercultural engagement do undergraduate students experience in the contexts of Chinese, Japanese and Korean language classes from elementary to advanced level courses?
2. What kinds of intercultural engagement lead to (a) better results in Asian language learning and (b) higher levels of intercultural competence?

In order to address these questions, we propose a 2-phased study, employing cross-sectional surveys, focus-group interviews of undergraduate students and their instructors as well as experimental studies. Phase I will be a descriptive study, identifying intercultural engagement practices that contribute to positive learning outcomes. Phase II will be a controlled study, testing the robustness of the set of intercultural engagement practices identified in Phase I.

The proposed project will recommend specific pedagogical measures to effectively build upon and purposefully design and implement specific intercultural engagement practices that lead to desirable learning outcomes. The findings can be directly applicable for Asian language classrooms across all levels of K-16, and easily adaptable for non-Asian language classrooms as well as other international education programs such as Study Abroad. The proposed study will generate research-based knowledge to benefit US universities looking for data-driven best practices to guide their global language instruction in particular and international education in general.

University of Chicago

Digital Dictionaries of South Asia: Specialized Materials for Language Learning, Teaching, and Scholarship

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The University of Chicago proposes a three-year project under Competitive Preference Priority 3 to create and disseminate electronic dictionaries, extending the coverage of the Digital Dictionaries of South Asia and significantly supporting advanced language learning, teaching, and scholarship. Additionally, both the new and the fifty-two currently-available dictionaries will be enhanced through features that will allow for a deeper exploration and wider dissemination of dictionary content.

The competitive preference priority for instructional materials applications calls for “Developing and publishing specialized materials for use in foreign language, area studies, and other international fields or for training foreign language, area, and other international specialists.” That priority is clearly met by this proposed project. The digital dictionaries created or enhanced under this project include seventeen of the seventy-eight languages or nearly 22% of the priority languages and two of the world areas included in a USED document of 2017 titled “Consultation with Federal Agencies on Areas of National Need.” Specifically, they are Balochi, Bengali (Bangla), Dari, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Pashto, Persian (Farsi), Sinhala (Sinhalese), Tamil, Telugu, and Urdu. These seventeen are all of the priority languages from South Asia. Three are also from the Middle East. The dictionaries to be made available under this project may be conjoined with other language teaching resources to support language acquisition and research at the most advanced levels.

The value of the Digital Dictionaries of South Asia has been clearly demonstrated. Users of the resource currently execute more than seven million searches per year. DDSA encompasses the literary languages of the Indian subcontinent, a region that is home to more than a fifth of the world population. This project will extend coverage in a number of critical languages: Kashmiri, Panjabi, Persian (a language of South Asia and the Middle East), Sindhi, Sinhala, Telugu, and Urdu. The dictionaries chosen for this project reflect needs expressed by language instructors and Federal agencies.

DDSA will add significant functionality to the new dictionaries and extend these enhancements to the existing dictionaries. DDSA will develop algorithms to allow users to execute more flexible kinds of search queries. DDSA will also create a stable, simple Application Programming Interface (API) that will enable a larger community of users and developers to interact with the lexical data. This API will help enrich new and growing corpora of digitized South Asian textual resources, for example, by allowing easy word lookups. The API will also permit any developer to integrate DDSA content into their own resources. Additionally, DDSA will adapt the existing infrastructure of Chicago’s *Dictionnaire Vivant de la Langue Française* for experimental construction of community-based Bengali and Urdu dictionaries.

The project is designed to produce the following products: 1) at least eight new electronic dictionaries; 2) audio pronunciations linked to entry words in at least seven dictionaries; 3) improved facilities for searching and displaying data in dictionaries created under prior funding; 4) a mechanism for executing searches across multiple dictionaries in a chosen language or in multiple languages; 5) an API to allow wide access to DDSA lexical data; 6) provision for dictionary annotation; and 7) content delivery to mobile devices through applications for use both with and without Internet connectivity.

A well-developed plan and the considerable experience of key personnel ensure that the project's objectives will be met. The Principal Investigator and Project Director have been at the forefront of initiatives to improve global access to South Asian materials through deployment of digital technologies and to utilize digital resources for scholarship. Project staff will be supported by an existing infrastructure of institutional and technological resources. Of particular importance, the University of Chicago and the University's ARTFL Project have deep expertise in digitization to international standards.

The project will be implemented in stages, subject to ongoing and final evaluation. Each dictionary will be converted to digital format, reviewed for accuracy by South Asian scholars, implemented on the Internet, and tested for trouble-free operation. Two conferences for critique and dissemination of project information among scholarly and professional bodies will review the program's activities.

This project will make a major contribution to the larger international lexical infrastructure while augmenting high quality resources for use by scholars and lay readers across the world via the Digital Dictionaries of South Asia. A wide variety of users will benefit from access to these electronic dictionaries via global media such as the Internet, including academics whose study of Indic languages has long been supported by the Department of Education, as well as American born learners of South Asian heritage and individuals across the world.

University of Connecticut

Reimagining Dual Language Education: Promoting Equitable Bilingualism and Biliteracy Outcomes through a Focus on Sociocultural Competence

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With current estimates of over 2,000 programs (Gross, 2016), dual language (DL) education, an approach that promotes grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence (SCC) to integrated groups of students through content language integrated instruction, is a rapidly growing program model in the U.S. The reasons for this growth include a growing body of research on the benefits of bilingualism, awareness of the competitive advantages of multilingualism and SCC in a global economy, and the demonstrated efficacy of these programs for students from diverse backgrounds (Howard et al., 2018). However, the rapid increase of these programs and their embrace by white, affluent, English-speaking parents has led to criticisms of the programs as being elitist and biased towards the interests of the dominant culture, and failing to serve the needs of students of color in general and English learners (ELs) in particular (Cervantes-Soon et al., 2017; Flores, 2016). These scholars have called for programs to respond to the cultural needs of minoritized students and address the power dynamics that may be influencing program design and outcomes. This call aligns with the goal of SCC, which has been excluded from accountability systems, thus relegating it to a low priority for overburdened educators who are evaluated based on their ability to promote students' academic achievement. Of the three DL goals (academic achievement, bilingualism/biliteracy development, and SCC), SCC is the least well-defined and therefore the least understood by practitioners, policymakers, and researchers alike, leaving teachers with little guidance about how to promote or assess it, or why that matters. However, as the rising criticisms of DL education point out, this lack of attention to the so-called 'third goal' (Feinauer & Howard, 2014) may seriously undermine the ability of DL programs to meet the other two goals, and to do so in a way that is equitable for all students rather than skewed towards the needs of students from the dominant culture (Feinauer & Howard, 2014; Franchino, 2020). Thus, we argue that SCC should be reprioritized as the first goal of DL programs because it supports the whole student's well-being, and is likely to be the driver of bilingualism and biliteracy as well as other academic outcomes in a way that promotes equity for all students, particularly ELs and other historically marginalized groups.

The proposed project seeks to address this issue through a collaborative social design based experiment jointly conducted by university researchers together with dual language classroom teachers. This research project will address competitive preference priority 1 by carrying out a research project with four major goals: 1) improve the equitable bilingualism and biliteracy attainment of all DL students through a greater focus on SCC, 2) improve the measurement of SCC, 3) fostering SCC among dual language students, and 4) enhance dual language teachers' professional competence related to SCC-focused language and literacy instruction. Using a mixed methods research design that incorporates qualitative thematic analysis and multiple regression, the researchers will collect and analyze data from PLC activities and student outcomes. Project findings will be disseminated to researchers, practitioners, and policymakers through conference presentations and publications.

University of Minnesota

Social Justice in Language Education: Strengthening Career Competencies, Intercultural Understanding, and Language Proficiency Through Specialized Materials (Social SCILS)

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The purpose of Social SCILS—Social Justice in Language Education: Strengthening Career Competencies, Intercultural Understanding, and Language Proficiency through Specialized Materials is to develop and publish a suite of materials in Arabic, Chinese, Dutch, French, German, Korean, Portuguese, Russian, Spanish, and Turkish that address social justice topics (e.g., racism, global health, language policy, environmental sustainability) and are grounded in multiliteracies pedagogy, an approach proven to improve students' language abilities through critical engagement with target language texts. Social SCILS aims to:

- develop students' oral and written language proficiency and prepare them to communicate in personal, academic, and professional contexts;
- encourage complex intercultural understanding of social justice topics and how they are addressed through languages and across cultures; and
- foster the core career competencies of critical thinking, creative problem-solving, ethical reasoning and decision making, and engagement with diversity.

To meet these objectives, five deliverables will be created and posted on CARLA's website:

1. A template for creating social justice curricular units across languages and levels;
2. Twenty social justice curricular units comprised of target language texts, daily lessons, assessments, and grading rubrics for intermediate-level learners in ten languages;
3. A curated bibliography of practical and scholarly resources on discipline- and language-specific social justice topics;
4. A searchable database of over 500 written, audio, and audiovisual texts on social justice topics from the cultures where the project's languages are spoken; and
5. Two webinars, one orienting teachers to the template and one explaining how the curricular units can be integrated and used in intermediate language courses.

The template and curricular units will be published as open educational resources (OERs) and adaptable to fit the needs of language learners in any teaching context. Project deliverables will be created over a three-year period using an ongoing process of piloting and revision.

Social SCILS's objectives are directly related to the purpose of Title VI and the International Research and Studies program. The specialized materials will: strengthen instruction and curriculum development in U.S. language programs; respond to the national need for individuals with expertise and competence in world languages; contribute to developing a globally competent workforce; expand access to foreign language learning through OERs; and support the teaching of critical world languages and issues.

The project responds to Competitive Preference Priority #3 by developing and publishing specialized multiliteracies instructional materials on social justice topics in ten languages. These materials are lacking in intermediate textbooks and have the potential to impact the content of language courses, the ways in which students engage with that content, and students' development as engaged, empathetic, and aware members of society.

University of Texas at Austin (Bosnian, Serbo-Croatian)

"Words Matter! Building Innovative Professional Diplomacy through Diplomatic Communication and Language Skills"

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The Center for Russian, East European and Eurasian Studies (CREEES) and the Center for European Studies (CES) at the University of Texas (UT) seek International Research and Studies Program Title VI funding from the Department of Education (ED) to create a new open resource digital textbook for language instruction in Bosnian-Croatian-Montenegrin-Serbian (BCMS). CREEES and CES will partner with the Department of Slavic and Eurasian Studies (DSES), the Center for Open Educational Resources and Language Learning (COERLL), and the Texas Language Center (TLC) to build upon recent successes and best practices in digital language materials creation and teaching pedagogies. The final product will be a web-based open access textbook that will fill a gap in existing resources for this Less Commonly Taught Language (LCTL) and further the study of the mutually intelligible BCMS languages of the former Yugoslavia.

Online teaching materials and approaches have become even more critical in the time of the COVID-19 pandemic. UT has long been on the frontline of innovation in online language acquisition, which made us better prepared for the rapid transition to online in Spring of 2020. For over ten years, COERLL, a Title VI-funded Language Resource Center, has been coordinating online-materials development with developers of UT's online numerous open access language projects in Czech, Chinese, Persian, Arabic, French, and Portuguese, etc. CREEES and CES, both Title VI-funded National Resource Centers, are continuously looking for ways to deepen our immediate and long-term impact on campus and nationally, through advancing foreign language and area studies teaching, research and outreach. Working with COERLL, we plan to amplify our impact on Southeast European studies by creating a new dynamic, interactive, web-based resource available for BCMS language training in this critical field. In particular, a team of experienced Slavic language pedagogy and online materials specialists will integrate the newest available technologies into a state-of-the-art web-based BCMS textbook.

This project fulfills Competitive Preference Priority 3, which calls for the development and publishing of specialized materials for use in foreign language training, which will be used by a wide array of students, including future area studies specialists. In this case the "publishing" will be online, with materials available cost-free and in a readily adaptable form to teachers and students nationally and internationally. The newly created web-based textbook will supply a new and necessary contribution to language training in BCMS and as such will advance the field of Southeast European studies and provide trained personnel in areas of national need.

University of Texas at Austin (South Asian Languages)

Open Educational Resources and Credentialing Exams for South Asian LCTLs

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The most challenging aspect of teaching a South Asian LCTL (Less Commonly Taught Language) is the lack of readily available resources for use in and out of class. Unlike Spanish or French, South Asian languages lack a critical mass of researchers and scholars to create high-quality instructional resources. Through the proposed project, the South Asia Institute (SAI) at the University of Texas at Austin (UT) proposes first to create high-quality open educational resources (OER) for six South Asian languages currently taught at UT (Hindi, Kannada, Malayalam, Urdu, Tamil, and Bangla), relying on language faculty expertise and the pedagogical and OER expertise of our campus partners. Free, modifiable resources that are openly licensed are the future of language instruction, and UT has been a leader in promoting the creation and dissemination of OER through the Center for Open Educational Resources for Language Learning (COERLL).

Second, we propose to create credentialing exams (through UT High School's credit-by exam program) suitable for use throughout the state of Texas and beyond. These exams both reward and encourage earlier engagement with South Asian languages prior to college. The OER and exams created will be designed to work together and to enhance the general resources and proficiency evaluation of college and college-ready students throughout the US. Training students in South Asian languages prior to college will result in more students advancing to the higher levels of language proficiency desired and needed by the federal government. SAI has formed strong partnerships with heritage-language schools and high schools in Texas that teach South Asian languages. These schools will serve as testing locations for the OER and the exam study guides. The resources and exams created through this project will be easily and freely usable by other institutions and states through online access.

A core team of nine instructional faculty and a contributing project manager will create both resources and exams with other partners on and off UT campus. UT's longstanding commitment to South Asian studies and SAI's extensive faculty and resources make it an excellent site to carry the project to completion.

University of Wisconsin

Speaking Proficiency Outcomes of Face-to-Face and Online U.S. Intensive Postsecondary Summer Programs in Less and Least Commonly Taught Foreign Languages

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This groundbreaking study documents the speaking proficiency outcomes of intensive summer programs in 14 less and least commonly taught languages (LCTLs): Arabic, Bengali, Hindi, Indonesian, Kazakh, Persian, Portuguese (Brazilian), Tamil, Thai, Tibetan, Turkish, Urdu, Uyghur, and Uzbek. The study responds to national calls for research on the proficiency outcomes of U.S. foreign language programs. It also addresses the acute national need, given the current COVID-19 pandemic and the rapid shift in 2020 to remote delivery of instruction, to understand the outcomes – especially in terms of speaking proficiency – of online foreign language programs. The aim of the project addresses the International Research and Studies Program purpose to improve and strengthen instruction in modern foreign languages in the United States by conducting a study to investigate the speaking proficiency outcomes of face-to face and online U.S. postsecondary intensive summer LCTL programs.

The study examines five main sets of research questions:

1. What are the speaking proficiency gains and outcomes of face-to-face intensive summer programs in LCTLs?
2. What are the speaking proficiency gains and outcomes of online intensive summer programs in LCTLs?
3. What is the difference, if any, in the speaking proficiency gains of intensive summer LCTL programs that are delivered face-to-face and those that are delivered online?
4. Are there differences in the speaking proficiency gains of intensive summer LCTL programs based on student demographic variables (e.g., heritage vs. foreign language learners)?
5. What is the relationship, if any, between students' self-reported language engagement and their speaking proficiency outcomes in intensive summer LCTL programs?

Research participants will be undergraduate and graduate students as well as working professionals from around the United States who are enrolled in an 8-week intensive summer program in one of the targeted LCTLs.

The mixed-methods study is based on pre- and post-program ACTFL Oral Proficiency Interviews; online language engagement journals in which participants report on language use and reflect on effective speaking practices; student interviews; and a background questionnaire on student characteristics.

Robust dissemination and evaluation plans ensure that the project will have a broad impact on U.S. foreign language education and research.

The project addresses Competitive Preference Priority #2 by assessing the outcomes of foreign language programs supported by Title VI National Resource Centers.