

**INTERNATIONAL RESEARCH
AND STUDIES PROGRAM
(84.017A)**



**Fiscal Year 2010 New Grants
Summary and Abstracts
Research, Surveys and Studies**

International Education Programs Service
U.S. Department of Education
6th Floor, 1990 K Street, N.W.
Washington, DC 20006-8521

Application No., Applicant and Project Director	Project Title	Type IM/RE	Years	FY 2010	Funding FY 2011 (est.)	FY 2012 (est.)
P017A100016 The Regents of the University of California University of California, Los Angeles, Contracts and Grants Administration 11000 Kinross Avenue, Suite 102 Los Angeles, CA 90095 Tom Hinnebusch	Less Commonly Taught Language Materials for the Digital Age	RE	3	\$162,839	\$182,111	\$162,839
P017A100025 Trustees of the Phelps Stokes Fund International Exchange Programs 1400 I Street, N.W. Suite 750 Washington, DC 20005 Tonija Navas	Internationalization at Tribal Colleges and Universities: An Evaluation of Current Capacity and Needs Assessment	RE	3	\$187,082	\$214,232	\$198,545
P017A100027 Center for Applied Linguistics Language Testing Division 4646 40th Street, N.W. Washington, DC 20016 Margaret Malone	Promoting Oral Proficiency Gain in Study Abroad Homestay Placements	RE	3	\$149,383	\$150,174	\$150,270
P017A100078 Loyola Marymount University Center for Global Education, Enrollment Management 1 LMU Drive Los Angeles, CA 90045 Gary M. Rhodes	California Community College Student Outcomes Abroad Research (CCC SOAR) Project	RE	3	\$199,982	\$199,794	\$199,764
P017A100100 Michigan State University Contracts and Grants Administration 4 Olds Hall Lansing, MI 48824 Dennie Hoopingarner	Web 2.0 Technology and Instructed Language Acquisition	RE	3	\$186,367	\$164,232	\$133,948
P017A100103 American Council on Education Center for International Initiatives, Programs and Services 1 Dupont Circle Washington, DC 20036 Christa L. Olson	Effective Strategies for Internationalizing Historically Black Colleges and Universities (HBCUs)	RE	3	\$138,747	\$139,005	\$80,224
				\$1,024,400	\$1,049,548	\$925,590

Less Commonly Taught Language (LCTL) Materials for the Digital Age: A Research Project to Identify Quality Digital Materials and Provide Language Teachers with Advanced Internet Skills

Goals and Outcomes: The outcomes of the proposed research project will be: (1) a *Survey of Digital Materials* (DMs) for teaching Less Commonly Taught Languages (LCTLs); (2) an online *Bibliography of Digital Materials*; (3) an interactive *Online Tutorial* on advanced Web search techniques for language teachers; and (4) a *Workshop* to train teachers at minority-serving schools as Internet resource people. The project addresses Competitive Priority 2. The University of California, Los Angeles Language Materials Project (LMP) will produce the outcomes. The comprehensive goal is to provide an explicit overview of the nation's digital resources for LCTL teaching, and a way for instructors to acquire them.

Research Issues and Background: Digital materials are rapidly becoming a means of delivering language instruction. For the past decade there has been an exponential increase in the creation of such materials for LCTL instruction. These range from single modules used to reinforce traditional classroom instruction, to complete interactive courses encompassing all skill levels of proficiency. However, there has not been a corresponding effort to search out, catalogue, and annotate such materials. This proposed project will solve that problem by conducting a research survey that will sort through this material, perfecting a set of search procedures and selection criteria that will assure the identification of quality materials. In some ways this categorizing of Digital Materials is parallel to what the LMP has done for Print Materials.

Teachers who want to find DMs on the Internet are handicapped when they use only basic search techniques, since they result in a great number of irrelevant materials. More precise results can be achieved through advanced search techniques that the average Web user is unaware of. The proposed project will train teachers in advanced techniques through two avenues: an interactive *Online Tutorial* in advanced Web searching for language materials and a workshop to train Internet resource people at minority-serving institutions such as urban public K-12 schools, state and community colleges, and small private colleges where LCTL programs are in decline.

Evaluation: An anonymous reviewer will evaluate our progress and outcomes annually. This person will be selected by our National Advisory Board for teaching experience, awareness of current issues in LCTL teaching, and familiarity with Digital Materials development activities in the United States. The most important aspect of our evaluation is an end-user test of the *Online Tutorial* by teachers from minority-serving institutions.

Research Contributions: (1) Results of the survey of Digital Materials will give language policy makers a complete overview of available instructional materials for LCTLs; it will also serve as the basis for the research leading to the Digital Materials Bibliography. (2) The Digital Materials Bibliography will give LCTL teachers a convenient gateway to existing DMs, while (3) the *Online Tutorial* and *Workshop* give them the tools to find DMs that are yet to come.

Outreach: Survey results will be published on the Web and in pedagogical and policy journals. Whenever a deliverable is completed, we will announce it through the newsletters and listservs of Language Resource Centers, language teachers' associations, and institutions serving minority students.

P017A100025
Trustees of the Phelps Stokes Fund
International Exchange Programs
1400 I Street, N.W.
Suite 750
Washington, DC 20005
Tonija Navas

Internationalization at Tribal Colleges and Universities: An Evaluation of Current Capacity and Needs Assessment

Phelps Stokes (PS), the oldest continuously operating foundation serving the educational needs of the world's most underrepresented populations, and the American Indian Higher Education Consortium (AIHEC), the association representing the nation's Tribal Colleges and Universities (TCUs), are collaborating to propose a study of the capacity of and need for international opportunities at TCUs to support the Department of Education's efforts to "strengthen the capability and performance of American education in foreign languages and in area and international studies."

The U.S. workplace is increasingly international. With 20 percent of jobs involving global trade, it is no surprise that President Barack Obama has called for *all* children to be globally aware and competent for the "knowledge-driven" 21st century. However, those from underrepresented communities still lack opportunities to participate in this global arena. Only 18 percent of those studying abroad in college are minorities and even fewer are low-income. With 40 percent of the workforce being from a minority group, building a pipeline of qualified, globally-competent candidates from these communities is critical.

This study will include three components. First, it will offer a comprehensive survey of existing international opportunities, activities, and course offerings currently available at the 35 recognized Tribal Colleges and Universities in the contiguous United States. Second, it will report on the need for, awareness of, interest in, and perspectives on international opportunities and how these experiences are integrated in the broader community by TCU administrators, faculty, and students. Third, the study will outline recommendations based on its findings for the Department of Education to better support TCUs and other underrepresented peoples in globalization efforts of tertiary education. We will answer the questions (1) what is the current status and potential of internationalization on tribal college and university campuses; and (2) are existing internationalization efforts on TCU campuses sufficient to develop global competencies? Why or why not?

Using mixed research methods, including quantitative survey instruments and qualitative research approaches such as face-to-face interviews, site visits, focus groups, and a narrative analysis of testimonials, this study will identify the current status of internationalization at TCUs, raise awareness of the value of campus efforts at internationalization, and, offer an analysis on strategies to best prepare the country's most underrepresented and underserved students to participate effectively in a global economy.

There is much to be gleaned from Native communities and TCUs to understand how the underrepresented view and are viewed vis-à-vis international opportunities. As the first Americans who also represent some of the most marginalized, it is critical to study this population which holds broader implications for the internationalization of American tertiary education.

Promoting Oral Proficiency Gain in Study Abroad Homestay Placements

This proposal outlines a Title VI International Research and Studies Research Study to be conducted by the Center for Applied Linguistics (CAL) in partnership with the Council on International Educational Exchange (CIEE). In many study abroad environments, students have the option of participating in a homestay, where exchange students live with a native host family during their stint abroad as opposed to a dormitory or other housing options. The proposed study will explore a way to optimize the homestay for oral proficiency gain by providing training to study abroad students and their host families, and investigating whether the training results in significant oral proficiency gain compared with students who, with their host families, do not participate in such trainings.

The proposed study investigates four research questions:

1. Do study abroad participants make gains in oral proficiency after they and their host families participate in training on ways to extend conversation in meaningful ways?
2. Is there a difference between the language gains made by the students who receive the training and those who do not?
3. What qualitative differences in specific linguistic features can be detected in dinner conversations with the host family before and after training?
4. What do students and their host families believe was effective about the contribution of the training to students' oral proficiency development?

The proposed study will investigate oral proficiency gains in students participating in study abroad in four countries and languages (China-Chinese, Jordan-Arab, Senegal-French and Spain-Spanish), with 30 students at each site participating in the training and a control group of 20 students at each site who will not receive the training (N=200). The quantitative measure used to analyze student oral proficiency gain will be a tape-mediated test of oral proficiency administered to participating and control group students. Each student will take the oral proficiency test at the beginning and end of the study abroad experience, and analyses will determine if there are significant differences in gains between the two groups of students. Qualitative measures will allow researchers to transcribe and code audiotaped dinner conversations from the beginning and end of the student's sojourn abroad in order to identify and describe differences.

The proposed study will contribute to the body of research on oral proficiency gains in study abroad. Through quantitative and qualitative analyses of language use, it will investigate the impact of targeted training for students and homestay families on oral proficiency gains. The researchers expect that students participating in the training will make greater oral proficiency gains than those in similar situations who do not participate. The primary goal of the Promoting Oral Proficiency Gain study is to provide information and resources to study abroad programs, students, host families and American institutions of higher education to improve the oral language outcomes of study abroad.

California Community College Student Outcomes Abroad Research (CCC SOAR) Project

The Center for Global Education at Loyola Marymount University, in collaboration with California Colleges for International Education proposes the California Community College Student Outcomes Abroad Research (CCC SOAR) Project. This project builds upon recent research that confirms a significant impact from study abroad on student international learning as well as overall retention and progress towards degree completion at four year colleges and universities. Since more than half of all U.S. higher education students attend community colleges, this is a population that should no longer be neglected in study abroad research. If international learning is relevant to community college students, research on international learning at community colleges is needed. CCC SOAR will provide comprehensive research on international learning outcomes at California community colleges which represent half of all students who study abroad at the community college level in the United States.

Project implementation will be supported by CCC SOAR Project national partners: American Association of Community Colleges, the Hispanic Association of Colleges and Universities (HACU), the National Association for Equal Opportunity in Higher Education, and the Council for Opportunity in Education; and by California partners: the system wide offices of the University of California Education Abroad Program and California State University International Programs, the Southern California Consortium for International Studies, and ten individual California Community Colleges, with option of the 84 California Colleges for International Education (CCIE) members. In collaboration with Partner HACU, the Project will look closely at special issues related to study abroad outcomes for Hispanic community college students. Since twice as many Hispanic students study abroad on community college programs than university programs, this is a particular group that needs research focus (<http://opendoors.iienetwork.org/page/136346>).

The overall goal of the CCC SOAR project is to identify whether students in community colleges who participate in study abroad programs achieve higher learning outcomes than those who do not. The dependent variables (cognitive and affective international learning outcomes and academic achievement) will be correlated with the independent variables (students' individual differences and institutional study abroad program characteristics). The CCC SOAR project will implement research at California community colleges by using two successful instruments developed by the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI): the International Learning Outcomes (ILO) survey and the GLOSSARI student academic achievement design. A community college-focused version of the ILO survey will be developed and given to 2011-2012 study abroad participants and the academic achievement design will track students from 2002-2003 to 2012 to identify academic achievement post study abroad. In addition, a new follow-up International Engagement survey will be administered to community college students who took the ILO each semester after completion of their study abroad program. GLOSSARI Project Co-Directors will serve as CCC SOAR Project evaluation and research methodology consultants.

The Center will create a Project Web site with survey information, data analysis and preliminary findings so the project can be replicated in the future and thus have ultimate outreach and impact. CCC SOAR findings will provide answers to the question: "Does study abroad result in international learning and how does that impact community colleges and their students?" with findings supported by research. In turn, this will impact all community college stakeholders and their support for study abroad.

Web 2.0 Technology and Instructed Language Acquisition

This project will coordinate research within three curricular models and five areas of theoretical research in language teaching and testing. All eight areas of study will focus on assessing the technology tools developed at the Center for Language Education And Research (CLEAR), a Title VI Language Resource Center at Michigan State University. The studies will connect classroom practice and second language acquisition research with the overall aim of improving the teaching and learning of languages. The results will be disseminated within language disciplines and help inform the future development of the technology tools, language course design, and classroom practice.

The twin goals of this project are to more effectively assess the efficacy of technology-based tools for language teaching and learning, and to do so by promoting the integration of second language acquisition research into classroom language instruction. The proposed research paradigm will layer multiple research studies within select language courses, conducting different levels of investigation on the same populations. The articulated research program will examine both classroom practice and theoretical language acquisition research, conducting a cluster of studies which all address the central research question:

How can Web 2.0 technology improve language teaching and learning?

This central research question will be addressed from several different perspectives - all of which contribute to our understanding of the ecological change that occurs when technology is introduced to the language-learning environment. Products that will result from this project will include:

1. New language instruction curricular models at the intermediate/advanced levels
2. Publications by individual researchers in refereed journals
3. Publications resulting from collaborative research among the project's researchers
4. A special edition of a refereed journal, featuring research from this initiative
5. A symposium to present and discuss results the research initiative
6. Published proceedings of the symposium
7. Guidance for the improvement of the tools and for new tools to be created

The evaluation plan for this project includes six major components: learner information (background, or independent variables), learning measures (proficiency and achievement assessment instruments), technology tracking (automated collection and information such as number of assignments completed, feedback, grades on quizzes, time on task, etc.), and multiple evaluations of the project's curricular models, theoretical research studies and technology effectiveness. Learner data, student comments, instructor self-reflection and student learning outcomes will be taken into account in peer review by instructors and researchers (internal and external to the institution). Finally, all of the information just described will feed into an overall, interpretive evaluation to be carried out in phases occurring at the end of each of the three years, followed by a final report.

P017A100103
American Council on Education
Center for International Initiatives, Programs and Services
1 Dupont Circle
Washington, DC 20036
Christa L. Olson

Effective Strategies for Internationalizing Historically Black Colleges and Universities (HBCUs)

Building on our prior research, the American Council on Education (ACE) proposes a project in collaboration with partner associations to learn how Historically Black Colleges and Universities (HBCUs) are internationalizing. The project's goals are to identify the factors that impede and enhance the internationalization process at HBCUs and to disseminate findings gleaned from the proposed action-research project to the wider HBCU community. It aims to build on HBCUs' successes in internationalization and assist them in being more strategic in advancing these initiatives, accelerating and deepening their efforts, and positioning them to pursue funding and partnering opportunities for internationalization.

The project team will identify a set of six diverse HBCUs that have a demonstrated commitment to and potential for furthering campus internationalization. The methodology is based upon the ACE internationalization review protocol and process that has been tested through ACE's nearly decade-long work with more than 50 institutions. Institutions will create internationalization teams, conduct a review and analysis of their current internationalization efforts, prepare a self-study report, and create a strategic plan for advancing internationalization at their institutions. Information collected by the institutions will be analyzed by the ACE research team, and the impact on the institutions of the internationalization review process will be evaluated by an external evaluator.

A Web site will be created for the project to highlight good practices, and the findings will be reported in an ACE online publication disseminated in collaboration with ACE partner associations. These findings also will be disseminated to the larger HBCU community through an "Institute on Internationalization" conducted in collaboration with partner organizations.