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SLAVIC AND EURASIAN LANGUAGE RESOURCE CENTER

***(formerly Slavic & East European Language Resource Center—*SEELRC)** [**www.seelrc.org**](http://www.seelrc.org/)

**Proposal to the U.S. Department of Education Office of Postsecondary Education International and Foreign Language Education Language Resource Centers Program**

**CFDA Number: 84.229A**

**Competition ID 84-229A2022-1**



**April 25, 2022**

 **TABLE OF CONTENTS**

1. [Plan of Operation 1](#_TOC_250023)
	1. [Introduction 1](#_TOC_250022)
	2. [Geographic and linguistic footprint of SEELRC 2](#_TOC_250021)
	3. [SEELRC’s projects 3](#_TOC_250020)
	4. [Basic features of SEELRC and its projects 19](#_TOC_250019)
	5. [Objectives of SEELRC 28](#_TOC_250018)
	6. [Management Plan 28](#_TOC_250017)
	7. Accessibility of SEELRC Programs, Products,

and Activities 31

* 1. [Schedule of Implementation 32](#_TOC_250016)
1. [Quality of Key Personnel 32](#_TOC_250015)
	1. [Center Director 32](#_TOC_250014)
	2. [National Policy Committee 33](#_TOC_250013)
	3. [Equal Opportunity 33](#_TOC_250012)
2. [Budget and Cost Effectiveness 34](#_TOC_250011)
3. [Evaluation Plan 34](#_TOC_250010)
	1. [2018-2022 Assessment Activities 34](#_TOC_250009)
	2. New Assessment Activities for 2022-2026

Grant Cycle 37

* 1. [Support and Expertise 41](#_TOC_250008)
1. [Adequacy of Resources 41](#_TOC_250007)
	1. [Language Instructional Program 43](#_TOC_250006)
2. [Need and Potential Impact 44](#_TOC_250005)
	1. [The Need for SEELRC 44](#_TOC_250004)
	2. [National Impact of SEELRC Projects 48](#_TOC_250003)
3. [Likelihood of Achieving Results 49](#_TOC_250002)
4. [Description of Final Form of Results 50](#_TOC_250001)
5. [Priorities 51](#_TOC_250000)

 **PROJECT NARRATIVE**

# Plan of Operation

## Introduction

SEELRC1 represents a **unique, original vision** for a Language Resource Center (LRC). When SEELRC was first funded as a Title VI LRC in 1999, it was the first LRC to focus its efforts on meeting the needs of foreign languages instructors and learners of the languages of a specific world region—one that is critical to U.S. national security, political, and economic interests. It was also the first LRC to focus its efforts on a group of languages, all of which are LCTLs as well as priority languages identified by the Secretary of Education.

As recent events in Ukraine and Afghanistan clearly illustrate, an understanding of the languages and cultures of our region is vital for our country’s national security. **The cardinal purpose of SEELRC is to improve our national capacity to meet strategic U.S. needs in teaching and learning the critical languages of Eurasia (including Central and Eastern Europe, post-Soviet states, India, Pakistan, and Afghanistan)** by nurturing the network of academic and government institutions involved in teaching those languages and by producing valuable materials, projects, and programs to support that endeavor.

All of SEELRC’s projects, programs, and activities address the priorities established by USDE for LRCs: They focus exclusively on modern foreign languages and cultures other than

French, German, and Spanish (*Absolute Priority*), and many of these projects also address issues of equity in student access to educational resources (*Competitive Priority*). All materials produced by SEELRC are available free of charge on the SEELRC website (seelrc.org). For cybersecurity reasons, projects that involve complex programming are password protected for access.

1 SEELRC’s name was changed in 2010 to reflect a broader regional and linguistic focus. The original acronym has been retained to preserve existing Internet addresses and domains.

Despite the worldwide COVID-19 pandemic, SEELRC has continued with its various projects and programs, though in some cases the format for these programs has changed from in- person to virtual or hybrid.

**For 2022-2026, SEELRC proposes expanding our existing projects:** (1) to develop instructional materials and ScribeZone modules for additional regional languages (Baltic, Central Asian, Caucasian languages, and Slavic); (2) to expand our programs for K-12 teacher training, equity, and professional development; (3) to conduct new research focusing on bilingualism, proficiency, including heritage and second language learners; and (4) to develop new projects and materials to utilize gateway languages of our region (Persian→Dari, Russian→Ukrainian, Turkish→Kazakh) for cross-training in other related regional languages.

## Geographic and linguistic footprint of SEELRC

|  |
| --- |
| **Table 1: LIST OF 40 LANGUAGES COVERED BY SEELRC** |
| **Albanian** | **Croatian** | *Hungarian* | Pashto | *Slovak* | **Ukrainian** |
| **Armenian** | **Czech** | **Kazakh** | *Persian* | **Slovene** | Urdu |
| *Azerbaijani* | *Dari* | *Kyrgyz* | **Polish** | *Tajik* | **Uighur** |
| Belarusian | *Estonian* | *Latvian* | **Romani** | *Talysh* | **Uzbek** |
| **Bosnian** | **Georgian** | *Lithuanian* | **Romanian** | Tatar | **Wymysorys** |
| **Bulgarian** | *Greek* | **Macedonian** | **Russian** | *Turkish* |  |
| **Chechen** | **Hindi** | **Montenegrin** | **Serbian** | *Turkmen* |  |
| Languages in **bold** represent those for which we have developed materials or such materials are currently in progress. New materials developed for languages in *italics* will be a focus of 2022-26. |

SEELRC focuses on the languages of 34 nations in Central Europe, Eastern Europe, and Central Eurasia.2 These nations (with a combined population in 2022 of approximately 2.2 billion)3 are home to hundreds of languages—from Abkhazian to Yukagir; SEELRC’s programs and

2 Afghanistan, Albania, Armenia, Azerbaijan, Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Greece, Hungary, India, Iran, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lithuania, Moldova, Montenegro, North Macedonia, Pakistan, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Tajikistan, Turkmenistan, Ukraine, and Uzbekistan.

3 Population statistics are taken from *World Population Review*

[(www.worldpopulationreview.com/countries)](http://www.worldpopulationreview.com/countries%29).

projects concentrate primarily (but not exclusively) on 40 of those languages (see Table 1). *All of*

*these languages are LCTLs (Absolute Priority) and all but five of them have been designated as priority languages by the Secretary of Education*.4 These languages are spoken by approximately

1.7 billion people worldwide.5

## SEELRC’s projects

SEELRC engages in projects that reflect the following goals: contribute to (1) the development of instructional and testing materials for language learners at multiple proficiency levels with a focus on the advanced and superior proficiency levels; (2) professional development opportunities for university and K-12 teachers; (3) proficiency testing of language learners and evaluation of existing assessment methods; and (4) conduct of research that will contribute to improvements in proficiency outcomes, language pedagogy and assessment. During 2018-22, SEELRC has undertaken a wide array of such projects; in the 2022-26 grant cycle, SEELRC proposes to continue and expand these existing projects and add a significant number of new and valuable projects. See Table 2 for a list of these projects. Many of the 33 projects listed in Table 2 are ongoing: new modules, languages, readings, exercises, etc. are frequently being added and the technological aspects of these projects are being constantly upgraded. In Table 2, only new projects are marked with an asterisk (\*). As reflected in Table 2, SEELRC’s projects fall into five broad categories: (1) materials development, (2) web-based reference works, (3) proficiency &

4 For the Secretary of Education’s FY2022 designation of priority languages, see https://www2.ed.gov/about/offices/list/ope/iegps/fy2022-consultation-federal-agencies-areas-of- national-need.docx. The five languages that are not designated as priority languages are Romani, Talysh, Tatar, Uighur, and Wymysorys.

5 Language statistics are taken from *Ethnologue: Languages of the World*

(www.ethnologue.com).

assessment, (4) professional development/teacher training/increasing diversity/outreach programs, and (5) research.

During the 2022-2026 quadrennium, SEELRC plans to work on a diverse array of projects—continuing current projects and undertaking new projects:

|  |
| --- |
| **Table 2: LIST OF SEELRC PROJECTS** |
| **Materials development** |
| 1. ScribeZone (see p. 5) |
| 2. Contemporary Russian language & cultural materials for advanced Russian (see p. 6) |
| 3. Ukrainian language learning modules (see p. 6) |
| 4. Polish Language & Culture Through Film (see p. 7) |
| 5. Web-based lecture series on Slavic linguistics (see p. 7) |
| 6. Web-based lecture series on languages of the world (see p. 7) |
| 7. Advanced Hindi language and culture materials (see p. 7) |
| 8. First-year Uzbek grammar with exercises (see p. 8) |
| 9. Russian Language & Culture Through Film (RLCTF) (see p. 8) |
| 10. Romanian verb handbook and exercises (see p. 8) |
| 11. \*Advanced language learning materials for Baltic, Slavic. Caucasian, and Central Asian (see p. 8) |
| 12. \*Talysh grammar materials for heritage learners (see p. 9) |
| **Web-based reference works** |
| 13. 15 online interactive reference grammars (see p. 9) |
| 14. 2 online dictionaries (see p. 10) |
| 15. 31 Webliographies (see p. 10) |
| **Proficiency & assessment** |
| 16. Proficiency testing (CEFR B1/2, C1/2;ILR 3/3+/4/4+) (see p. 10) |
| 17. Comparing second language proficiency testing (target language only vs. target language English) (see p. 11) |
| **Professional development/teacher training/increasing diversity/outreach programs** |
| 18. Summer Institute on Slavic & Eurasian language pedagogy, research & testing (see p.11) |
| 19. CEFR/TRKI Russian proficiency testing training (see p. 12) |
| 20. Workshops & speakers on linguistic issues in fragile communities (see p. 13) |
| 21. Workshops, programs & speakers on Slavic & Eurasian languages and cultures (see p. 13) |
| 22. Deepening & expansion of language instruction in K-12 schools (NC, SC, GA, DC) (see p. 14) |
| 23. Olympiada of Spoken Russian for K-12 schools and students (see p. 14) |
| 24. Internship with NASA/TTI (see p. 14) |
| 25. TeachHouse Project (see p. 15) |
| 26. \*Social Emotional Learning/Culturally Responsive Teaching Professional Dev (see p. 15) |
| **Research** |
| 27. Linguistic correlates of proficiency at the intermediate to advanced proficiency levels: Russian (see p. 16) |
| 28. Neural correlates of proficiency in L2 learners, heritage learners and L1 speakers (see p. 16) |
| 29. Bi/Multilingualism and Cognitive Brain Reserve: Neuroimaging Studies (fMRI, DTI) of Higher ProficiencyLevels (see p. 17) |
| 30. \*Heritage Georgian (see p. 18) |
| 31. \*Heritage and L2 adult language learners: Optimizing lexical acquisition and multiple factor analysis (see p.18) |
| 32. *Glossos* (online peer-reviewed journal) (see p. 18) |

# Materials development*6*



*Figure 1: Screen shot of ScribeZone Ukrainian module (above)*

1. *ScribeZone* is an instructional tool that teaches language through transcription for multi-

language and civilian use; it improves listening and transcription skills, grammatical knowledge, and reading skills through exercises built around authentic materials from a range of media sources. ScribeZone was developed by NSA and SEELRC was the first non-governmental institution to produce instructional modules for this platform. To date, we have developed multiple modules (a total of 76 activities) for the following 13 languages: Bosnian, Chinese, Croatian, Kazakh, Montenegrin, Polish, Russian, Serbian, Spanish, Turkish, Uighur, Ukrainian, and Uzbek. Future activities will include not only the development of additional modules for existing languages, as well as the development of additional modules for Caucasian, Turkic, Baltic, and Slavic languages, which will be added to ScribeZone during the 2022-2026 grant cycle.

6 All of these materials produced by SEELRC are non-duplicative of existing materials and target the advanced and superior proficiency levels for language learners in LCTLs.

1. *Contemporary Russian language & cultural materials for advanced Russian*: Consists of 4

discrete segments: (1) *Contemporary Russian through documentary films*—Language and culture exercises based on 9 contemporary Russian documentary films, including episode analysis, vocabulary, commentary, and questions relating to each film. (2) *Russian language and cultural materials for advanced Russian*—Advanced readings from contemporary and classic Russian film, literature, cultural history, visual arts, and sculpture. All texts (visual and textual) are accompanied by comprehensive annotations of the text and exercises at CEFR levels B1/B2/C1, IRL levels 3/3+/4/4+ and target the user’s textual, semantic, and grammatical comprehension of the materials. There are currently 30 available modules. Recent additions include 60 video clips from 10 animated film series (with vocabularies, transcripts, exercises, discussion questions, keys); and a robust and diverse set of materials and exercises devoted to the COVID-19 pandemic. (3) *Textual analysis of contemporary detective novels*—Online exercises for a literary analysis of A. Marinina’s novel, *Posmertnyi obraz*, with additional materials to accompany the film of the same name. There are 9 chapter modules with an average of 50 questions per chapter; an additional 32 questions pertain specifically to the film version. (4) *Textual analysis of biographic and documentary materials—*Online exercises with diagnostics for an analysis of O. Dorman’s book about the life of Lilianna Lungina, a world renowned translator of children’s literature, and the documentary film series it was based on.

1. *Ukrainian language learning modules*: Series of 7 interactive video and audio language

materials for advanced-level students that include a popular television show from 2020 and the book on which it was based, current trends in science, vaccinations, popular children’s cartoons, and music. Each module is accompanied by sets of grammar exercises and discussion questions.

1. *Polish Language & Culture through Film (PLCTF)*: Tool for teaching advanced Polish

language and culture using clips from Polish films using the RLCTF template (see p. 8). Clips from 8 Polish films—selected from the communist period as well as from post-1989—with accompanying transcripts, glossary, questions, and instructors’ keys have been developed and are available on the SEELRC website. PLCTF requires continuous maintenance/updating/upgrading to adapt to changing technological and security standards. PLCTF employs 42 video clips, 300 comprehension questions, and 40 discussion topics.

1. *Web-based lecture series on Slavic linguistics*: Series of streaming videos of 5 lectures by Dr.

Ronald Feldstein on important topics in Slavic linguistics, including the history of Slavic phonology, comparative Slavic, verbal and nominal stress patterns, etc.

1. *Web-based lecture series on languages of the world*: SEELRC co-sponsored a series of lectures

at Duke on world languages for undergraduate students. The series consists of 5 specialists presenting on languages such as Uzbek, Mandarin Chinese, Cherokee, Arabic, South American Spanish, and Jamaican Creole.

1. *Advanced Hindi language and culture materials*: Series of online Hindi language and culture

instructional modules in collaboration with NCSU. These materials are accessible to all and include “realia” film clips, interviews with contemporary literary and cultural figures in India and Pakistan, multi-media exercises, and platforms for synchronous learner interactions (online video chatting, Second Life). This online project targets improving general proficiency in Hindi from the intermediate to the advanced levels with emphasis on oral proficiency and consists of explication of ACTFL criteria for advanced speakers. Currently there are 4 chapters available online, consisting of 71 multimedia clips, 112 original images, and 55 exercises. Additional chapters are in progress.

1. *First-year Uzbek grammar with exercises*: A first-year Uzbek grammar with exercises

designed to cover an academic year/ 2 semesters of Uzbek instruction. This Uzbek grammar is designed as part of a collaboration with a consortium of peer universities for online language and culture instruction.

1. *Russian Language and Culture through Film (RLCTF)*: Web-based instructional and

assessment tool that utilizes clips from contemporary Russian films to teach advanced level Russian language and culture. Currently, the CTF project utilizes clips from 22 Russian films and contains enough modules for 2 semester-long 3/3 credit college courses at the advanced level. Along with the clips themselves, the project includes a Russian transcript, a built-in Russian- English glossary, and a series of questions with diagnostic assessment tools. Users may simultaneously view the clip, manipulate it and view the transcribed dialogues, and use the bilingual dictionary interface. A special computer interface is available for instructors to monitor student progress, as well as provide immediate and confidential access to student performance and errors. RLCTF consists of 122 video clips, 50 comprehension activities and exercises, 40 discussion topics, and 460+ computer-graded and narrative exercises. RLCTF is available on seelrc.org. As technology and security needs evolve, frequent updating and upgrading is necessary.

1. *Romanian verb handbook and exercises*: A practice oriented presentation of Romanian verbs

for beginning students of Romanian as a foreign language as well as students who can already use Romanian (such as heritage speakers), but still encounter difficulties with verbs and are not able to use all the verbal forms. New exercises were added during the current grant cycle.

1. *\*Advanced language learning materials for Baltic, Slavic, Caucasian, and Central Asian*

*languages*: All materials developed in this category will follow SEELRC project designs across

current languages, and will include web grammars, texts from literature and non-fiction, “realia”,

film clips, interviews with contemporary literary and cultural figures, multi-media exercises, and platforms for synchronous learner interactions (e.g. online video chatting). All learning objects will be accompanied by user-driven glossaries and interpretive aids (text and audio), scripts, cultural notes, links, exercises, assessment tools, and teachers’ manuals. This online project targets improving general proficiency from the intermediate to the advanced levels with an emphasis on oral proficiency consistent with CEFR, ILR and ACTFL criteria for advanced speakers, with video and audio files addressing discourse, grammatical, syntactic, cultural and pragmatic elements that characterize the transition from intermediate to advanced proficiency, and exercises (reading, listening comprehension) focusing on each of these elements.

1. *\*Talysh grammar materials for heritage learners*: Talysh, a minority North-Western Iranian

spoken in Iran and Azerbaijan, also has a significant number of speakers in Russia, Belarus, and Ukraine due to active economic migration. Despite the growing number of Talysh speakers interested in relearning the language and gaining literacy, there are few teaching materials available. The existing textbooks and grammatical descriptions of different varieties of Talysh are clearly designed for native speakers and are not suitable to the needs of heritage language learners. During the next grant cycle, we will create a set of teaching materials specifically designed for heritage speakers, many of whom are trilingual in Azeri and/or Russian, with different levels of proficiency in Talysh.

# Web-based reference works

1. *Online interactive reference grammars*: Series of online interactive grammars (including

instructional exercises) for advanced level language users. At present, series includes 15 grammars for Albanian, Armenian, Bosnian/Croatian/Serbian, Bulgarian, Chechen, Czech, Georgian, Kazakh, Macedonian, Polish, Romani, Romanian, Russian, Slovene, and Wymysorys (an

endangered language indigenous to Poland). During next grant cycle, will be expanded from 15 to 20 languages, including Baltic languages and additional Slavic and Caucasian languages.

1. *Online dictionaries*: 2 online dictionaries, consisting of (1) the *Russian Grammatical*

*Dictionary*, a dictionary of contemporary standard Russian with audio of all forms by native speakers; recently updated and expanded to use modern web practices. ~21,000 headwords with full paradigms, verbal government, verbal aspect, word-formative derivatives, full auditory complement to all forms, expressions and full sentence examples, English glossing, fully searchable by letter or word forms; and (2) the *Albanian-English Dictionary*, a full-text online edition of the *Oxford Albanian-English Dictionary*, which is the leading dictionary of its kind, but which is currently out of print. In 2022-26, SEELRC will continue the expansion and technical updating/upgrading of the *Russian Grammatical Dictionary* and development of a new grammatical dictionary for a Slavic or Baltic language.

1. *Webliographies*: Web bibliographies of Slavic, Baltic, Caucasian, and Central Asian languages

with live links and commentary, which now includes 31 languages. The links are consistently checked and renewed every 6 months.

# Proficiency & assessment

1. *Proficiency testing CEFR B1/2, C1/2;ILR 3/3+/4/4+)*: Continued CEFR/TRKI proficiency

testing of Russian language students at Duke (required for all majors), UNC system campuses, IU workshop, Duke study abroad programs, as well as conducting and evaluation of proficiency testing of high school Russian language students at Charles E. Jordan High School (Durham, NC), William G. Enloe High School (Raleigh, NC), and Lexington High School (Lexington, SC). In 2018-21, 75 students were tested. During 2022-26, K-12 and university students will continue to be tested in both the academic year and summer terms at the Duke and IU campuses. Data collection is ongoing.

1. *Comparing language proficiency testing (target language only vs. target language English)*:

In collaboration with the UMD and DoD, SEELRC is comparing results of language proficiency testing across different systems used by the university and government communities. This project involves comparative analyses of the specific standards of various proficiency methods, different grading scales, role of cultural competence, achievement at highest proficiency levels, and analysis of actual testing results. These comparisons must include not only an analysis of the specific standards of various proficiency methods, different grading scales, role of cultural competence, achievement at highest proficiency levels, but also analysis of actual testing results. We propose to accomplish these two goals in the following manner: (1) Workshops and seminars with proficiency specialists who represent ACTFL, ILR, FSI OPI, DLPT5, and CEFR (A1-C2): The end result of these seminars will include publications that evaluate each of these proficiency scales, how they differ, and the reliability of the results of the testing; and (2) Development of proficiency testing standards and actual tests for LCTLs for which no such standards or tests currently exist: In conjunction with specialists from the UA and IU, the languages targeted for this effort include Central Asian and South Slavic languages (including Turkmen, Kazakh, Kyrgyz, Bulgarian, Macedonian).

# Professional development/teacher training/increasing diversity/outreach programs

1. *Summer Institute on Slavic & Eurasian language pedagogy, research & testing*: Annual

Summer Institute for faculty and students with an interest in understanding language pedagogy, research, and testing. During the past three years (2019, 2020, 2021), 146 individuals participated in the Summer Institute, representing 43 universities, 16 K-12 schools, 12 government agencies, and 11 non-governmental organizations. A total of 61 presentations were delivered at three SEELRC Summer Institutes. Note a few examples: “Proficiency Testing and Brain Imaging Technologies: A Cognitive Neurolinguistic Approach to Language and Culture Acquisition,”

“Moving Equity and Inclusion Forward: The Role of Language Justice in Transforming Thinking and Empowering Action,” “ The Use of Social Emotional Learning and Culturally Responsive Teaching during COVID-19,” “Communication during Crisis: Strengthening Community in a Multilingual Elementary School,” “A Roundtable on Aural Language Processing Techniques, Transcription and Technology,” “Training American Astronauts to Communicate in Russian: A View from Inside.” Due to COVID-19, recent Summer Institutes were conducted in virtual (2020) or hybrid (2021) format. The Summer Institute has empowered our alumni to integrate technology into their classrooms, resulting in new courses, websites, and interactive multimedia tools now available to the instructional community of the entire U.S. Furthermore, many alumni attribute new jobs, grants, publications, and scholarly presentations to the increased expertise and networking opportunities afforded them by the Summer Institute. Below are some quotes from the surveys submitted by participants in recent (2019-2021) SEELRC Summer Institutes:

*“The conference was an engaging, collaborative experience.” “Presentation topics were relevant and timely.”*

*“The conference provided the opportunity to recognize and uplift voices of K-12 educators (DPS presenters and attendees). Many thanks to Edna for her vision and leadership.”*

*“Excellent forum to discuss issues across universities, especially during such a challenging time that has led to the inability to participate in the greater discourse surrounding issues in education.”*

1. *CEFR/TRKI Russian proficiency testing training*: Normally held in conjunction with the

Summer Institute, Russian language instructors are trained and certified as Russian language proficiency testers (CEFR scale/TRKI). The training is conducted by certified specialists. Due to the COVID-19 pandemic, this program has been curtailed since 2020. When conditions permit we

will resume proficiency testing training. SEELRC has already trained ~30 American-based linguists in CEFR/TRKI testing and will continue to train faculty from across the country over the next four-year grant cycle. Tester training will include training specialists who are already certified in the ACTLF and ILR formats.

1. *Workshops & speakers on linguistic issues in fragile communities*: In collaboration with the

NCCU SOE, and the Mellon Sawyer Seminar Series, SEELRC has sponsored a series of speakers, panel discussions, workshops, etc. on the subject of linguistic issues in fragile communities, i.e. those facing barriers to opportunity including high levels of poverty, low-performing schools, inequities in law enforcement, and limited economic mobility. This broad subject provides a number of subtopics that affect or involve the community’s lexicon (i.e. code switching, borrowing, language transfer, etc.). Since 2019, as part of this series SEELRC has sponsored 21 speakers, workshops, and other such events. These speakers and events have included lectures on “Sociolinguistic (In)justice in Higher Education: Solving the Problem We Created” by Prof. Walt Wolfram (W. Friday Distinguished Professor, NCSU); “Endangered Language, Cultural Crisis” by Prof. Thomas Belt (Coordinator, Cherokee Language Program, Western Carolina University); and the 4th Annual Let’s Talk Racism Conference on the theme of “Moving Beyond Good Intentions.”

1. *Workshops, programs, and speakers on Slavic & Eurasian languages and cultures*: SEELRC

organizes and sponsors a wide variety of programs—speakers, roundtables, performances — relating to SEE languages and cultures (e.g. LEARN, Heritage Language Institute (HLI)). These events cover a wide range of topics, including: a recent panel, “Professors at the Front: Why Ukraine has been resilient in the face of the Russian invasion,” involving 4 faculty members from

the Kyiv School of Economics (2022); 2 virtual presentations by Professors Andrews and Gor on understanding neural and behavioral correlates of bilingual proficiency (13th HLI, 2021).

1. *Deepening & expansion of language instruction in K-12 schools (NC, SC, GA, DC)*: SEELRC

has expanded its collaborations with K-12 schools to include new language programs across NC, SC, and Georgia, and to collaborate with the public school systems in Durham and the District of Columbia Public Schools (DCPS) to create and deepen opportunities for advanced critical language study and questions of language diversity and multilingualism in those school systems. SEELRC works directly with the head of World Languages Content and Curriculum in the Office of Teaching and Learning and Social Emotional Academic Development in DCPS on their professional development and curriculum in critical languages, development of language materials, and building diversity in enrollments. SEELRC also provided all instructional materials, proficiency testing, and enhancement activities for Russian language instruction in the Durham Public Schools (DPS). Due to loss of the language faculty member, DPS has temporarily suspended Russian language. SEELRC will work with DPS and DCPS in expanding the languages offered and the curriculum for those languages.

1. *Olympiada of Spoken Russian*: SEELRC sponsors and hosts the regional Olympiada for

Spoken Russian, a competition to test oral proficiency in Russian of high school students established by ACTR. Students from high schools in the Southeast compete and are judged by Duke Slavic Department faculty. During 2018-22 (including 2021 when the competition was conducted completely via Zoom), a total of 72 high school students from 6 schools at 5 different proficiency levels (including heritage and L2 learners) participated in the Olympiada at Duke.

1. *Internship with NASA/TTI*: SEELRC has initiated an internship for undergraduate students at

the NASA Johnson Space Center’s Language Education Center (JLEC) in Houston, TX. Dr.

Anthony Vanchu, a member of the NPC, is director of JLEC. The intern will interact with JLEC Russian instructors in their daily routines in various aspects of astronaut Russian language training, including, but not limited to: in-class practices, the development of aerospace language-instruction materials specific to student needs; pedagogical delivery techniques; applications of instructional technologies in the classroom; content-based instruction, etc. Because of the COVID pandemic, the most recent NASA/TTI intern performed their duties remotely.

1. *TeachHouse Project*: Duke TeachHouse is a first-of-its-kind peer living and learning

community for early career teachers, including graduates of Duke's teacher preparation programs and NCCU. TeachHouse cultivates and supports teacher peer networks; leadership skills; equity- based, culturally affirming, high impact practices; school innovation; and teacher health and well- being. SEELRC collaborates with the Duke Program in Education and Duke TeachHouse (directed by Prof. Jan Riggsbee, NPS) to offer speakers and programs for TeachHouse (all licensed K-12 teachers) that critically examine timely and impactful topics in K-16 education that include equity, social justice, culture competencies, L1/L2 language acquisition and proficiency.

1. *\*Social Emotional Learning/Culturally Responsive Teaching Professional Development*:

These interactive workshops for teachers will provide practical, culturally-relevant strategies to assist students through difficult topics and conversations. *Social Emotional Learning* (SEL) uses scenarios, role playing and interactive activities, which are evidence-based techniques that can be transferred from the classroom to home, community, and to other environments. The SEL strategies incorporate culturally-relevant teaching and trauma-informed practices and are appropriate for any grade level in K-12. The framework for this approach includes 4 core goals (safe/supportive learning environment, equity in teaching and learning, resilience and sense of optimism, responsibility for the greater good), and 7 anchor competencies (including collaborative

learning, fostering growth mindsets, self-reflection, and building trusting relationships among faculty and students.

# Research

1. *Linguistic correlates of proficiency at the intermediate to advanced proficiency levels:*

*Russian*: The goal of this ongoing research project, which will continue during the next grant cycle,

is to develop new proficiency tests that more accurately target the intermediate proficiency range. The project targets late second language learners and heritage speakers, and includes the following foci and results: (1) 8 tasks measuring explicit and implicit knowledge of Russian in L2 learners (grammaticality judgment task, auditory grammaticality judgment task, lexical decision task, cross-modal priming task, self-paced reading task, phonological discrimination task, translation judgment task, cloze test), (2) specific focus on difficulties attested in L1 English learners of Russian, (3) the domains of phonology, inflectional morphology, syntax, and the lexicon are geared towards intermediate-advanced L2 and heritage learners.

1. *Neural correlates of proficiency in L2 learner and heritage learner*: SEELRC has been actively

involved in conference presentations and research that relate to the neural processing of languages (first and second) in the human brain. During previous and current cycles, SEELRC has been visible in the Foreign Language Program Office (FLPO) of the Office of the Director of National Intelligence (ODNI) and the National Cryptologic School (NCS) LEARN conferences (4 co- hosting, keynotes and presentations), the Heritage Language Research Institutes (multiple NPC) with presentations that focus on new cognitive neuroscience and linguistic research that addresses the importance of embodied cognition, the significance of proficiency in understanding bilingualism, crucial next steps in improving our methodologies to enhance student learning (in person and virtual) and best practices in the achievement of higher proficiency outcomes.

1. *Bi/Multilingualism and Cognitive Brain Reserve: Neuroimaging Studies (fMRI, DTI) of High*

*Proficiency*: The Andrews Neuro Lab, in conjunction with the Duke Institute for Brain Sciences

(DIBS) and Brain Imaging and Analysis Center (BIAC) conducts neuroimaging studies of bilingualism and multilingualism (including fMRI, DTI, resting state functional connectivity) focusing on highly proficient healthy subjects (ILR 3/3+/4/4+ and CEFR B2, C1). Since 2017, 54 bilinguals and controls have been scanned at BIAC. The first wave of research included a book, *Neuroscience and Multilingualism* (Cambridge Univ. Press, 2014), and a research article on the first longitudinal fMRI analysis of second and third language acquisition including a multivariate analysis of covariance with corresponding longitudinal CEFR proficiency testing data (Andrews et al. 2013). The second wave of research, focusing specifically on high proficiency subjects, includes multiple publications on structural and functional MRI studies of bi- and multilingualism, cognition and building cognitive brain reserve: (1) Multilingual Listening and Reading: An fMRI study of Russian/English and Spanish/ English bilinguals *(Glossos,* 2019)*,* (2) Disembodied Teaching and Learning: Contributions from Speech Acts, Peircean Sign Theory and Multimodal Approaches to Embodied Cognition (*IFLE,* 2020), (3) Effects of Lifelong Musicianship on White Matter Integrity and Cognitive Brain Reserve (*Brain Sciences, 2021),* (4) DTI Analysis of White Matter Integrity and Cognitive Brain Reserve in Lifelong Bilinguals (under submission), (5) three chapter contributions to *The Handbook of Language and Brain* (Cambridge Univ. Press, 2023, Andrews & Kiran, editors). The benefits of this research are considerable and include a deeper understanding of the significant outcomes of lifelong complex sensory-motor activities like bi/multilingualism and musicianship in building cognitive reserve. Furthermore, this topic is gaining momentum in the cognitive neuroscience

literature and is relevant for understanding and improving healthy brain function in aging and protective effects in pathology.

1. *\*Heritage Georgian*: The study of Heritage Georgian provides unique opportunities to advance

theories of heritage grammar. In a previous study of Heritage Georgian production we found preliminary evidence that heritage production of inflectional morphology diverges from the baseline in the predicted manner. We propose to build on these results by conducting a comprehension experiment. Testing how Georgian heritage speakers interpret inflectional mismatches accomplishes two distinct goals. First, by targeting competence, we can advance our theory of heritage grammatical representation. Second, our findings will have direct applicability to the development of curricula for the maintenance of Georgian among the rapidly growing U.S. Heritage Georgian population.

1. \**Heritage and L2 adult language learners: Optimizing lexical acquisition and multiple factor*

*analysis*: A vocabulary training study with adult learners and heritage speakers of Russian, this

project proposed for 2022-2026 show how the quality of newly learned word encoding can be improved and the learning outcomes enhanced by the optimal word learning conditions. In the study, the participants at a range of proficiency levels will learn new vocabulary with highly controlled lexical properties under different training conditions (auditory and/or visual input, varying frequency of encounters, different spacing between word presentations, and interleaving of phonologically similar words). The study will seek to determine the relative role of phonological sensitivity, orthographic precision, and vocabulary size of individual language learners and heritage speakers in establishing robust representations of newly acquired words.

1. *Glossos*: An online peer-reviewed journal, *Glossos* is a major vehicle for the dissemination of

developments in Slavic and Eurasian linguistics. *Glossos* is the first online, peer-reviewed journal

for this field available at no cost to any interested reader. *Glossos* concentrates on the languages and countries of Central Europe, Eastern Europe, and Central Eurasia. To date, *Glossos* has published 17 issues containing 102 articles. One of those articles—“Disembodied Teaching and Learning: Contributions from Speech Acts, Peircean Sign Theory and Multimodal Approaches to Embodied Cognition” (*Glossos*, Issue 15, Summer 2020)—was republished in the IFLE Newsletter, August 2020, vol. 6, issue 2. New issues will appear twice a year during the 2022- 2026 grant cycle.

## Basic features of SEELRC and its projects

The organization and activities of SEELRC have always been characterized by several bedrock features:

# Extensive collaboration with leading institutions, agencies, and associations.

As Table 3 reveals, SEELRC works closely with leading U.S. and international universities, especially those that are represented on the National Policy Committee (NPC). These institutions include Gardner-Webb University, Indiana University, North Carolina Central University, North Carolina A&T State University, University of North Carolina (Chapel Hill & Greensboro), the University of Arizona, the University of Maryland, DoD, and NSA. In addition to the participation of faculty members from these universities on SEELRC’s committees and project teams, these universities have also served as testing grounds for materials developed by SEELRC. SEELRC has established strategic partnerships with other organizations and institutions to conduct research and to assist in the development and dissemination of its instructional and testing materials.

SEELRC began working closely with MSIs in previous grant cycles (NCCU, NC A&T, Bennett College, and UA), and continue to deepen our interactions. Three of these universities are on our NPC (NCCU, NC A&T, UA). One of our NPC members will be working with the Thurgood

Marshall College Fund (TMCF) beginning in the summer of 2022 (a non-profit membership organization that represents 42 HBCUs, 3 Predominantly Black Institutions, 1 Community College, and 1 Private Historically Black Institute). SEELRC’s collaborations with our colleagues and programs across these MSIs has been extremely productive, resulting in a series of professional development/teacher training projects (see pp. 13-14, 22-23).

|  |
| --- |
| Table 3: SEELRC COLLABORATIONS |
| *U.S. government agencies & contractors* | * Department of Defense (DoD)
* National Security Agency (NSA)
* National Cryptologic School
* Interagency Language Roundtable (ILR)
* NASA Johnson Space Center Language Education Center/TechTrans Int’l (NASA/TTI)
 |
| *Minority-serving institutions* | * North Carolina Central University (NCCU) [MSI/HBCU]
* North Carolina A&T State University (NC A&T) [MSI/HBCU]
* University of Arizona (UA) [MSI/Hispanic-Serving Institution]
* Thurgood Marshall College Fund (TMCF), a non-profit representing publicly supported HBCUs
 |
| *Other universities* | * Gardner-Webb University (GWU)
* Indiana University (IU): Slavic Dept.; Russian & East European Institute (REEI), a Title VI NRC; and the Center for Languages of the Central Asian Region (CeLCAR), a Title VI LRC
* North Carolina State University (NCSU): Dept. of Foreign Languages & Literatures
* University of Arizona (UA): Slavic Dept. & Program in Second Language Acquisition & Teaching (SLAT)
* University of Tartu, Estonia
* University of Maryland (UMd): Graduate Program in Second Language Acquisition, Language Science Center
* University of North Carolina at Chapel Hill (UNC-CH): NSEP Russian Flagship Program
* University of North Carolina at Greensboro (UNCG)
 |
| *K-12 schools* | * District of Columbia Public Schools (World Languages Content & Curriculum)
* Durham, NC Public Schools
* Lexington High School, Lexington, SC
* Enloe High School, Raleigh, NC
* Matryoshka RTP, Durham, NC
* Russian School, Alpharetta, GA
* Wonder World School, Norcross, GA
 |
| * NFLC (Nat’l Foreign Lang. Ctr)
* ACTFL (Amer. Council on the Teaching of Foreign Langs)
* ACTR (Amer. Council of Teachers of Russian)
* AATSEEL (Amer. Assoc. of Teachers of Slavic & EE Langs)
* ASEEES (Assoc. for Slavic, East European, & Eurasian Studies)

*Professional associations:*  NASILP (Nat’l Assoc. of Self-Instructional Lang. Programs)* NCOLCTL (Nat’l Council of Less Commonly Taught Langs)
* LSA (Ling. Society of America)
* SLS (Slavic Linguistics Society)
* SCLA (Slavic Cognitive Ling. Society)
* CARTA (Central Assoc. for Russian Teachers of America)
 |

SEELRC’s collaborations with NFLC, ILR, NCOLCTL, ACTFL, ACTR, ASEEES, AATSEEL, CARTA, IU, UNC Flagship, and UMD are of central importance in assisting SEELRC in identifying and working with K-12 and university language instructors who participate in the Center’s programs and activities. SEELRC has also used conferences held by these organizations to publicize SEELRC and its programs and to disseminate the instructional and testing materials we have developed.

SEELRC’s collaboration with leading academic specialists can be found in the major research project conducted by SEELRC and the University of Maryland, including: (1) *Linguistic correlates of proficiency at the intermediate to advanced proficiency levels, (2) Vocabulary Acquisition by Adult Learners and Heritage Speakers of Russian: Cognitive Mechanisms and Pedagogical Applications, (3) Heritage Georgian project .* SEELRC works with the Duke Institute for Brain Sciences and the Duke Center for Cognitive Neuroscience conducting structural and functional MRI research focusing on high proficiency bilingualism and its role in building cognitive brain reserve. These projects are described in detail on pp. 11, 16-18.

SEELRC has also agreed to collaborate with the Russian and East European Institute (REEI) at Indiana University on a series of initiatives: (1) to support a new initiative for professional development of in-service K-12 teachers of Russian language, viz. the AATSEEL K- 12 Teaching Excellence Program (AK12TEP); (2) to provide support for CEFR proficiency testing of Russian learners during the IU Summer Language Workshop; (3) to develop web-based exercises with diagnostics based on primary Slavic and Turkic language materials at the advanced level/CEFR B2; and (4) to continue our collaboration sponsoring the Olympiada of Spoken Russian for Russian learners in high schools in the Southeast.

SEELRC works closely on projects with other units at Duke, especially the Program in Education regarding our programs for K-12 students and teachers and the Office of Assessment. SEELRC also works closely with several government agencies on projects of mutual interest. SEELRC’s collaboration with DoD and NSA dates to its inception in 1999. Several specialists from DoD, NSA, and NASA serve on SEELRC’s National Policy Committee. SEELRC collaborations with NSA include ScribeZone—an interactive multi-media language learning technology originally developed at NSA (see p. 5).

* + 1. **Promoting Equity in Student Access to Educational Resources and Opportunities (*Competitive Preference Priority*)**

SEELRC collaborates with several MSIs and other institutions that focus on issues relating to (1) minorities, underrepresented communities, and language-based discrimination, (2) linguistic diversity in education, (3) multilingualism, immigration, and identities, (4) indigenous and endangered languages; and (4) expanding diversity across L2 learners in Slavic and Eurasian languages”

## Duke University, NCCU, NC A&T joint initiatives from 2018-22 continuing into 2022-26:

During 2018-2022 SEELRC collaborated with the School of Education (SOE) at North Carolina Central University (NCCU) and North Carolina Agricultural and Technical State University (NC A&T) College of Education (COE) on a series of new initiatives:

* *Linguistic Issues in Fragile Communities:* A report by the Thurgood Marshall College Fund’s Center for Advancing Opportunity defines fragile communities as those facing barriers to opportunity including high levels of poverty, low-performing schools, inequities in law enforcement and limited economic mobility. This broad subject can provide a number of subtopics that affect or involve the community’s lexicon (i.e. code switching, borrowing, language transfer,

etc.). A series of speakers, panel discussions, workshops, etc. were held during 2018-2022 and additional events designed around this subject will be held in 2022-2026 (see pp. 13-14, 25).

* *Future Teachers:* SEELRC, the Duke Program in Education, the NCCU SOE, and NC A&T COE have worked together and will continue to work with NC and Durham Public Schools to create a program that is less prescriptive than the traditional Teacher Cadet program. The ultimate goal is to introduce high school students to the education profession and this program seeks to do so by addressing the specific needs of the Durham community.
* *Professional Learning Community & Education Resources:* Through the creation of a professional learning community (PLC), we have worked collaboratively to create new resources and improve existing resources that enhance teaching skills and improve the academic performance of students. The PLC initiative enables us to learn from one another and examine what influences student achievement.

## New Duke-NCCU-NC A&T joint initiatives for 2022-26:

* *Social Emotional Learning/Culturally Responsive Teaching Professional Development:* In collaboration with NCCU, SEELRC will sponsor a series of interactive training sessions for elementary and secondary teachers offered during the school year and as a summer workshop that will provide participants with practical culturally-relevant strategies to assist students through the COVID-19 pandemic and beyond. For a fuller description, see p. 15.
* *Addressing the Needs of Marginalized and Fragile Communities through Equity, Access, and Advocacy*. SEELRC, in collaboration with NC A&T’s Educator Preparation Department in the College of Education, will sponsor a series of professional development sessions to prepare pre- service teachers, faculty, community, and district partners to address inequities experienced by fragile and marginalized communities. Topics to be discussed in these sessions will include: (1) culturally responsive classroom management and positive behavioral support ; (2) culturally and

linguistically sustaining pedagogies; (3) responsive, collaborative and inclusive classroom settings; (4) the diversity of language and linguistics in P-12 classrooms; and (5) effective strategies for community and family engagement.

## University of Arizona (MSI/Hispanic-Serving Institution)

Since SEELRC was first established in 1999 it has worked closely with language faculty in the UA Slavic Department and its Program in Second Language Acquisition and Teaching (SLAT) in developing instructional/testing materials and providing opportunities for the professional development of UA graduate students through participation in SEELRC’s workshops and programs.

## District of Columbia Public Schools

In 2020-2021, SEELRC, in response to a request from the USDE, organized and hosted two different virtual series of faculty-student classroom interactions with DCPS Division of World Languages across 3 languages. Three Duke professors facilitated multiple interactive sessions with introductory-level DCPS language classes on a range of topics vital in the language classroom. Between the fall and spring semesters, Duke professors visited 10 DCPS classes. As a result, most participating DCPS students expressed increased confidence communicating in their language of study. Students also expressed a deeper understanding about the importance of learning another language and they gained confidence in their ability to take a foreign language in college. Participating DCPS teachers cited the virtual sessions as a wonderful professional development opportunity. SEELRC and DCPS faculty held a workshop at Duke in spring 2022 on new collaborations for the next grant cycle in Asian and Eurasian languages.

## Southeastern Regional K-12 Schools (including NC, SC, Georgia)

SEELRC has partnered with the NCCU SOE and the Durham, NC Public Schools (DPC) to organize workshops for DPS teachers on linguistic discrimination and implicit bias. In addition,

since 2013, SEELRC has played a central role in the introduction of Russian into the curriculum at Charles E. Jordan High School, a public high school in Durham, NC of 1791 students with 63% minority enrollment and 32% economically disadvantaged students. In the first year in which Russian was offered 70 students (19% minority) enrolled; during the 2017-18 academic year, 20 of 38 students (53%) enrolled in three levels of Russian instruction were minorities. Since then, our work has broadened into an effort to facilitate and encourage the teaching of Russian at public high schools in the Southeast region. As part of that effort, SEELRC sponsors the Olympiada of Spoken Russian, an annual competition for high school students of Russian, throughout the Southeast. (see p. 14).

## Mellon Sawyer Seminar Series: Language Discrimination in Fragile Communities

SEELRC collaborates with two other units at Duke to sponsor a seminar series on “Language Discrimination in Fragile Communities,” which is organized around four major themes: (1) Minorities, underrepresented communities and language-based discrimination, (2) Linguistic diversity in education, (3) Multilingualism, immigration and identities, and (4) Indigenous and endangered languages. Currently, there are 40 faculty fellows from 9 institutions across North Carolina. To date, this program has sponsored 21 lectures and panels by distinguished specialists from the U.S. and abroad.

# Employing leading specialists in guiding SEELRC’s programs and policies and in the actual conduct of those programs and projects.

SEELRC is distinctive in its management by and collaboration with internationally known language and linguistics specialists from leading universities across the U.S., specialists from interested government agencies, and education specialists involved in teacher training and K-12 education. The group of researchers and specialists that make up the SEELRC National Policy Committee (NPC) are (1) *university language and linguistics specialists:* **University of Maryland**

(Prof. Kira Gor, specialist in second language acquisition and heritage learning, and Prof. Maria Polinsky, linguistics, specialist in heritage learners and languages of the Caucasus), **Indiana University** (Prof. Ronald Feldstein, emeritus, Slavic Department and REEI); **University of Arizona** (Prof. Grace Fielder, SLAT Program [Second language acquisition & teaching], Slavic languages and literatures), and **Duke University** (Prof. Edna Andrews, Slavic & Eurasian Studies, Linguistics, Duke Institute for Brain Science); (2) *government language and assessment specialists* from **NSA** (Beth Mackey, language testing expert and recent chief program manager for language testing, specialist in second language acquisition; Dr. Bogdan Sagatov, former director of new hires critical languages cross-training, Ph.D. in Slavic Linguistics; Susan Sagatov, transcription specialist; and Dr. Troy Williams, Ph.D. in Slavic Linguistics, language specialist); **NASA/TTI** (Dr. Anthony Vanchu, Ph.D. in Slavic Linguistics); and (3) *university and K-12 assessment specialists* (Dr. Jennifer Hill, Director, **Duke Office of Assessment**; Prof. Megan Lyons (School of Education, **NCCU**), Prof. Gerrelyn Patterson (Chair, Dept. of Educator Preparation, **NC A&T**), Prof. Jan Riggsbee, **Duke Program in Education** (DPE), Head of *Teach House*; Prof. David Malone, Chair, DPE, specialist in educational assessment; and Prof. Cheresa Simpson (School of Education, **Gardner-Webb University**).

These specialists in applied and theoretical linguistics, curriculum, and assessment are involved in decision-making for SEELRC at all levels, including project selection, management, evaluation, teacher training workshops, conferences, and publications. Collaborations between these scholars are further enhanced by the existing strengths and resources available at their home institutions. Their affiliations with complementary Title VI centers and knowledge of federal programs ensure compliance with the Americans with Disabilities Act criteria, yielding immediate and unrestricted access to all SEELRC materials.

# Engaging in projects and activities that have a discernible and significant impact on language researchers, instructors, and learners

Through its projects, programs, and activities, SEELRC has had a substantial impact on the national community, especially Slavic and Eurasian language instructors and learners, as well as the larger national community as evidenced through the implementation and use of SEELRC products. See Table 7 on page 50. The articulated goals for SEELRC’s programs, projects, and activities are listed in Table 4:

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| **Table 4: GOALS FOR SEELRC PROGRAMS, PROJECTS & ACTIVITIES** |
| **Goal 1** | Improve availability and access to high-quality Slavic and Eurasian language *instructional and**testing materials* at the advanced and superior levels |
| **Goal 2** | Engage in *research projects* in second language acquisition, proficiency testing, heritage learners,and other topics relating to Slavic and Eurasian language, linguistics, pedagogy, and assessment |
| **Goal 3** | Improve access to high quality *professional development opportunities* for Slavic and Eurasianlanguage instructors |
| **Goal 4** | *Remove barriers to minority populations* in studying Slavic and Eurasian languages and cultures |

# Undertaking projects that utilize advanced computer technology for the development of readily accessible, interactive, multimedia, and multi-platform instructional and testing

**materials**

Developing instructional and testing materials that are readily available and accessible at no charge to all interested audiences—K-12 teachers and students, college and university instructors and students, MSIs, government agencies, etc. All SEELRC materials, as described in Table 2, are web-accessible and are available to the U.S. educational community at no cost. These materials are disseminated through the extensive network of professional collaborative relationships established by SEELRC, as described in Table 1. SEELRC continues to be committed to meeting accessibility standards for disabled individuals as required by Section 508 of the Rehabilitation Act of 1973 in all of its materials and projects. In publishing these materials online and conducting its various activities and programs, SEELRC, through Duke University, has unlimited access to high-bandwidth network capabilities; video, web, and database servers;

advanced teleconferencing facilities; advanced technological equipment and staff, laboratories, and technology-enhanced classrooms.

## Objectives of SEELRC

SEELRC engages in a wide range of research, training, and materials development activities designed for maximum national impact in meeting the needs of Slavic and Eurasian language instructors and learners. In order to serve as a national resource and enhance the national capacity to teach and **learn the languages of Eurasia, Central Asia, Eastern and Central Europe, and the post-Soviet states**, SEELRC has undertaken and will continue to provide extensive teacher training, instructional technology development, development of authentic language and culture materials, and dissemination projects and activities. All SEELRC project teams and training and research initiatives meet the objectives listed in Table 5.

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| **Table 5: OBJECTIVES FOR SEELRC PROJECTS** |
| 1. **Assessing strategic needs of U.S. for Slavic and Eurasian (S&E) language instruction**
2. **Research projects in second language acquisition, proficiency testing, heritage learners**
3. **Improving availability & quality of S&E language & testing materials at advanced levels**
4. **Creating instructional materials for classroom & self-instruction**
5. **Improving quality of foreign language instruction & pedagogy**
6. **Creating proficiency-based acquisition & testing instruments for S&E languages & other LCTLs**
 | 1. **Improving technologies for use in foreign language classroom**
2. **Improving access to high quality professional development opportunities for S&E language instructors**
3. **Creating and maintaining a nationwide network for dialogue among S&E language instructors and learners**
4. **Removing barriers to minority populations in studying regional LCTLs**
5. **Creating effective mechanisms for disseminating results of research and development projects to foreign language community**
 |

## Management Plan

The programs, activities, and operations of SEELRC are supervised by a director, assisted by a National Policy Committee (NPC) drawn from nationally and internationally prominent specialists, including representation from government agencies and leading universities, who formulate policy and plan and carry out research and training programs for the Center. All

members of the NPC also play leadership or active roles on the project teams established to carry out the discrete projects undertaken by the Center. The individual specialists who serve as director and members of the NPC are discussed below.

# Director: Edna Andrews (Duke)

Edna Andrews is Professor of Linguistics & Cultural Anthropology, Nancy & Jeffrey Marcus Distinguished Professor, and Chair of the Linguistics Program at Duke. Andrews is a member of the DIBS and Center for Cognitive Neuroscience.

Andrews received her PhD from Indiana University. Her monographs are devoted to a range of topics, including neuroscience and multilingualism, cognitive brain reserve in musicianship and multilingualism, markedness theory, semantics and morphology, semiotic approaches to cognition, and Peircean sign theory. Select publications in bi/multilingualism and cognitive neurolinguistics include: *Neuroscience And Multilingualism* (monograph, Cambridge UP 2013), “Neurolinguistic Perspectives on Second Language Acquisition” (2007), “Language and Brain: Recasting Meaning in the Definition of Human Language” (2011), “ Multilingualism and fMRI: Longitudinal Study of Second Language Acquisition” (2013), “Cognitive Neuroscience and Multilingualism” (2018), “Multilingual Listening and Reading: An fMRI study of Spanish/English bilinguals” (2019), “Effects of Lifelong Musicianship on White Matter Integrity and Cognitive Brain Reserve” (2021), and three forthcoming articles in structural and functional MRI analyses of bi/multilingualism and comparative analysis of lifelong bilingualism and musicianship. Andrews is the editor (with S. Kiran) of and contributing author to the *Cambridge Handbook on Language and Brain* (to appear 2023, Cambridge UP).

Prof. Andrews has won multiple Duke teaching awards, including the Richard K. Lublin Award and the University Teacher/Scholar Award.

# National Policy Committee

* **Gerrelyn Patterson** (NC A&T)**Maria Polinsky** (U. of Maryland)
* **Jan Riggsbee** (Prog. in Educ., Duke)
* **Bogdan Sagatov** (DoD)
* **Susan Sagatov** (DoD)
* **Cheresa Simpson** (Gardner-Webb U.)
* **Anthony Vanchu** (NASA/TTI)
* **Troy Williams** (DoD)
* **Ronald Feldstein** (Indiana U.)
* **Grace Fielder** (U. of Arizona)
* **Kira Gor** (U. of Maryland)
* **Jennifer Hill** (Office of Assessment, Duke)
* **Megan Lyons** (NCCU)
* **Beth Mackey** (DoD)
* **David Malone (**Prog. in Educ., Duke)
* **Michael Newcity** (Lin/SES, Duke)

Biographical sketches of the members of the NPC are included in the appendices. Duties of the NPC include participating (in person or virtual) in biannual meetings with accompanying workshops or conferences at SEELRC (including the Summer Institute and Winter Forum), participating in at least one, usually 2-3 project teams, overseeing and regularly evaluating the effectiveness and success of the project teams. NPC members also facilitate dissemination of materials nationwide; provide additional test fields for the new materials, tests, and technologies that are developed; oversee peer review of materials; approve curriculum and personnel for workshops and institutes; determine SEELRC dissemination priorities; and select participants in SEELRC programs and projects. SEELRC has brought together one of the most vibrant and talented group of scholars, who are also applied linguists and language specialists, in the United States. The NPC includes specialists in over 15 LCTLs, as well as proficiency-testing specialists representing the major proficiency testing organizations.

# Administrative support

Through cooperation and sharing of resources with the Center for Slavic, Eurasian, and East European Studies (CSEEES) and the Duke Department of Slavic and Eurasian Studies, SEELRC has been able to achieve significant economies and efficiencies in the creation of its administrative staff. The Duke administration has also made a significant commitment of funds to support the administration and operation of the Center. The administrative coordination of the

Center’s operations is performed by two staff members, only one of whom is partially supported by SEELRC. All other salaries are paid by CSEEES or Duke.

# Collaboration with other university units

In planning and implementing its various programs and activities, SEELRC frequently collaborates with a wide variety of units within Duke. SEELRC’s most important strategic partnership is with CSEEES. CSEEES has frequently collaborated with SEELRC in planning programs and activities and has shared facilities, staff, and administrative resources with SEELRC. In addition, as described above (see, e.g., pages 15, 22-23, 34). SEELRC works closely with the Duke Program in Education on a variety of programs and activities.

In applying computer- and Internet-based technologies to the development and dissemination of language instructional and testing materials, SEELRC works closely with other university offices including the Title VI NRCs at Duke and UNC, the Center for Instructional Technology, the Office for Information Technology and Technological Support, as well as the Office of Assessment and the Arts & Sciences Faculty Assessment Committee.

## Accessibility of SEELRC Programs, Products, and Activities

SEELRC is an information and service center for all language instructors and learners regardless of race, ethnicity, gender, ability, and age. Most of our services, programs, and projects are available online to all who have access to the Internet in such a way as to make equal access a reality. In particular, we target K-16 and Minority-Serving Institutions with information regarding our workshops, Summer Institutes, instructional and testing materials, and other programs and activities. SEELRC is committed to aggressively ensuring that information and data developed by SEELRC will be fully accessible and useable by individuals with disabilities as required by Section 508 of the Rehabilitation Act. In this connection, SEELRC currently employs or will employ several online accessibility testing tools, including EvalAccess and WAVE, to ensure that we meet

Section 508 accessibility standards. SEELRC is also developing its materials so that they will be compatible with JAWS and other similar screen reading software so that our computer-based materials will be accessible to visually impaired and learning disabled users.

## Schedule of Implementation

Information about the schedule of implementation for SEELRC programs and activities is contained in each of the project descriptions and in the Plan of Operations.

# Quality of Key Personnel

Biographical information for the key personnel (Director, NPC members, key staff) is included as an appendix. As this biographical information clearly illustrates, the individuals who participate in SEELRC’s activities are uniformly highly-accomplished specialists in a variety of relevant disciplines from leading universities across the United States. The Director and members of the National Policy Committee, who represent a majority of the individuals involved in implementing SEELRC’s programs and activities, draw upon nationally-recognized leaders in languages and linguistics, and in the implementation of technology in language pedagogy.

## Center Director

The Director of SEELRC, Prof. Edna Andrews, is an outstanding researcher in the field of Slavic and general linguistics, neurolinguistics and multilingualism, and has a proven track record of success in directing the SEELRC since 1999. She has served as a member of the Duke University Arts & Sciences Faculty Assessment Committee. Prof. Andrews is highly visible nationally and internationally through her publications, public lectures and service on departmental and program reviews at Ph.D.-granting institutions. Refer to page 29 and the Appendix for specific details. One hundred percent of the Director’s time is devoted to research, teaching, and administration in Slavic and Eurasian languages, linguistics and neurolinguistics. Given the

symbiotic relationship of teaching and research, at least 50% of the Director’s time will be devoted to issues relating to the administration, research development, and operation of SEELRC.

## National Policy Committee

The NPC consists of the Director and 15 internationally-respected specialists from leading

U.S. universities (GWU, Indiana U., NCCU, NC A&T, UA, UMD), the DoD, NSA, and NASA. Members of the NPC include scholars and experts from a broad range of linguistic paradigms and language groups that include and transcend the Slavic and Eurasian field. The NPC also includes 2 faculty from the Duke Program in Education as consultants in outreach work with K-12 schools and academic assessment. An independent specialist from the Duke Office of Assessment is involved in all aspects of assessment and evaluation of SEELRC projects and activities.

SEELRC’s NPC was the first of its kind in that the NPC, in conjunction with the center director, participates in all decision-making at all levels. This style of management guarantees a level of quality of output and peer review that is unattainable in other models. Involving leading linguists from these other universities insures that the results of research carried out by SEELRC’s project teams and the materials developed and published are immediately disseminated to the relevant departments and programs in their home universities and government agencies.

## Equal Opportunity

Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual’s age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community

feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values. All positions related to SEELRC will follow these equal opportunity policies with special attempts made to recruit applicants from minority-serving institutions (K-16, including 2 and 4 yr. colleges and community colleges).

# Budget and Cost Effectiveness

Duke University has made impressive, generous commitments of funds and other resources to support the work of SEELRC. In addition to generous commitment of funds for staff salaries and administrative expenses the university also provides support in the form of space and computer technical support. In addition—as described on page 31—SEELRC cooperates and shares resources with CSEEES, permitting a more efficient administrative operation.

All of the infrastructure—professional, technological, and administrative—necessary for the efficient and cost-effective operation of a Language Resource Center is already in place. SEELRC has functioned as an LRC since 1999; its director, NPC, and staff are highly experienced and knowledgeable. The administrative expenses included in our proposed budget are modest.

More specific information about SEELRC’s proposed budget and its cost-effectiveness can be found in the attached Detailed Line Item Budget and Budget Narrative. See also section V (Adequacy of Resources).

# Evaluation Plan

## 2018-2022 Assessment Activities

SEELRC has demonstrated full compliance with the commitments made in previous LRC grants. During the 2018-2022 quadrennium, SEELRC launched key assessment and evaluation activities and routinized effective systems of program components consistent with the requirements and spirit of GPRA. The SEELRC assessment team leaders include Dr. Jennifer Hill,

Director of the Duke Office of Assessment; Prof. David Malone (Chair, Duke Program in Education), long-term chair of the Duke Arts & Sciences Faculty Assessment Committee and the University Curriculum Committee; and Prof. Edna Andrews, Director of SEELRC and Chair of the Linguistics Program.

SEELRC has had great success in meeting and surpassing its project goals. The evaluation system for the current grant cycle includes project goals and performance measurements that are quantifiable, specific, and that have concrete baselines and achievable targets. SEELRC, in conjunction with USDE, formulated a series of project goals and performance measures to accompany them to provide empirical evidence of SEELRC’s success in achieving those goals.

A summary of achievement of goals for years 1-3 include the following: (1) Unique users: 53, 849; (2) Conference and workshop presentations based on research funded by SEELRC: 60;

(3) Proficiency testing of language learners across all levels: 75; (4) Professional development opportunities/institutes and workshops: 11; (5) Collaborations with MSIs and K-12: 14. Table 7 (see p. 50) expands on these data and aggregates indicators for the current grant cycle (Years 1-3, 2018-2021; the data for Year 4 is in progress) and demonstrates that SEELRC has far surpassed the agreed-upon baseline targets for each performance measure.

Program personnel and the Duke Assessment Office work with Duke OIT and Google Analytics to mine available usage metrics to increase the impact of all SEELRC materials and programs. All SEELRC materials undergo a rigorous peer review process, including published research initiatives and all language materials developed and disseminated in web format. Likewise, the center’s online journal, *Glossos,* is also a peer-reviewed journal that seeks to publish important contributions to current research in second language acquisition and proficiency, as well

as publications consisting of instructional and testing materials for Slavic and Eurasian LTCLs at multiple proficiency levels.

In addition to these long-term measures, we implemented a range of project measures that are specific to each individual project in order to evaluate the success of that project. These measures have enabled SEELRC to make informed decisions about the modification and continuation of each of our projects. The evaluative instruments and processes of the evaluation plan were designed in close consultation with an independent project evaluator and with the SEELRC’s Policy Committee. In implementing evaluation plans, SEELRC has worked collaboratively with other major U.S. universities, government agencies, and national NRCs devoted to Slavic and Eurasian regions.

For example, the correlates of proficiency research project developed eight tasks gauging both explicit and implicit knowledge of Russian language. The preliminary results comparing the performance of second language learners and native speakers of Russian promoted a new understanding of the differences between native and nonnative processing of inflectional morphology in lexical access. The research team has evaluated all the obtained results and presented the findings in a format that will inform pedagogical practices.

The Summer Institute is yet another illustration of effective assessment and program evaluation. With its broad and diverse participant and alumni population, the Summer Institute is well situated to introduce innovative courses, websites, and interactive multimedia tools to the US instructional community. Many alumni attribute new jobs, grants, publications and scholarly presentations to the increased expertise and networking opportunities afforded them by the Summer Institute.

## New Assessment Activities for 2022-2026 Grant Cycle

SEELRC will implement the new performance indicators for LRCs for the 2022-2026 grant cycle. In order to collect data for these performance indicators, SEELRC will develop a survey instrument to assess the extent to which our customers judge our projects and activities to be successful. In addition, SEELRC will establish an independent expert review panel of leading specialists who will be asked to evaluate the quality, usefulness, and relevance of SEELRC’s products, projects, and activities.

* *Website metadata:* SEELRC will monitor and report website metadata to understand who accesses project materials, and whether we continue to meet our objectives to improve the availability and quality of Slavic and Eurasian language and testing materials at advanced levels; improve access to high quality professional development opportunities for Slavic and Eurasian language instructors; and remove barriers to minority populations in studying regional LCTLs. For example, the website metadata will be analyzed to determine which users are accessing the SEELRC websites from computers at MSIs.
* *Surveys:* Website analytics provide helpful benchmark data, but alone they do not fully illustrate the user experience. To evaluate the utility and success of project materials, the SEELRC website includes very brief, voluntary, anonymous pop-up surveys to evaluate the user interface: its scope, effectiveness, and design. This body of evidence will help us evaluate whether we are improving availability and quality of Slavic and Eurasian language instructional and testing materials at advanced levels; creating instructional materials for classroom and self-instruction; and improving quality of foreign language instruction and pedagogy.
* *Proficiency standards and testing* will continue to be a focal point of SEELRC projects during the next quadrennium. SEELRC will continue to research and conduct empirically valid comparisons of the results of language proficiency testing across different scales and systems used

by the university community and Department of Defense (including ACTFL, ILR, CEFR/TRKI). Proficiency testing designers and specialists will continue to lead seminars to explore the different goals and styles of academic and government language proficiency testing. SEELRC will monitor the quantity, quality, and accessibility of *testing results* and *publications*, *Faculty training* in CEFR/TRKI will also continue, and benchmark data continue to be aggregated. *Research projects* will continue as planned, studying diverse elements of language learning. These research projects are listed in Table 2 on page 4. During the 2022-2026 quadrennium, SEELRC will sponsor the development of teaching materials for a variety of new languages from this region, beginning with Armenian, Estonian, Kyrgyz, Chechen, and Turkmen. We will continue to develop advanced language learning materials for Hindi, Polish, Russian, Georgian, and Ukrainian. Like other components of the SEELRC project, these materials will be web-based, interactive, widely accessible, and will include diagnostics and learning objects. All curriculum development, as well as learning and assessment tasks, are developed by affiliated faculty and undergo rigorous peer review. Given our emphasis on language instruction in underserved communities, the survey also will address the development of participants’ knowledge of language issues in these populations and their knowledge and use of appropriate pedagogies and methodologies.

* *Experiential learning* (or field experience) is considered a high impact practice by national consensus. Students participating in the NASA/TTI internship (see p. 14) will experience the unique conditions under which Russian is taught to astronauts whose job requirements necessitate the acquisition of Russian at a level that allows for professional proficiency. Given that the learning experience is highly individuated, a structured interview (conducted via web conference) will explore language learning in an authentic professional context. Because critical reflection, self- regulation, and metacognitive development are essential outcomes of experiential education, the

intern will be required to maintain a self-reflective journal, which articulates his or her expectations for learning, barriers to language learning, and perceived successes. The journal will be evaluated periodically by the intern’s PI/mentor. Coupled with language proficiency testing, these measures will help evaluate the utility of experiential learning as an effective pedagogy in LCTLs.

* *User feedback:* Through the creation of a professional learning community (PLC): faculty at NCCU and Duke will work collaboratively to create new resources and improve existing resources that enhance teaching skills and improve the academic performance of students. Minutes and summary notes of PLC sessions will provide benchmark data on the number and content of group meetings and their associated outcomes. SEELRC will survey faculty participants to estimate the speed with which new teaching resources are developed or revised, to evaluate the perceived quality of these products, and to judge whether and to what degree new/revised teaching resources are being implemented in LCTL classes. For example, once a canon of new teaching materials is developed in ScribeZone, they will deploy them in one or two teams within the course. Students’ proficiency outcomes in the experimental segments of the course will be compared to controls. We will survey students and faculty at the end of the term about their perceptions of their own learning gains and their confidence in and disposition toward language learning. We intend to facilitate a PLC member focus group at mid-point of the experience and again near the end post with focuses on mission, goals, and outcomes.

During the next grant cycle, participants in the Summer Institute and other workshops and programs will be asked to complete pre-program and post-program surveys that will address expectations and experiences in the program, self-reported learning gains, dispositions to language instruction (e.g., confidence), and likely future actions based on the learning experience.

With respect to the ScribeZone project (see p. 5), we will develop a diagnostic back-end for each module to determine if users adequately complete the exercises.

For both the *Linguistic Issues in Fragile Communities* program*,* conducted in collaboration with NCCU (see pp. 13, 23-25), and the *TeachHouse* project (see p. 15), the plan for program evaluation includes monitoring attendance at events, especially repeat attendance, and recording or otherwise making note of the key themes of the discussion. At the end of each academic year, program personnel will send a brief survey questionnaire to event participants to examine self- perceptions of their understanding of key themes, whether and to what degree the dialogue contributed to their intellectual development and professional networks.

The goal of *Future Teachers* (see p. 23), a collaborative endeavor between NCCU and the Durham Public Schools, is to introduce high school students to the education profession and this program would seek to do so by addressing the specific needs of the Durham Community. SEELRC intends to survey student teachers from NCCU and Duke to investigate possible changes in students’ understanding of and dispositions toward the teaching profession. Depending on the survey findings, program personnel may follow with focus groups and/or structured interviews to explore key themes more thoroughly. We will also track the number of high school students enrolled in Slavic & Eurasian language courses and provide additional support for teachers and students by developing web-based materials and programming that will improve proficiency outcomes.

Given the substantial expertise among SEELRC personnel and the strong institutional foundation in assessment and program evaluation, these strategies are not only relevant and practical, but they also are likely to result in actionable evidence to guide future practice.

## Support and Expertise

To achieve these goals, SEELRC is working with Duke professionals to develop systematic evaluation plans. At Duke, SEELRC will implement its evaluation program in collaboration with an independent project evaluator, Dr. Jennifer Hill, Director of the Duke Office of Assessment. Prof. David Malone, faculty chair of the Arts & Sciences Faculty Assessment Committee (5 years) and the Curriculum Committee, will also be a non-paid, independent consultant for evaluation and assessment. Their personnel profiles are in the attached appendix. The function of the Office of Assessment is to assist university programs and departments with assessment of student learning outcomes and grant related assessment. Dr. Hill will be involved from the beginning of the grant cycle assisting SEELRC in defining and refining its grant objectives, developing appropriate measures and benchmarks to determine progress, and advising on the collection and analysis of evaluation data. Dr. Hill and the Office of Assessment will also provide technical support and advice in the design of measuring instruments (such as on-line surveys and focus groups) to be used in the assessment of our programs and activities and will furnish independent, impartial, and professional assessment advice to SEELRC.

All data obtained through the evaluation plan will be analyzed and reviewed with the Assessment Office and the NPC on an annual basis. Based on the results of the analysis, SEELRC will implement changes going forward in 4 categories: project development, teacher training, proficiency testing and standards, and research outcomes.

# Adequacy of Resources

Duke makes available to SEELRC an extensive array of materials, resources, and capabilities essential to meeting its objectives. As noted above (see p. 34), SEELRC also shares resources with CSEEES. CSEEES offers support and collaboration to SEELRC, in all relevant areas relating to Slavic and Eurasian studies. The fact that CSEEES and SEELRC are in proximity

to each other physically and involve key personnel who are active in both operations further deepens the national impact of SEELRC. Cooperation and collaboration between the two centers dramatically enhances the network for dissemination of information and materials produced at SEELRC. It also maximizes the cost-effectiveness of each dollar spent for materials development, technologies, teacher training, equipment, space, and administrative support at SEELRC.

The Duke administration has committed adequate space, facilities, and computer equipment for SEELRC’s activities. Existing computer equipment that will be used for SEELRC’s activities include computers, scanners, and software. The Duke Office of Instructional Technology is a full partner in development, programming, and hardware support for SEELRC web-based projects. Other material resources available at Duke for use in SEELRC’s work include a cluster of computers dedicated to projects, 5 servers dedicated to SEELRC, a new server dedicated to the ScribeZone project, additional access to the Duke streaming video server, new teleconferencing facilities and instructional technologies, extensive audio and video technology in the on-site language laboratories, one of the most extensive collection of films from Eastern Europe and the post-Soviet states in existence in the U.S., rapid access to the Internet through university maintained connections, extensive on-site library resources, and digitizing support for all media.

Duke has an abundance of human and academic resources that are central to SEELRC’s activities and will provide test fields for all materials developed under the LRC grant. Duke is an established leader in promoting the teaching of Slavic and Eurasian languages and engaging in a wide range of related training, research, development of authentic materials, and dissemination activities. Duke’s College of Arts & Sciences offers many technology grants per year to faculty and staff for course enhancement, “flipping” of courses, and online module development.

## Language Instructional Program

Each year students at Duke can choose from among approximately 80 language courses relating to the Slavic, Eurasian, and East European languages. As shown in Table 6, instruction is offered in 14 Slavic and Eurasian languages.

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| **Table 6: SLAVIC AND EURASIAN LANGUAGE INSTRUCTION** |
| **Language** | **Highest Level of Instruction Available** |
| Czech | 3 years, academic year study abroad |
| Hindi | 4 years |
| Hungarian | on demand |
| Macedonian | on demand |
| Old Church Slavonic | 1 semester on demand |
| Persian | 2-3 years |
| Polish | 3 years |
| Russian | 5 years plus specialized courses in semiotics, linguistics, law, and scientific language |
| Bosnian/Croatian/Serbian | 3 years |
| Slovak | on demand |
| Slovene | on demand |
| Turkish | 3 years, intensive |
| Ukrainian | 1 year intensive |
| Uzbek | on demand |
| Under an inter-institutional agreement, Duke students may also take classes for Duke credit at UNC (Chapel Hill,Greensboro), NCSU and NCCU. |

There are intensive and enhanced tracks offered for beginning Russian, B/C/S, Romanian, Czech, Polish, and Hungarian. Duke/UNC, collectively, have 24 (full and part-time) faculty teaching Slavic and Eurasian language classes, and total enrollments per year for Slavic and Eurasian language and culture classes at Duke exceed 600. In first year language courses, there are 5 contact hours per week; in 2nd-5th year language courses, there are 3 contact hours per week with 90 minute conversation courses. Additional exposure is available for credit or in other academic settings. The Duke summer program requires a minimum of 120 contact hours in addition to no fewer than 20 hours of cultural events and excursions required beyond the classroom. Students

participating in the academic year program often study with Russian studies “in discipline” (including chemistry, physics, mathematics, history, philology, languages).

# Need and Potential Impact

## The Need for SEELRC

The languages that serve as the focal point of SEELRC’s activities represent languages spoken in 34 countries by approximately 1.7 billion people. According to *Ethnologue*, the resource dedicated to cataloging the world’s more than 7,000 living languages, Russian is the eighth most- used language in the world, with 258 million speakers.7 It is a gateway language to other Slavic languages such as Ukrainian. Turkish (the 17th most-spoken language) serves as a gateway language to the languages and cultures of the important Central Asia region (Kazakh, Kyrgyz, etc.). These languages are spoken in four geopolitically important regions of the world: Europe, Russia, the Middle East, and Central Asia. Many of the languages and cultures of the former USSR, Eastern Europe, and Eurasia are rarely, sometimes never, taught at many U.S. colleges and universities. According to the MLA, in fall 2016, 20,353 students at U.S. colleges and universities were enrolled in Russian language classes; the numbers for other Slavic languages, however, were dramatically lower.8 While enrollments in Russian language classes at U.S. universities have grown in recent years, less than half of one percent of the secondary schools in America offers Russian language instruction.9

The competing forces of globalization and multiculturalism expose the need for a deep and nuanced understanding of how languages and cultures interact. Given the current international

7 htt[ps://www.ethnologue.com](http://www.ethnologue.com/guides/ethnologue200)/gui[des/ethnologue200.](http://www.ethnologue.com/guides/ethnologue200)

8 MLA Language Enrollment Database, at https://apps.mla.org/flsurvey\_search.

9 Nancy C. Rhodes & Ingrid Pufahl, *Foreign Language Teaching in U.S. Schools* (Washington, DC: Center for Applied Linguistics, 2010), p. 35.

pressures that result from increased economic and political interdependence across national boundaries against a backdrop of ethnic conflicts and independence movements, it is clear that questions of national identity and multilingualism will be defining issues in the 21st century; this seems to be especially true for the regions and languages under the purview of SEELRC. For example, the greatest linguistic diversity in the world today is found in those regions extending across Central and Eastern Europe, and Central Eurasia. SEELRC consistently implements scholarly discoveries in linguistic phenomena to strategically design templates in order to produce more precise descriptions of languages, and enhance the development and efficacy of pedagogical tools. In this way, SEELRC maximizes the efficiency of its efforts, achieving a multiplier effect because every project creates structures that can be extended to the teaching and learning of many languages simultaneously.

# To assist in improving our national capacity to meet strategic U.S. needs in teaching and learning the LCTLs of Eurasia (including Central and Eastern Europe, the post-Soviet states, India, Pakistan, and Afghanistan), SEELRC:

* *Develops critical language skills in LCTLs***—**SEELRC targets languages in a critical world region, developing specifically those language skills (grammar, lexicon, listening comprehension, speaking, reading, writing, translation) that are of national need both now and in the future. SEELRC languages are rarely or never taught at most U.S. institutions of higher learning. Without SEELRC, the U.S. capacity in these languages will be endangered. SEELRC acknowledges and builds upon the talents of heritage speakers, as well as L2 learners.
* *Strengthens teaching capabilities in foreign languages and cultures through teacher training in K-16*—Through its Summer Institutes, SEELRC trains a cadre of language teaching professionals, providing the most comprehensive and advanced career development venue

available for the languages of our world region. Participants report that the training received from SEELRC has helped them get jobs, launch new courses, and increase enrollments. SEELRC- trained instructors will impact their students and faculty at the K-12 and college levels. Dr. Catherine O’Neil of the University of Denver notes “The SEELRC program is a unique resource that taps into the most vital needs of universities in the U.S. now. It is the only one that helps Slavic instructors keep up to date with their colleagues in other language areas in technology issues. It is essential support for scholarly research and pedagogy alike.”

* *Develops and provides instructional materials and technological tools*—The development and dissemination of technologically-advanced instructional materials constitutes the core of SEELRC’s mission. SEELRC equips both teaches and learners with the finest combination of advanced interactivity and scholarly accuracy in its online language and culture materials, grammatical dictionaries, reference grammars, grammatical exercises, and teaching materials at the advanced level at no cost. SEELRC, in conjunction with its partners, also develops new platforms and web tools for delivery of materials (e.g., ScribeZone).
* *Engages federal, state and local government in solutions*—SEELRC has consistently engaged faculty and students from MSIs at the K-16 level. Our NPC and project teams include representatives of federal government and security agencies. SEELRC is at the vanguard of nurturing and expanding U.S. expertise in languages of a critical world area, engaging scholars, teachers, and public officials in advancing its mission.

SEELRC is organized to address some of the most pressing needs for the study of Slavic and Eurasian languages with its research programs. In order to achieve our objectives of developing authentic, language-based materials in Slavic and Eurasian languages, as well as to maximize technological advancements for dissemination, distance learning, it is imperative to

explore questions of language acquisition, bilingualism, language policy, language typologies, language structure, language change, and identifying current needs of both instructors and learners. The SEELRC NPC is uniquely positioned to provide robust answers to these questions.

The need for proficiency-based testing materials for these languages is critical. Any close evaluation of the currently available materials in Slavic and Eurasian languages demonstrates a lack of appropriate testing materials, particularly at the advanced level. SEELRC has identified the materials currently available (see Webliographies, page 10) and continues to develop new kinds of testing instruments and to improve existing measurements. SEELRC works closely with specialists in testing within DoD, ILR, and ACTFL and also sponsors certification workshops for Russian proficiency testing training of faculty (see p. 12).

SEELRC uses technologies that produce interactive, authentic materials from a variety of media that are fully accessible to all users (in compliance with Section 508 standards for accessibility by disabled users). One of the sources for such interactive materials will be sound bites and film excerpts that will not only be used for viewing and comprehension, but will serve as the basis for a battery of questions and discussion in the target language. The proficiency standards and testing project team will focus on developing testing and language materials for Hindi, Chechen, Azeri/Azerbaijani, Georgian, Persian, and others.

Sustained focus on a single broadly-defined region can produce an appreciable effect, allowing for greater accountability in the production of needed technologies and materials and the use of funds. The achievement of results, the description of these results, and their evaluation are enhanced given the organization structure and foci of the project teams in Slavic and Eurasian languages.

Ours is a coherent, concrete plan to pull together the combined strengths of Slavic and Eurasian university and governmental language teaching across the entire U.S. Our aims are to support the professional development of university, K-12, and government language teachers, provide better teaching and testing materials, strengthen proficiency-based performance and measurement, develop new technologies and deepen existing ones in order to effectively disseminate these materials and data bases nationwide.

## National Impact of SEELRC Projects

By virtue of its organization, SEELRC will continue to have an immediate and substantial impact on the teaching and learning of Slavic and Eurasian languages throughout the entire United States. The members of the NPC, as well as its research and material development teams, include the most prominent scholars in the United States today. The NPC is directly involved in all activities undertaken by SEELRC, while their universities and organizations will serve as testing grounds and dissemination points for the research and materials developed by the Center. The topics and scheduling for the workshops and outreach programs are selected based on distribution of enrollments in Slavic and Eurasian languages. Additionally, consistent with its role as a *national* language resource center, SEELRC remains open to the added involvement of interested K-12 and post-secondary faculty working in related fields.

A focus on K-12 language teachers in our training programs SEELRC ensures that it is able to reach a large percentage of the instructors who offer elementary and secondary level Slavic and Eurasian LCTLs in the U.S. In addition, Duke University and the adjacent Research Triangle are host to other Title VI centers for foreign language, area, and international studies. These centers form an on-site network with far-reaching contacts in the broader national world languages community—a network that will assist SEELRC in reaching language specialists within and beyond our regions. Finally, and very importantly, SEELRC is active with other Language

Resource Centers in publicizing the activities and products of each of the LRCs; by collectively disseminating information about these activities and products we multiply their impact.

All of SEELRC’s committee and team members are active in the leading professional organizations for Slavic and Eurasian language, linguistics, area studies and government agencies, including AATSEEL, ASEEES, ACTR, LSA, and ILR. These contacts and networks will insure that the work done by SEELRC will reach virtually all of the instructors and learners of SEELRC languages in the United States.

SEELRC utilizes the dissemination opportunities offered by more broadly defined language organizations and government agencies (especially ILR, ACTFL, LEARN conferences) to insure that the results of SEELRC research and development projects can be used to further the status of resources and research for other languages. Through their deep and long-term involvement in key national language organizations, the SEELRC project faculty facilitate the impact of SEELRC projects and services throughout the broader language community.

# Likelihood of Achieving Results

As explained in SEELRC’s Plan of Operation, SEELRC is organized to insure maximum interaction between committees and project teams, and direct involvement of key administrators in all SEELRC activities. The NPC meets biannually to review and evaluate the work of the various project teams. As stated in the Evaluation Plan, SEELRC operations emphasize mechanisms for obtaining and using ongoing feedback from the language community, as well as from individual project participants and colleagues at their universities. As described in the *Plan of Operation*, all materials developed are consistent with current understandings of proficiency and technology, but are also moving forward in creating more efficient approaches to the teaching and learning of languages.

SEELRC has a stellar track record in the production and implementation of new materials at the advanced level in its regional LCTLs. All materials undergo rigorous peer review at the developmental and final stages of production. Measurements of success are monitored through impact at national K-12, colleges and universities, and proficiency testing results of users..

# Description of Final Form of Results

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| Table 7: IMPACT OF SELECT SEELRC PRODUCTS, YEARS 1-3 (2018-2021) |
| **Website Products** |
| **Product** | **Services Provided** | **Impact** |
| *seelrc.org* | Central hub for all SEELRCproducts and services. Guides users to the products they need. | SEELRC websites combined: 53,849 unique users |
| *ScribeZone* | Instructional tool that teaches language through transcription for multi-language and civilian use | Modules for 13 languages, total of 76 activities |
| *Instructional & testing materials* | New, updated, or revised publications online of instructional and testing materials for Slavic and Eurasian languages at multipleproficiency levels | 1,555 publications |
| *Webliographies* | Curated list of links to free internal and external resources for 31 languages. | 9,600 page views. Most visited languages are BCS, Russian, Polish, Hindi, and Ukrainian. |
| *Russian Grammatical Dictionary* | ~21,000 headwords with audio files of native speakers for all forms. | ~1,500 page views |
| *Albanian-English Online Dictionary* | Free online version of out-of-print Oxford dictionary. | ~1,500 page views |
| *Comparative Reference Grammars* | Original grammars for 15 languages, plus supplements andexercises. | 1,465 page views |
| *Russian Language and Culture Through Film* | 22 Russian films with multiple- choice and discussion questions. | Used by over 25 K-12, universities, and government agencies. 122 video clips, 50 comprehension activities, exercises, 40 discussiontopics, 460+ computer-graded and narrative exercises |
| **Workshops & Teacher Training** |
| **Event** | **Services Provided** | **Impact** |
| *Summer Institute in Language Technologies* | Teacher training in language technologies, methods, theory &practice involving NLPC and others. | 146 participants, 43 universities, 16schools, 12 government orgs, 11non-government orgs, 61 presentations |
| *CEFR proficiency testing certification* | Teacher training in proficiency testing during intensive seminar. | ~30 faculty certified in CEFR. |
| *Workshops & speakers on linguistic issues in fragile communities* | Events related to linguistic issues for those facing barriers toopportunity | 21 events |
| *Collaborations with MSIs and K-12 public schools* | Collaborate with MSIs and K-12 public schools and other partners to | 14 events |

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| --- | --- | --- |
|  | conduct workshops, seminars, conferences, and other programs |  |
| *Olympiada of Spoken Russian* | A competition to test oral proficiency in Russian of highschool students | 72 high school students from 6 schools in 3 states, at 5 differentlevels of proficiency |
| **Research Initiatives** |
| **Topic** | **Impact** |
| *Scholarly publications based on research funded by SEELRC* | 18 articles in scholarly journals, 5 book chapters, 1 book, 9 scholarly conference presentations |
| *GLOSSOS E-Journal, Online peer- reviewed journal in Slavic &**Eurasian linguistics* | 2,050 page views, 4 issues, 20 articles |
| *Conference & workshop presentations based on research**projects funded by SEELRC* | 60 presentations |
| *Source: Google Analytics for 2018-21* |

Table 7 summarizes the specific SEELRC research, materials, programs, and other activities that are covered by this application and **the broad national impact this work has had and will continue to have**.

# Priorities

SEELRC meets the priorities of the current LRC/Title VI grant competition:

* *Absolute Priority*—*Specific Foreign Languages for Study or Materials Development.*

SEELRC’s projects, programs, and activities focus exclusively on modern foreign languages and

cultures other than French, German, and Spanish.

* *Competitive Preference Priority 2—Promoting Equity in Student Access to Educational Resources and Opportunities.* As described above in detail (see Table 2 (page 4) and pages 23- 26), SEELRC is involved in an extensive series of collaborations with Historically Black Colleges and Universities and Minority-Serving Institutions (NCCU, NC A&T, UA).