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# Center for Integrated Language Communities, CILC | City University of New York Table of Contents

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# Plan of Operation

The mission of the Center for Integrated Language Communities (CILC) is helping American students develop the translingual and transcultural competence they need to navigate between their communities and the ones they aim to engage with in their post-college lives. For this grant cycle, CILC has the overall goal of improving the nation’s capacity for teaching and learning of languages through research, material development, and professional development activities designed to promote equity in student access to educational opportunities.

Over the past generation, the U.S. has undergone a sea of change in how it views so- called “native” and “heritage” languages other than English: **Multilingualism** has started to move from suspicious to desirable, from a problem to a resource. For instance, the past two decades have seen impressive growth in heritage language research and programming, in “additive” rather than “subtractive” pedagogies, and in the teaching of locally-spoken but less- commonly taught languages—all ways to better develop the multilingualism that the nation increasingly values.

And yet, while some parts of the U.S. educational system reflect the full impact of this paradigm shift, others have yet to be adequately transformed, in part because of a widespread assumption that *all* types of learners benefit from the kind of curriculum and pedagogical practices designed for monolingual learners who are part of ethnic majority groups, and who are not socioeconomically disadvantaged.

The minority student profile differs from non-minority with respect to academic success and factors that impact academic success: Black and Hispanic students have the highest drop-out rates in the U.S.1 Research shows that these students are more likely to attend high-poverty

1 The condition of education 2015. (2015). *National Center for Education Statistics: Institute of Education Sciences, 144*. https://nces.ed.gov/pubs2015/2015144.pdf.

schools,2 and these schools often have a less rigorous curriculum, lower expectations, and fewer resources.3 Furthermore, minority students are more likely to experience poverty themselves— 39% of Black and 33% of Latino students live in poverty.4 Studies have shown that children in poverty, on average, have fewer experiences outside of school that correlate with school success, and, as a result, they develop academic skills slower than their more affluent counterparts.5

However, as Aikens and Barbarin (2008) point out,6 it is possible for formal education to overcome the disadvantages of poverty. Many studies have shown that the impact of students’ school experiences is greater than the impact of the home environment on student academic achievement. Thus, the academic success of children from more affluent families is, in large part, a result of them attending schools that have more resources and more highly-trained teachers.7

For these reasons, academic institutions with a high percentage of minority students have a crucial role to play. As pointed out on the U.S. Department of Interior website,8 MSIs, which are unique in their missions and day-to-day operations, strive to support the development of “the social and educational skills needed to overcome racial discrimination and limited economic opportunities.” Language programs within MSIs share in this educational goal, and to achieve it, need access to specially-designed pedagogical practices and materials.

2 Status and trends in the education of racial and ethnic minorities. (2007). *National Center for Education Statistics.*

[http://nces.ed.gov/pubs2007/minoritytrends/.](http://nces.ed.gov/pubs2007/minoritytrends/)

3 Azzam, A.M. (2008). Neglecting higher achievers. *Educational Leadership, 66*, 90–92. Retrieved from [http://www.ascd.org/publications/educational-leadership.](http://www.ascd.org/publications/educational-leadership)

4 Children in poverty (100 percent poverty) in the United States 2010–2019. (n.d.) The Annie E. Casey Foundation Kids Count Data Center. https://datacenter.kidscount.org/data/tables/43-children-in-poverty-100-percent- poverty#detailed/1/any/false/1729,37,871,870,573,869,36,868,867,133/any/321,322.

5 Buckingham, J., Wheldall, K., & Beaman-Wheldall, R. (2013). Why poor children are more likely to become poor readers: The school years. *Australian Journal of Education, 57*, 190–213; Morgan, P. L., Farkas, G., Hillemeier, M. M., & Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology, 37*, 401–413.

6 Aikens, N. L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology, 100*, 235–251.

7 Pribesh, S., Gavigan, K., & Dickinson, G. (2011). The access gap: Poverty and characteristics of school library media centers. *The Library Quarterly, 81*(2), 143–160.

8 Minority serving institutions program. (n.d.). *U.S. Department of the Interior: Office of Civil Rights*.

https://[www.doi.gov/pmb/eeo/doi-minority-serving-institutions-program.](http://www.doi.gov/pmb/eeo/doi-minority-serving-institutions-program)

The concept that minority populations are better served by curricular and pedagogical approaches tailored to their talents and needs is not new. At least two literacy-oriented educational movements, developed outside the U.S. for language-arts classes and that intended to serve the literacy needs of minorities have been successfully adopted in U.S. foreign and heritage educational contexts: the genre-based and multiliteracies movements.9 Ironically, the handful of language programs in the U.S. that have implemented these successful approaches are found in schools that enroll very few minority students.10

If these educational movements have proven so successful with minority students being schooled in the majority language, and if their adaptation to L2 and heritage contexts in the U.S. has been equally successful, why haven’t more programs across the U.S.—particularly CCs and MSIs whose students could greatly benefit from them—adopted such approaches en masse? A key reason is that implementing a literacy-based curriculum requires access to (1) a sustainable model for faculty training, including for part-time instructors who might enter and exit programs regularly; and (2) materials typically not found in commercially available textbooks. Frequently, however, such training and material development activities are a rare luxury for many CCs and MSIs, a fact that CILC plans to address head-on during this grant cycle.

CILC is situated in an ideal context to advance this work: It is housed at the Graduate Center of the City University of New York (CUNY). Of the 241,080 students enrolled in CUNY

9 Kalantzis, M. (2009). “Multiliteracies”: New literacies, new learning. *Pedagogies: An International Journal: Multiliteracies*, 164–195. Both movements proposed text-based, critical work. Genre-based puts a heavier emphasis on making evident to learners the discourse and language patterns that target linguistic communities employ when composing texts. The Multiliteracies movement, while also focusing on target literacy patterns, emphasizes the recognition and integration of literacy practices of minority students to this process.

10 Two notable examples are Georgetown, which adopted a genre-based model for its L2 German program, and Harvard, which has used a multiliteracies approach in its Spanish heritage courses; see the Georgetown University’s Department of German curriculum at https://german.georgetown.edu/undergraduate/curriculum/# and Parra, M.L., Otero, A., Flores, R., & Lavallée, M. (2018). Designing a comprehensive curriculum for advanced Spanish HLLs’ literacy skills. In G.C Zapata, & M. Lacorte, (Eds.), *Multiliteracies pedagogy and language learning: Teaching Spanish to heritage speakers* (pp. 27–67). Palgrave Macmillan.

colleges, 91,715 (38%) are enrolled in one of the eight CCs, of which seven are designated MSIs; and 149,365 are in one of the 10 senior colleges, all of which are designated MSIs. Both CUNY CC and senior colleges are minority majority: In the CUNY CCs, Hispanics make up 38.1%, Blacks 29.2%, Asians/Pacific Islanders 17.0%, and Whites 15.3%, and in the senior colleges, Hispanics make up 27.8%, Asians/Pacific Islanders 24.4%, Blacks 24.1%, and Whites 23.5%.11 Overall, 60.5% of students are in the first generation in their family to graduate college.12

CUNY is also home to extraordinary language diversity. CUNY students report speaking 158 different languages, ranging from Achinese to Zulu.13 Furthermore, 38.6% of the student population report a first language other than English, making CUNY the perfect laboratory for developing, piloting, and researching educational practices that promote the educational success of minority students.14

Additionally, CILC benefits from the scholarly, pedagogical, cultural, and administrative expertise that CUNY’s faculty brings to bear. The Center lives within CUNY’s **Institute for Language Education in Transcultural Context** (ILETC), a decade-old, university-wide institute that is housed at the Graduate Center in Manhattan, and which has established itself as a valuable hub for coordination and collaboration among language researchers and educators at the various CUNY campuses. Under the leadership of Dr. Alberta Gatti, who has ample experience

11 In contrast, on a national level, CCs have the following demographics: White 45%, Hispanic 25%, Black 13%, and Asian 7% (AACC fast facts 2021. (2021). *American Association of Community Colleges*. https://[www.aacc.nche.edu/research-trends/fast-](http://www.aacc.nche.edu/research-trends/fast-) facts/.)

12 A profile of undergraduates at CUNY senior and community colleges: Fall 2019. (2020). *CUNY Office of Institutional Research and Assessment*. https://[www.cuny.edu/wp-content/uploads/sites/4/page-](http://www.cuny.edu/wp-content/uploads/sites/4/page-) assets/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/ug\_student\_profile\_f19.pdf.

13 CUNY Office of Institutional Research and Assessment, personal communication, March 8, 2022.

14 A profile of undergraduates at CUNY senior and community colleges: Fall 2019. (2020). *CUNY Office of Institutional Research and Assessment*. https://[www.cuny.edu/wp-content/uploads/sites/4/page-](http://www.cuny.edu/wp-content/uploads/sites/4/page-) assets/about/administration/offices/oira/institutional/data/current-student-data-book-by-subject/ug\_student\_profile\_f19.pdf.

administering and bringing to successful completion complex, grant-funded projects, ILETC and CILC will work in partnership to serve both CUNY and the nation.

CILC seeks funds to help bridge minorities’ educational gap through research, material development, and professional development activities specifically designed for classrooms with diverse student populations. CILC will do this by conducting projects designed on the basis of three areas of need:

1. the need for research-informed, pilot-proven training on **pedagogical practices** that both leverage the knowledge and skills and address the needs of diverse groups of students;
2. the need for research-based, high-quality, user-friendly **materials and assessments** that can be integrated into existing syllabi and that are effective when used with diverse student populations in addition to majority student populations; and

# the need to align foreign and heritage language learning objectives with General Education literacy goals.

The projects that address these needs are:

* The creation and piloting of modules to train instructors on how to integrate literacy- oriented tasks into existing foreign and heritage language courses under the *Training Modules for Text-based Language Teaching* project;
* The development and piloting of literacy-oriented materials for elementary and intermediate L2 and heritage language courses under the *Repository for Text-based Language Learning Tasks* project;
* The dissemination of new knowledge on how literacy-oriented language teaching benefits L2 and heritage language learners (HLL) enrolled in CCs and MSIs, under the *Researching the Effects of Text-based Tasks on Language Learning* project;
* The research-based development and piloting of materials and strategies that leverage the unique profile of HLLs enrolled in interpreting courses under a fourth project called *Heritage Interpreting*; and
* The hosting of a national Forum for discussion on literacy-oriented curricula and General Education goals at CCs and MSIs, with the *Forum on Literacy* project.

All the projects will be piloted at CCs and four-year MSIs and include dissemination activities at a national level. The CILC Director, Assistant Director, and an administrative assistant will be in charge of the oversight and administration of all four projects. An Instructional Designer will complete this core team, overseeing design for all projects.

# Project 1 | Training Modules for Text-based Language Teaching | Need and Overview

The “communicative” turn in language education 30 years ago led to an—at the time— much-needed prioritization of communicative competence in most elementary- and intermediate- level language courses in the U.S. This turn prioritized development of oral interactional skills in generic contexts, typically with a focus on the standard variety of the target language, and using materials that require little cognitive effort from learners.15

While communicative approaches are well-suited to quickly boost language proficiency and build up interpersonal communication skills, the fact remains that these approaches, at least in the way they are laid out in textbooks, (1) do little to support an integrated development of learners’ abilities—including development of cognitive and intercultural competences—and (2) have limited impact on proficiency development beyond the Intermediate level.16

15 For a discussion of these issues see Byrnes, H. (2006). Introduction to Perspectives. *The Modern Language Journal*, *90*(2), 244–246. <http://www.jstor.org/stable/3876873> and Byrnes, H. (2006). Introduction to Perspectives. *The Modern Language Journal*, *90*(4), 574–576. [http://www.jstor.org/stable/4127044.](http://www.jstor.org/stable/4127044)

16 In this proposal, “proficiency” is used as defined within the ACTFL Proficiency Standards, 2012.

More than 20 years ago, researchers and practitioners started to suggest a move toward a literacy-oriented curriculum. Such curricula would include language use from a variety of social groups and would push learners to work on cognitively demanding tasks that align better with the type of work performed at all levels of schooling. Those who supported this view argued that changing the focus toward literacy would not only benefit learners but also could help programs by (1) dismantling curricular silos (language/literature), (2) helping to align programmatic goals with General Education goals, and (3) promoting program growth (if not survival).

Recently, in the 50th Anniversary Special Issue of the *Foreign Language Annals*, author Kate Paesani renewed the call toward the kind of literacy-oriented, integrative approach that the World-Readiness Standards supports17—what Paesani labels a “textual-turn” in language education.18

Responding to this call, and realizing the importance of text-based approaches to help minority students develop the skills they need for academic and post-academic success, CILC will create state-of-the art, practical training modules for foreign and heritage language instructors on how to integrate text-based literacy tasks into existing curricula.19 The modules will be piloted in Arabic, Japanese, Italian, Russian, and Spanish, 20 in both L2 and heritage classes at CUNY CCs and four-year MSIs. This project will be co-coordinated by CILC’s Director and two text-based pedagogy experts (a development team), assisted by two consultants,

17 ACTFL. (n.d.). *Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards*. https://actfl.org/sites/default/files/pd/2021/Engaging%20Our%20Learners%20-

%20Lessons%20Learned%20While%20Teaching%20Japanese.pdf.

18 Paesani, K. (2018). Researching literacies and textual thinking in collegiate foreign language programs: Reflections and recommendations. *Foreign Language Annals*, *51*(1), 129–139.

19 We don’t support models that propose to replace communicative approaches with texts-based ones. We think these models have proven impractical. Additionally, we strongly support development of communicative competence side-by-side literacy development.

20 These languages are part of what makes our proposal meet the competition’s Absolute Priority: Activities with a significant focus on the teaching and learning of modern foreign languages other than French, German, and Spanish.

a dedicated research assistant (R.A.), and by the Instructional Designer. Project 1 will be developed through the following phases:

# Project 1, Training Modules | Phase 1, Development of training modules and survey

In fall and spring of **Year 1**, the development team will design five training modules: (1) how to create literacy learning objectives, which incorporate critical thinking plus linguistic and sociocultural development, and can be aligned with General Education goals); (2) how to select level-appropriate authentic texts using proficiency typology techniques that align with the ACTFL Proficiency Guidelines;21 (3) how to identify linguistic, discursive, and sociocultural patterns in texts of a specific genre; (4) how to scaffold learners’ work with texts, from text analysis, to co-construction, to independent construction; and (5) how to integrate the newly created task into an existing syllabus. The modules will be designed to be deployed in either synchronous or asynchronous modalities, and to be used all together or separately depending on the needs of individual instructors.

Additionally, the team will create an evaluation survey that will be used to assess the training modules after the pilot, which will take place in Phase 2 (more details below).

# Project 1, Training Modules | Phase 2, Piloting of training modules

During summer of **Year 1**, the development team will pilot the modules with selected instructors who have already committed to working with CILC on this project. This Instructor Pilot team22—includes language coordinators, full- and part-time instructors, and graduate students from two CCs and three four-year schools, all MSIs, in the five languages comprised in the project. The training will include both large-group and language-specific, small-group activities. Trainees will complete the evaluation survey.

21 ACTFL. (2012). ACTFL proficiency guidelines. https://[www.actfl.org/resources/actfl-proficiency-guidelines-2012.](http://www.actfl.org/resources/actfl-proficiency-guidelines-2012)

22 All committed instructors are named in section 2 of this proposal, Quality of Key Personnel.

# Project 1, Training Modules | Phase 3, Revision of training modules

In **Year 2,** the *Training Modules* team will evaluate the effectiveness of the modules using the survey responses and the team’s own observations, and update the modules.

# Project 1, Training Modules | Phase 4, Dissemination activities

In summer of **Year 2** and in **Years 3** and **4,** CILC will offer the training nationally. For this activity, CILC will conduct targeted recruitment with instructors teaching at CCs and MSIs. During **Years 3** and **4,** the members of the *Training Modules* team will prepare a self-paced, online version of the modules which will be published on the CILC website.

# Project 2 | Repository for Text-based Language Learning Tasks | Need and Overview

The texts in most elementary and intermediate textbooks are not authentic, but rather are created ad-hoc, and used for either practicing the chapter’s vocabulary and structures or for presenting socio-cultural topics related the target linguistic communities/countries (i.e., housing, food, etc.). This “reading to learn” approach, using decontextualized texts, precludes students from learning how to interact with the socio-cultural and linguistic patterns used by target linguistic communities.23

CILC will create an initial set of text-based tasks and assessments for elementary and intermediate L2 and heritage language education, as well as a repository to house them. The tasks will use proficiency-appropriate, authentic, contextualized texts, and will train learners on how to interact with such texts while discovering linguistic, discursive, and sociocultural features used by the target communities. The tasks will be preceded by a guide detailing how to integrate text-based tasks into existing syllabi and on how to develop similar materials.

23 Results from an ad hoc survey we conducted in February 2022 with 19 instructors teaching elementary and intermediate L2 and heritage language courses in 7 languages (Arabic, Chinese, French, Italian, Japanese, Portuguese, and Spanish) from four CCs (Borough of Manhattan, Bronx, LaGuardia, and Queensborough Community College) and four four-year MSIs (College of Staten Island, John Jay College of Criminal Justice, Lehman College and City College of Technology) support this argument.

This project will be co-coordinated by CILC’s Director and Assistant Director, assisted by one R.A. and by the Instructional Designer. The Instructor Pilot team, trained during the pilot phase of Project 1, will create the first set of materials to be published in the Repository. The project will be developed through the following phases:

# Project 2, Repository | Phase 1, Creation of dedicated website

In fall and spring of **Year 1**, the Project’s R.A., guided by the project co-coordinators and the Instructional Designer, will create the online Repository.

# Project 2, Repository | Phase 2, Create and pilot first set of tasks

In summer of **Year 1**, the Instructor Pilot team who received training under Project 1, will create a first set of text-based tasks and assessments for Arabic, Italian, Japanese, Russian, and Spanish for both L2 and heritage-language learners. Tasks and assessments will be piloted in **Year 2** at either a CUNY CC of 4-year MSI campus and improved in consultation with the two coordinators.

# Project 2, Repository | Phase 3, Dissemination activities

In spring of **Year 2**, the project’s coordinators and R.A. will publish the first set of tasks and assessments, along with guidelines. In summer of **Year 3** and **Year 4**, new materials resulting from workshops offered under Project 1 (*Training Modules*, Phase 4), will be also published. Additionally, faculty from the Instructor Pilot team will mentor other instructors from around the U.S. interested in integrating text-based tasks into their existing courses.

# Project 3 | Researching the Effects of Text-based Tasks on Language Learning | Need and Overview

Research on the effects of text-based pedagogies with college-level learners has been conducted on homogeneous student populations (mostly ethnic majorities but also more affluent

students). Probably the most-cited is Norris and Pfeiffer (2003).24 This longitudinal proficiency study, conducted on students enrolled at a private, Research 1 university with a low percentage of minority students, showed that proficiency levels for learners engaged in text-based curriculum consistently surpass the levels previously documented in Swender et al.’s 2003 publication.25 This was true at every benchmark of the program, even when oral proficiency was tested, despite the program’s writing focus. Effects of text-based pedagogies with students who attend MSIs or/and CCs received little attention, even though this population of students could profoundly benefit from a literacy-development approach to language learning.

CILC will generate and disseminate new knowledge on the effects of such approaches to development. The research design will include experimental and control groups, and collect quantitative data (e.g., writing proficiency measures using tools similar to the ACTFL Writing Proficiency Test, the WPT) and qualitative data of learner experiences. This project will be coordinated by CILC’s Assistant Director who will be assisted by one RA. Data will be collected following the plan below:

# Project 3, Researching | Phase 1, Design research

In **Year 1**, CILC’s Assistant Director and an R.A. will finalize the research design by selecting and developing the instruments and planning the data collection strategies. Selection of the experimental and control groups will be finalized. We already have (1) a preliminary commitment from the John Jay College of Criminal Justice, a four-year MSI (see letter of support from the Chairperson of the Modern Languages and Literatures Department), and

24 Norris, J., & Pfeiffer, P. (2003). Exploring the uses and usefulness of ACTFL oral proficiency ratings and standards in college foreign language departments. *Foreign Language Annals, 36*(4), 572–581.

25 Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals, 36*(4), 520–526.

LaGuardia Community College, a two-year MSI (see letter of support from the Provost), to carry out the study on their students (see letter of support, and (2) have created the IRB application.

# Project 3, Researching | Phase 2, Collect data

In **Year 2**, the team will collect data in both experimental and control courses.

# Project 3, Researching | Phase 3, Analyze and disseminate data

In **Year 3**, data will be cleaned, coded, and analyzed. Dissemination activities will start in **Year 3** as well, with preliminary results presented at conferences, and continue in **Year 4** with conference presentations, a report that will be published on the CILC website, and the preparation of a manuscript for publication.

# Project 4 | Heritage Interpreting | Need and Overview

For the past two decades, dozens of new translation and interpreting programs have been implemented around the U.S. This growing interest reflects both market trends in increasingly multilingual and interconnected societies and the need to capitalize on the linguistic assets of bilingual students. The U.S. Borough of Labor Statistics predicts that the employment of translators will grow 24% from 2020 to 2030.26 This increased need is the result of globalization on an international level and a more diverse U.S. population on the national level.

There is no known information about the exact profile of students in translation and interpretation programs, but anecdotally, instructors report that heritage speakers make up a significant portion of the students enrolled in translation/interpretation programs. Nevertheless, the methods employed to train these learners do not address their specific needs, and do not

26 Interpreters and translators. (2021). *U.S. Bureau of Labor Statistics Occupational outlook handbook.* https://[www.bls.gov/ooh/media-and-communication/interpreters-and-](http://www.bls.gov/ooh/media-and-communication/interpreters-and-) translators.htm#:~:text=Employment%20of%20interpreters%20and%20translators,on%20average%2C%20over%20the%20deca de.

capitalize on the value that heritage speakers can bring to the profession due to their ability to go through fast-tracked training, their cultural insights, and their personal experience as child language brokers. Rather, methods have traditionally focused on L2 learners. These misaligned methods are likely the reason that heritage speakers are not usually the most successful students in these classes,27 and why many heritage speakers feel that these courses do not meet their needs.28

To further understand the specific needs of heritage speakers in training as interpreters— the area with larger demand—and to meet their needs and talents, Project 4 will conduct research, then develop and evaluate materials for the teaching of interpreting for HLLs. The insights gained and materials created through this project will be shared through the CILC website and in workshops. The main research will be conducted on Spanish heritage Speakers, but guidelines for heritage interpreting in general will be also developed and published. Two experts in the field will co-coordinate the project, assisted by an R.A. and the Instructional Designer. The project will be conducted through the following steps:

# Project 4, Heritage Interpreting | Phase 1, Research design

In **Year 1**, the team will design a longitudinal experiment with the goal of mapping learners’ evolution during the completion of the first semester of the interpreting certificate, with a specific focus on identifying areas in which HLLs display strengths and areas where additional training is required. The team will develop the data collection tools which will include both qualitative (e.g., student narratives) and quantitative (e.g., language proficiency, age of acquisition, daily language use, etc.) information and establish the data collection protocols.

27 Takeda, K. (2010). What interpreting teachers can learn from students: A case study. *Translation & Interpreting*, *2*(1), 38–47.

28 Hubert, M. (2016). Teaching translation to foreign-language majors. In L. Venuti (Ed.), *Teaching translation: Programs, courses, pedagogies* (pp. 55–62). Routledge.

# Project 4, Heritage Interpreting | Phase 2, Data collection and analysis

In fall of **Year 2**, using the instruments developed in Phase 1, the team will collect data at MSI John Jay College of Criminal Justice (see letter of support from the Chairperson of the Modern Languages and Literatures Department), and analyze the results.

# Project 4, Heritage Interpreting | Phase 3, Material development and pilot

In **Year 3** and based on results from Phase 2, the team will create materials for an introductory course of English-Spanish interpreting that are specifically tailored to the strengths and needs of heritage interpreters. The materials will be piloted in selected introductory courses at the same MSI campus, and outcomes will be compared to those of selected control courses that will be using traditional materials. Student performance data will be gathered in both groups, including, but not limited to, midterm and final grades and student satisfaction surveys. Results will be analyzed in order to document to what degree the new pedagogical approach to interpreting training yields better results for HLLs.

# Project 4, Heritage Interpreting | Phase 4, Dissemination

In **Year 4**, the team will conduct two dissemination activities. They will produce a report on best practices for teaching interpreting to heritage speakers, including a practical module with materials in English that could be implemented for teaching translation of less-commonly taught languages. The report will be published on CILC’s website. Additionally, the team will offer workshops to help instructors integrate the materials developed and piloted during Phase 3.

# Project 5 | Forum on Literacy | Need and Overview

As presented previously in this Plan of Operation, practitioners, researchers, and advocates have been arguing for a textual turn to language education for some time. Some of the iconic publications on this issue are Richard Kern’s 2000 book *Literacy and Language*

*Teaching*,29 Janet Swaffar and Katherine Arens’ 2005 book *Remapping the Foreign Language Curriculum*,30 the 2006 Perspectives section of the *Modern Language Journal* edited by Heidi Byrnes,31 and the 2007 MLA report “Foreign Languages and Higher Education: New Structures for a Changed World.”32 Two repeated arguments in favor of this turn are that text-based work will strengthen the academic rigor of the language curriculum and, with this, will align the goals of language development courses (lower-level sequences) with General Education goals.

Absent from these authors’ otherwise persuasive arguments, in part due to fact that they are writing within the context of a four-year, non MSI, is that these types of pedagogies support literacy development, and as such are critical for contexts enrolling learners who typically lag behind their peers in the mastery of “standard” literacies. The needs of learners at CCs and MSIs are routinely left out of the discussion, something pointed out by Sharon Fechter in her 2010 white paper (see Dr. Fechter’s letter of support to this proposal).33

To that end, CILC will create, host, and facilitate a Forum for discussion on the role of literacy development in foreign and heritage language courses within the context of CCs and MSIs. The project will be coordinated by a team that includes one CC professor, one four-year MSI professor, an R.A., and the two CILC Directors—who have successfully organized these types of events in the past. As with past events, CILC will invite instructors and graduate students to volunteer their time to the organization of the Forum.

29 Kern, R. (2000). *Literacy and language teaching*. Oxford: Oxford UP.

30 Swaffar, J. K., & Arens, K. M. (2005). *Remapping the foreign language curriculum: An approach through multiple literacies*. New York: Modern Language Association of America.

31 Byrnes, H. (2006). Introduction to Perspectives. *The Modern Language Journal*, *90*(2), 244–246. <http://www.jstor.org/stable/3876873> and Byrnes, H. (2006). Introduction to Perspectives. *The Modern Language Journal*, *90*(4), 574–576. [http://www.jstor.org/stable/4127044.](http://www.jstor.org/stable/4127044)

32 Foreign languages and higher education: New structures for a changed world. (2007). MLA Ad Hoc Committee on Foreign Languages. *Profession*, 234–45.

33 Fechter, S. (2010). The community college: Curricular changes for Spanish and Portuguese in a New Era. *Hispania, 93*(1), 76– 79.

The Forum will be both in-person at Bronx Community College (see letter of support from the Chairperson of the World Languages and Cultures Department) and virtual, for those who cannot travel to New York but wish to join the discussion. It will include panels on literacy as well as on the needs and talents of MSI and CC students enrolled in language courses, panels of instructors as well as student panels, and a series of working groups that will be tasked with discussing key topics related to literacy, language education, and academic success. The CILC team will compile the proceedings from the Forum and publish a report on the CILC site.

# Project 5, Forum on Literacy | Phase 1, Organization

In **Year 2,** the Forum coordinators and R.A. will meet to plan all aspects of the Forum (panels, invited experts, delivery, etc.).

# Project 5, Forum on Literacy | Phase 2, Forum

In **Year 3,** the Forum will take place on the historic Bronx Community College campus, and will be livestreamed for those who cannot travel.

# Project 5, Forum on Literacy | Phase 1, Dissemination

In **Year 4**, the team will prepare the proceedings and publish them on the CILC website.

# CILC Timeline

**Table 1** - Timeline | CILC Projects and Key Personnel by Year

**Year 1 (August 15, 2022 – August 14, 2023)**

**Key Personnel**

**Activities**

**Grant administration** Set up budget

Employee onboarding

Director

Assistant Director Administrative Assistant

|  |  |
| --- | --- |
| **Project 1** | Training Modules for Text-based Language Teaching | Develop training modules and survey Training Modules team  **(Phase 1)** Consultants (Arabic, Japanese & K-12) Instructional Designer  Training Modules Research Assistant |
| Pilot training modules **(Phase 2)** Training Modules team  Pilot Instructor Group  Consultants (Arabic, Japanese & K-12) Assistant Director  Instructional Designer  Training Modules Research Assistant |

**Project 2** | Repository for Text- based Language Learning Tasks

Create Website **(Phase 1)** Assistant Director Instructional Designer Repository Research Assistant

Create first set of tasks and assessments for Arabic, Japanese, Italian, Russian, and Spanish **(Phase 2)**

Pilot Instructors Training Modules team

Consultants (Arabic, Japanese & K-12) Repository Research Assistant

**Project 3** | Researching the Effects of Text-based Tasks on Language Learning

Finalize research design (**Phase 1**) Assistant Director

Research Assistant

**Project 4** | Heritage Interpreting Design longitudinal experiment

**(Phase 1)**

Interpreting team

**Interpreting** Research Assistant

|  |  |
| --- | --- |
| **Evaluation** Evaluate progress toward achievement Director  of goals for all projects Assistant Director CILC Evaluators | |
| **Year 2 (August 15, 2023 – August 14, 2024)** | |
| **Activities Key Personnel** | |
| **Project 1** | Training Modules for Text-based Language Teaching | Revise training modules **(Phase 3)** Training Modules team  Consultants (Arabic, Japanese & K-12) Assistant Director  Instructional Designer  Training Modules Research Assistant |
| Conduct workshop(s) **(Phase 4)** Training Modules team  Consultants (Arabic, Japanese & K-12) Training Modules Research Assistant |

**Project 2** | Repository for Text- based Language Learning Tasks

Pilot first set of tasks **(Phase 2)** Pilot Instructors

Repository Research Assistant

**Project 3 |** Researching the Effects of Text-based Tasks on Language Learning

Publish first set of tasks and assessments for Arabic, Japanese, Italian, Russian and Spanish **(Phase 3)** Collect data in both experimental and control groups for both Japanese and Spanish **(Phase 2)**

Project Coordinators Repository Research Assistant Instructional Designer Assistant Director

Research Assistant Experimental and Control Group Instructors

**Project 4** | Heritage Interpreting Collect data **(Phase 2)** Interpreting team

Interpreting Research Assistant Course instructors

**Project 5** | Forum on Literacy Organize Forum **(Phase 1)**

Forum team

Forum Research Assistant

**Evaluation** Evaluate progress toward achievement

of goals for all projects

Director

Assistant Director CILC Evaluators

|  |  |  |
| --- | --- | --- |
| **Year 3 (August 15, 2024 – August 14, 2025)** | | |
|  | **Activities** | **Key Personnel** |
| **Project 1** | Training Modules | Conduct workshop(s) **(Phase 4)** | Training Modules team |
| for Text-based Language |  | Consultants (Arabic, Japanese & K-12) |
| Teaching |  | Pilot Instructor Group |
|  |  | Training Modules Research Assistant |

**Project 2** | Repository for Text- based Language Learning

Publish tasks resulting from Project 1 workshops **(Phase 3)**

Project Coordinators Repository Research Assistant

Tasks Instructional Designer

Conduct mentorship activities **(Phase 3)**

Pilot Instructors Mentees

Repository Research Assistant

|  |
| --- |
| **Project 3** | Researching the Analyze data and disseminate Assistant Director Effects of Text-based Tasks on preliminary findings **(Phase 3)** Research Assistant Language Learning |

**Project 4** | Heritage Interpreting

Create materials based on research results **(Phase 3)**

Interpreting team

Interpreting Research Assistant

Pilot materials **(Phase 3)** Interpreting team

Interpreting Research Assistant Course Instructors

**Project 5** | Forum on Literacy Forum takes place **(Phase 2)**

Forum team

Forum Research Assistant Forum Participants

**Evaluation** Evaluate progress toward achievement of goals for all projects

Director Assistant Director CILC Evaluators

|  |  |
| --- | --- |
| **Year 4 (August 15, 2025 – August 14, 2026)** | |
| **Activities Key Personnel** | |
| **Project 1** | Training Modules for Text-based Language Teaching | Conduct workshop(s) **(Phase 4)** Training Modules team  Consultants (Arabic, Japanese, & K- 12)  Pilot Instructor Group  Research Assistant |
| Publish self-paced modules **(Phase 4)** Training Modules team  Consultants (Arabic, Japanese, & K- 12)  Assistant Director Instructional Designer Research Assistant |

**Project 2** | Repository for Text- based Language Learning

Publish tasks resulting from project’s 1 workshops **(Phase 3)**

Project Coordinators Repository Research Assistant

Tasks Instructional Designer

Conduct mentorship activities **(Phase 3)**

Pilot Instructor Group Mentees

Repository Research Assistant

**Project 3** | Researching the Disseminate results through conference Assistant Director Effects of Text-based Tasks on presentations and publishing of report Research Assistant Language Learning on CILC’s site **(Phase 3)**

**Project 4** | Heritage

Interpreting

Create and publish report **(Phase 4)** Interpreting team

Interpreting Research Assistant Conduct workshop(s) **(Phase 4)** Interpreting team

Interpreting Research Assistant

**Project 5** | Forum on Literacy Create and Publish Proceedings **(Phase** Forum team

**3)** Forum Research Assistant

**Evaluation** Evaluate progress toward achievement of goals for all projects

Director Assistant Director CILC Evaluators

Preparation of final report CILC Evaluators

# Equal Access and Treatment for Project Participants

The Office of Compliance and Diversity is responsible for administering the Graduate Center’s recruitment and equal opportunity policies and procedures ensuring compliance with

related laws, rules, and regulations dealing with human rights. This includes providing the Graduate Center community with training on search and hiring procedures, which support an inclusive work and learning environment and adhere to the principles of affirmative action, equal opportunity, and diversity. It is CUNY policy to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military, or veteran status.

# Quality of Key Personnel

In this section, an asterisk next to a name denotes affiliation with a four- or two-year MSI.

# Administrative/Core Team

CILC will be led by Director Dr. Alberta Gatti and Assistant Director Dr. Syelle Graves. The Director will devote 70% of her time to the project, assuming all executive responsibilities. The Assistant Director will devote 75% of her time commitment to CILC and will assist the Director with day-to-day management. Besides providing general direction, management, and overall support for CILC projects, the Directors will each coordinate at least one of the proposed projects. The CILC core team will also include an experienced Instructional Designer, Ms.

Valeria Belmonti, who will devote 5% of her time to assisting all projects within CILC with overall design and the online dissemination of materials. The three directors have worked together within the context of ILETC and complement each other in terms of qualifications, expertise, and administrative capabilities. Their detailed bios are below.

* 1. **Alberta Gatti\* (Program Director – 70%-time commitment)** is Associate Professor of Linguistics at the Graduate Center and the Director of ILETC, a research and resource center for language education at CUNY. She has years of experience in the administration of federal grants, administration of language resource centers, and evaluation of

programs. She is the Director of ILETC, a research and resource center for language education at CUNY. In this role, she works with language programs from eight CCs and ten senior colleges, 17 of which are MSIs. Some of her duties include promoting and overseeing research projects on language education, organizing professional development activities and forums, and conducting training workshops for faculty and graduate students. During the 2014-2018 LRC grant cycle, she was also CILC’s director, designing, administering, and bringing to timely conclusion four research, professional development, and material development projects that focused on language education in the CC context, HLLs, and the use of educational technology to foster intercultural connections. Within CILC, she was the PI for the “Writing Proficiency of Heritage Language Learners” project, which investigated Chinese, Korean, and Spanish HLLs. The project resulted in three publications (2017, 2018, and 2020, this last one with Dr. Graves) on literacy and heritage language education. Her current research project maps the syntactical and lexical complexity of Spanish HLLs. Before coming to CUNY, Dr. Gatti was Director of the Foreign Languages Program at Saint Xavier University (SXU) in Chicago, where from 2010 to 2013 she also directed a Title III federal grant. For the Title III grant, she led the creation of a campus- wide, community-based learning program, oversaw technology integration into instruction projects, and designed and implemented retention activities for at-risk students. Dr. Gatti is also a certified ACTFL Oral Proficiency Interview and Writing Proficiency Test rater.

* 1. **Syelle Graves\* (Assistant Director 75%-time commitment)** A linguist and language educator, Dr. Graves brings to the project years of experience teaching linguistics, writing, and public speaking across CUNY MSIs, as well as experience designing and implementing experimental research studies and obtaining their IRB approval. She holds a Ph.D. in linguistics from the Graduate Center, CUNY, and a BA in French from SUNY New Paltz,

where she graduated Summa Cum Laude. As a two-time CUNY Writing Fellow, she supported faculty in implementing Writing to Learn pedagogies in 2014 and 2016. Her research engages with multiple subfields of linguistics, from theoretical semantics (such as her recent publication in *Cognitive Semantics*) to sociolinguistics, including language attitudes and rapid language change, plus linguistic discrimination. At ILETC, Dr. Graves serves as the primary data analyst, uncovering the results of its research on languages and education, as well as a lead presenter of ILETC’s work at professional conferences. She also conducts extensive editing on the institute’s materials, and helps organize professional development events. Currently, she also works part- time at the MSI/HSI the Borough of Manhattan Community College as a Learning Experience Designer, helping faculty to incorporate Open Pedagogy, including OERs, into their teaching.

She has additional experience working as a linguist for the International Bibliography at the MLA and a TOEIC rater at ETS.

* 1. **Valeria Belmonti\* (Instructional Designer – 5%-time commitment)** received an MA in Educational Technology from New Jersey City University, concentrating in Computer- Assisted Language Learning, particularly the use of web technology to enhance the teaching of intercultural competence within undergraduate language education using telecollaboration. Ms. Belmonti is currently the Director of the Modern Languages Media Center at the College of Staten Island (CUNY) where she directs a team of twenty part-time employees including tutors, and administrative and IT staff. In addition to her interest in telecollaboration, Ms. Belmonti is interested in computerized oral testing and the use of mobile and web 2.0 technologies for language teaching and learning. Some of her most recent work in collaboration with faculty includes Pinterest modules to enhance writing skills and vocabulary acquisition in Intermediate Italian, and a Google MyMaps semester-long program for beginner French courses, where

mapping technology is implemented to create an immersion experience through which students can plan, record, and share a virtual visit to France.

# Project 1, Training Modules for Text-based Language Teaching team

Project 1 will be coordinated by Dr. Gatti (heritage literacy and Spanish) and supported by a graduate student R.A. The development team for the project includes Dr. Gatti and two specialists in text-based pedagogies: Cinzia Delfini (Italian and Russian), and Chiara Montera (Italian), who work at the University of Pittsburg.34 Two language consultants will join the team during the language-specific module development: Myriam Abdel-Malek for Arabic and Yuri Kamugai for Japanese. Short bios for each key personnel of the Project 1 team are below.

1. **Cinzia Delfini (development team)** is a Visiting Instructor at the University of Pittsburgh, where she teaches Italian as a foreign language. She has over 10 years of experience teaching Italian, Russian, and English in high school, college, and adult education classes. She researches the teaching of foreign languages through literature, genre-based pedagogy, and educational technology. At the 2021 *ACTFL Convention and Expo*, she presented “Employing a Genre-Based Approach to Teach Written Communication in Italian as a foreign language.”
2. **Chiara Montera (development team)** is currently a Visiting Lecturer of Italian at the University of Pittsburg, and has a background teaching and researching foreign language pedagogy. She has over ten years of experience teaching Italian, and has held positions at Boston College and Temple University. In 2018, she was nominated for the Elizabeth Baranger Teaching Award for her excellence in graduate student teaching. Her research includes Italian pedagogy, genre-based pedagogy, and digital educational resource development. Most recently,

34 Except for Dr. Gatti, there are no experts in text-based pedagogies for L2 and heritage language learning within CUNY, and for this reason we have engaged experts from outside CUNY.

she presented “Employing a Genre-Based Approach to Teach Written Communication in Italian as a foreign language” at the 2021 *ACTFL Annual Convention & Expo*.

1. **Myriam Abdel-Malek (Arabic consultant)** is an Instructor of Arabic at the University of Pittsburgh in the Less-Commonly Taught Language Center. Her research focuses on discourse analysis of Arabic texts using systemic functional linguistics and investigating genre-based pedagogy for teaching and assessing literacy in Arabic. She is also a project coordinator under a Title VI grant (2018-2022 cycle), for which she directs a team designing genre-based instructional material for teaching writing in Arabic. She is currently writing a book on genre-based pedagogy for a variety of Arabic spoken and written genres.
2. **Yuri Kumagai (Japanese consultant)** is a Senior Lecturer of Japanese at Smith College. She has been teaching college-level Japanese in the U.S. for over 20 years. With her training and expertise in applied linguistics, sociocultural theories, and critical approach in foreign language education, she has been developing a project-based language and culture learning curriculum by collaborating with other language teacher-researchers worldwide. She co- authored the 2015 book *A Genre-Based Approach to Reading as a Social Practice*:日本をクリティカルに読む.

# Project 2, Repository for Text-based Language Learning Tasks team

Project 2 will be coordinated by Drs. Graves and Gatti, and supported by an R.A. A team of faculty from four- and two-year MSIs will develop the initial set of materials. These faculty represent five languages and a variety of roles within academia (language coordinators, part- and full-time faculty). Of the 15 team members that will work on this project, 12 have confirmed their participation. We plan to recruit three additional team members in Year 1. Short bios for each confirmed key personnel member of the Project 2 team are below.

1. **Hager Abouelkhair\*** is a Senior Adjunct Lecturer at the College of Staten Island in the Department of World Languages and Literatures, where she teaches beginner, intermediate, and advanced Arabic, as well as performs program coordinator tasks. From 2010 to 2014, she served as Program Coordinator of the CUNY Assessment Test Workshop, a program designed to better prepare incoming undergraduates for success in reading, writing, and mathematics. Additionally, she was an Arabic language teacher for the United Nations Language and Communications Program, from 2017 to 2020. While working at the U.N., she published a booklet on Arabic Writing titled “Principles of Effective Writing in Arabic for the United Nations Economic and Social Commission for Western Asia.”
2. **Maayan Barkan\*** is currently serving as the director of the Japanese Program at Hunter College, where she has been teaching Japanese language courses since 2007. Most recently, she published “The important role of pragmatic strategies in L2 Japanese teaching and learning” in the 24th Princeton Japanese Pedagogy Forum (PJPF) proceedings in 2018, and she presented *Experimental design: Methods for investigating main-clause omission in Japanese and Hebrew* at the International Pragmatic Association Conference in Hong Kong in 2019.
3. **Benedetta Cutolo\*** is an Adjunct Professor of Italian, French, and Spanish at LaGuardia Community College and the College of Staten Island. Her research focuses on translation studies in Francophone and Italian literature. In June 2021, she presented “Portrait of a writer in translation: A Study of Jhumpa Lahiri’s memoir *In Other Words*” at the Symposium *The Translation Memoir/Translation as Memoir* at Lancaster University.
4. **Filippo Fabbricatore\*** is an Adjunct Instructor of Italian at the College of Staten Island and PhD candidate at the CUNY Graduate Center’s Comparative Literature program. He has taught Basic Italian I & II, Advanced Communication Skills, and Continuing Italian. He also

has five years of experience teaching Latin as a private instructor, and has worked as a writing consultant at a law firm. His current research focuses on the rhetoric of Dante’s *Inferno*.

1. **Lamees Assayed Fadl\*** is an instructor of Arabic at LaGuardia Community College, John Jay College, and Brooklyn College. She is involved in LaGuardia Community College’s Collaborative Online International Learning (COIL) program which promotes students’ global awareness through cross-cultural and cross-linguistic communication via interactive online practices. Recently she published “Connecting Third Space Pedagogy with Employability in Arabic Language Classes through Virtual Exchange: A Survey of Arab-American Communities across the U.S.” in *Developments in Virtual Learning Environments and Global Workplace*.
2. **Tomonori Nagano\*** is the Program Coordinator for the Modern Languages Program at LaGuardia Community College. His research interests involve teaching Japanese as a foreign and heritage language, and foreign language instruction in community colleges. In 2016, he published “Luce Pathways Project: A Pilot Project for Heritage Language Speakers of Mandarin Chinese, Spanish, and Japanese” in the *Community College Journal of Research and Practice*, and, in 2020, he published a paper that stemmed from a DoE funded CILC project: “Students of Languages at Community Colleges: Who Studies Which Languages and Why?” in the *Association of Departments of Foreign Languages ADFL Bulletin*.
3. **Yoko Sakurai\*** currently teaches at Hunter College and The New School. She received her MA in Applied Linguistics and Teaching Japanese as a Foreign Language from Ochanomizu University in Tokyo. From 2012 to 2018, she taught at The Japan Foundation in New York, and developed courses in which the Can-Do Statements-based

approach was implemented. Most recently, she presented a “Can-Do Crash Course” at the 2019 ACTFL Convention and Expo. She is also a certified ACTFL Oral Proficiency Interview tester.

1. **David Sánchez Jiménez\*** is an Associate Professor at the New York City College of Technology where he is the World Language Coordinator and Curriculum Chair. His research work has focused on the analysis of written academic discourse by non-native postgraduate students of Spanish. He is interested in understanding the processes involved in academic text composition and rhetorical discourse organization of heritage writers. In 2019, he received the Open Educational Resource Fellowship for the curation of an OER to replace textbooks with no- cost open materials for Spanish for Heritage Speakers classes.
2. **Isolda Savenkova\*** is an Adjunct Professor of Russian at Hunter College. From 2015-2017 she was the coordinator of the Moscow Study Abroad Program at Dickinson College. Her current research involves designing materials for advanced mixed L2-heritage language groups. She co-authored the Russian language textbook *ПРО-ДВИЖЕНИЕ: Advanced Russian Through Film and Media* (Georgetown University Press, forthcoming). She hosts the Foreign Language Pedagogy Podcast on [www.teachrussian.org,](http://www.teachrussian.org/) which discusses the

global language-leaning community and features interviews with language educators.

1. **Mieko Sperbeck\*** is an Adjunct Assistant Professor of Japanese at the John Jay College of Criminal Justice. Her research interests include critical content-based instruction, an integration of critical pedagogy and content-based instruction. She is also a research assistant for the CUNY-Wide Collaboration and Innovation for the New Digital Era of Japanese Language Education, a repository of online instructional resources for Japanese language classes. In 2021, she presented “Practical report on using the movie *Sweet Bean* in elementary Japanese class: discourse on social issues in Japan”, at the Princeton Japanese Pedagogy Forum.
2. **María Julia Rossi\*** is an Associate Professor in the Department of Modern Languages and Literatures at John Jay College of Criminal Justice. She teaches Spanish as a

foreign language and translation classes. In 2020, she published her first book, *Fictions of Emancipation*, about decolonizing the act of reading though an interdisciplinary and transnational approach to minority figures with three Latin American women writers. She regularly teaches courses for Spanish heritage speakers.

1. **Salvador Salazar** is an Assistant Professor of Spanish at Bronx Community College where he teaches Spanish to L2 learners and heritage speakers and researches Latin American audiovisual discourses. Before this position, he taught Spanish to Chinese-speaking students at the University of Havana. Recently, he has published a number of articles on Cuban cinema and has been working on a book on Latin American cinema.

# Project 3, Researching the Effects of Text-based Tasks on Language Learning team

Project 3 will be coordinated by Dr. Graves who will be assisted by an R.A. Experimental courses will be taught by two instructors from Project 2, Tomonori Nagano and David Sánchez Jiménez. The instructors for the control group will be selected once the department course schedules for Year 2 become available. All three bios are above.

# Project 4, Heritage Interpreting team

Project 4 will be co-coordinated by Dr. Cristina Lozano Arguelles and Aída Martínez Gómez, along with an R.A. Short bios for both Project 4 team members are below.

1. **Cristina Lozano Argüelles\*** is an Assistant Professor of Interpreting and Bilingualism at the Department of Modern Languages and Literatures at John Jay College of Criminal Justice. She investigates monolingual and bilingual language processing and, in particular, the effects of interpreting experience on second language processing. She developed the curriculum for the Online Excellence Education Program at John Jay College. In 2021, she presented “Interpreting experience and working memory effects in L1 and L2 morphological prediction” at the *International Symposium of Bilingualism* in Warsaw, Poland.
2. **Aída Martínez-Gómez\*** is an Associate Professor of Legal Translation and Interpreting, and Coordinator for the BA in Spanish and Certificate Programs in Legal Translation and Interpretation at John Jay College of Criminal Justice. Her research is on child language brokering (i.e., the translation and interpretation tasks conducted informally by bilingual children and adolescents), interpreting pedagogy for HLLs, and interpreting quality assessment. She has published articles on child/young adult language brokering and the implications of this practice for interpreting pedagogy. She is the Vice-President of the National Association of Judiciary Interpreters and Translators’ Society for the Study of Translation and Interpreting and a member-at-large of the Executive Board of the American Translation and Interpreting Studies Association.

# Project 5, Forum on Literacy team

A team of two faculty members, one from a CC, Salvador Salazar (bio above), and one from a four-year MSI, Beatriz Lado (bio below), will join the Directors in the coordination of all tasks related to organization and running of the Forum. An R.A. will support the group’s work. Panelists will be selected in Year 2. CILC will also invite an additional four to six faculty members to volunteer their time to a Forum advisory board.

1. **Beatriz Lado\*** is an Associate Professor at Lehman College, where she directs the Linguistics program and teaches all levels of Spanish and Spanish linguistics courses. She is also affiliated with the Program in Latin American, Iberian, and Latino Cultures (LAILAC) at the CUNY Graduate Center, where she teaches courses in applied linguistics and language pedagogy. Previously, she was an Assistant Professor at the University of San Diego, where she was the language coordinator of the Department of Languages, Cultures, and Literatures from 2008 to 2011 and directed all foreign language teaching. More recently, she performed coordinator duties for French, Spanish, and Italian at Lehman College. She is interested in

bi/multilingual language acquisition, the interaction between pedagogical interventions and individual differences, and critical and social justice approaches to language teaching and learning. In 2022, she published “Critical language awareness and problematization of the exclusive use of the target language in the classroom” with José del Valle in *The L2 Journal*.

# Evaluation Team

CILC’s evaluation will be conducted by Dr. Dhalia Kaufman and Dr. Elvira Swender.

* 1. **Dhalia Kaufman\*** is a researcher in the Office of Institutional Research and Effectiveness in the Provost's Office at the Graduate Center. In her current role, she supports institutional assessment, institutional accreditation, strategic plan assessment, and other special projects. She has participated in numerous educational program evaluations as part of her former work at the Center for Advanced Study in Education, a leading research, evaluation and design center. She was also an evaluation consultant in the areas of K-12 educational reform, Common Core, higher education, STEM, and out-of-school time programs in New York State.
  2. **Elvira Swender** is a Consultant to the national and international educational private sector, and to governmental organizations and agencies, such as the American Council on the Teaching of Foreign Languages (ACTFL), NATO’s Bureau of International Language Coordination (BILC), The U.S. Department of Defense, U.S. State Department, and The U.S. Department of Education. From 1996 until 2016, she was the Director of Professional Programs at ACTFL. In this position, she led one of the nation’s largest language testing programs, delivering proficiency and performance language tests in more than 100 languages to academic, commercial, and governmental groups. Her current research focuses on the proficiency outcomes of language educators and learners, language levels in the workplace, and correlations and concordances among testing scales and frameworks, including the ACTFL Proficiency

Guidelines, the U.S. Government’s Interagency Language Roundtable (ILR) Scale, the Common European Framework of Reference (CEFR), and the NATO STANAG 6001.

# Equal Opportunity Policy

The Office of Compliance and Diversity is responsible for administering the Graduate Center’s recruitment, hiring, appointment, and equal opportunity policies and procedures ensuring compliance with related laws, rules, and regulations dealing with human rights. This includes providing the Graduate Center community with training on search and hiring procedures, which support an inclusive work and learning environment and adhere to the principles of affirmative action, equal opportunity, and diversity. It is the policy of The City University of New York and the Graduate Center to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military, or veteran status.

The Chief Diversity Officer at the Graduate Center oversees documented recruitment of employees through national, state, and local government agencies in accordance with Graduate Center policies on diversity. Existing partnerships allow for targeted outreach and announcement of open positions through both discipline specific and professional associations serving underrepresented groups.

# Budget and Cost Effectiveness

The CILC core team is basing this proposal’s budget on previous successful budget models.35 Additionally, the team’s access to the institutional infrastructure (CUNY Research

35 In the past eight years, the CILC team has administered the budget for three external grants (two from the U.S. Department of Education and one from the National Endowment for the Humanities), meeting all goals as described in the proposals within the proposed budget.

Foundation, Human Resources, etc.) will allow for swift implementation of it. Based on this experience and available support, the Director is confident that the budget is appropriate to complete the activities laid out in this proposal on time, and that its design is cost-effective.

The Graduate Center is fully committed to the success of CILC’s projects—see the President’s letter of support—and will provide crucial support by (1) allowing the Director to devote 70% of her time to CILC, and (2) making available the services of one of its experienced program evaluators, Dr. Dahlia Kaufman. Additionally, CILC will capitalize on the Graduate Center’s personnel for website development and maintenance, as well as for administrative assistance.

Funding is requested for the following budget categories presented in the order they appear in the budget tables: **personnel (and fringe benefits), travel, supplies,** and **other**. For **personnel**, funding includes salaries for CILC’s Assistant Director, and the Instructional Designer who, together with the Director, make up the core CILC team and play a key role in the five projects. We request funds to compensate CC and MSI instructors for their coordinating roles as well as for their work within the various pilot teams. Finally, we request funds to secure

R.A.s for all projects. Our team has engaged R.A.s successfully in the past, tapping into various graduate programs within the Graduate Center (i.e., Linguistics, Urban Education, Comparative Literature, etc.). Since faculty coordinators are busy with teaching, administrative, and research responsibilities, R.A.s working under the direction of these faculty members are indispensable to completing projects in a timely fashion.

We request funding for key personnel to **travel** to the ACTFL Convention and Expo, CILC’s most important dissemination venue. In order to support everyday office work and offset some of the cost of dissemination materials, we request a small amount of funds for **supplies.**

Under the **other** category, federal funds are requested to provide incentives to instructors who will participate in CILC’s mentorship activity under Project 2, *Repository*, and to pay for one of the data collection tools—the WPT—that will be employed for Project 3, *Researching*. Where additional expert consultants from outside CUNY are required in order to ensure high quality deliverables, we included stipends for these personnel as well. Additionally, we request funds to organize the *National Forum on Literacy*, and to compensate the external evaluator who, together with the no-cost CUNY evaluator, will monitor the progress of CILC activities and provide feedback and guidance. Finally, federal funds will contribute to the publication of an LRC booklet containing information on all projects conducted by centers supported under Title VI.

This carefully prepared budget, heavy on funds for key personnel working within MSIs and CCs, will allow CILC to achieve its overall goal of improving the nation’s capacity for teaching and learning of languages through research, material development, and professional development activities designed to promote equity in student access to educational opportunities.

# Evaluation Plan

CILC’s evaluation plan includes appropriate methods for producing objective and quantifiable data. This evaluation plan will be carried out by an experienced team consisting of Dr. Kaufman and Dr. Swender.

The Graduate Center is highly invested in the successful completion of CILC’s projects, and because of this is making the expertise of Dr. Kaufman, Research Associate with the Institutional Research and Effectiveness office at the Graduate Center, available to us. Dr.

Kaufman has over fifteen years of experience in educational program evaluation and research. She will monitor the timely completion of targets for all projects. Additionally, CILC will count on the expertise of Dr. Elvira Swender, an internationally recognized language expert,

specializing in proficiency-based language assessments, test design, and research. The ACTFL’s Director of Professional Programs for 19 years, Dr. Swender is committed to monitoring CILC’s progress to ensure that it stays on schedule and also aligns with best practices in the language education field.

Dr. Kaufman will meet with the Director and the Assistant Director every spring, while Dr. Swender will do so twice, midway through the grant period in spring 2024 (Year 2), and again toward the end in spring 2026 (Year 4). The Evaluators and Directors will assess progress toward completion of the time period’s expected activities, collect and review the project’s accomplishments, evaluate any revisions that have taken place, and examine preliminary findings. These assessed areas will then be included in the annual performance report.

The tool created to monitor and evaluate progress toward timely completion of projects is a Performance Measure Form (PMF). The PMF includes placeholders to report on **collected quantitative data** for each of the project’s activities and establishes **benchmarks** to monitor progress toward completion of specific project objectives.

The **first project**, *Training Modules for Text-based Language Teaching*, has the **goal** of increasing access to training in high-impact, literacy-based pedagogies for teachers and instructors, with specific focus on instructors at CCs and MSIs. The progress and completion of four activities is evaluated through the following data indicators: Number of training modules created; number of surveys created; number of instructors participating in pilot training; number of modules improved; number of modules published; and number of workshops offered. For each data indicator and for each of the three years of the project, baseline and target numbers have been established, as is shown in Table 2:

**Table 2** – Project 1 PMF

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project 1 | Training Modules for Text-based Language Teaching** | | | | | | | | | |
| **Goal:** To increase access to training in high-impact, literacy-based pedagogies for teachers and instructors, with specific focus  on instructors at CCs and MSIs. | | | | | | | | | |
| **Performance Measure** | **Activities** | **Data/ Indicators** | **Frequency** | **Data Source** | **Baseline and Targets** | | | | |
| **BL** | **T1** | **T2** | **T3** | **T4** |
| **Develop, pilot and publish training modules for the incorporation of text-based activities into existing L2 and heritage language curricula** | Develop training modules and survey | Number of modules created | Once - Year 1 | CILC  records | 0 | 5 | 0 | 0 | 0 |
| Number of surveys created | Once - Year 1 | CILC  records | 0 | 1 | 0 | 0 | 0 |
| Pilot modules by training a team of language coordinators and  instructors in 5 languages | Number of instructors participating in pilot training | Once - Year 1 | CILC  records | 0 | 12 | 0 | 0 | 0 |
| Improve training modules | Number of modules improved | Once - Year 2 | CILC  records | 0 | 0 | 5 | 0 | 0 |
| Disseminate | Number of modules published | Once - Year 4 | CILC  records and CILC Website | 0 | 0 | 0 | 0 | 5 |
| Number of workshops offered | Three Times - Years 2, 3,  and 4 | CILC  records | 0 | 0 | 1 | 1 | 1 |

The **second project**, *Repository for Text-based Language Learning Tasks*, has the **goal** of expanding access to text-based activities and assessments with specific focus on CCs and MSIs. The progress and completion of three activities is evaluated through the following data indicators: Number of sites for the repository created; number of text-based activities developed and published by the piloting team; number of text-based activities developed and published during dissemination activities; number of guides created and published; and number of mentorships conducted, as is shown in Table 3:

**Table 3** – Project 2 PMF

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project 2 | Repository for Text-based Language Learning Tasks** | | | | | | | | | |
| **Goal:** To expand access to text-based activities and assessments with specific focus on CCs and MSIs. | | | | | | | | | |
| **Performance Measures** | **Activities** | **Data/Indicators** | **Frequency** | **Data Source** | **Baseline and Targets** | | | | |
| **BL** | **T1** | **T2** | **T3** | **T4** |
|  |  |  |  | CILC |  |  |  |  |  |
| **Develop, pilot and publish text-based materials for elementary and intermediate literacy** | Create site | Number of sites created | Once - Year 1 | records and CILC Website | 0 | 1 | 0 | 0 | 0 |
|  | Number of text-based activities developed and published by the  piloting team | Once - Year 1 | CILC  records and CILC  Website | 0 | 8 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |
| **development for L2 and HLLs (L2: Japanese, Arabic, Italian, Russian, and Spanish; Heritage: Japanese, Spanish generic, Spanish for medical purposes)** | Develop and publish materials | Number of text-based activities developed and published during  dissemination activities | Three Times  - Years 2, 3,  and 4 | CILC  records and CILC Website | 0 | 0 | 8 | 8 | 8 |
| Number of guides created and published | Once - Year 2 | CILC  records and CILC Website | 0 | 0 | 8 | 0 | 0 |
| Disseminate | Number of mentorships conducted | Three Times  - Years 2, 3,  and 4 | CILC  records | 0 | 0 | 8 | 8 | 8 |

The **third project**, *Researching the Effects of Text-based Tasks on Language Learning*, has the **goal** of disseminating new knowledge on the effectiveness of text-based tasks on the literacy development of foreign and heritage language learners attending CCs and MSIs. The progress and completion of four activities will be evaluated through the following data indicators: Number of collection tools developed; number of experimental courses evaluated; number of data sets analyzed; and number of presentations and reports published and manuscripts prepared for publication, as is shown in Table 4:

**Table 4** – Project 3 PMF

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project 3 | Researching the Effects of Text-based Tasks on Language Learning** | | | | | | | | | |
| **Goal:** To disseminate new knowledge on the effectiveness of text-based tasks on the literacy development of foreign and heritage language learners attending CCs and MSIs. | | | | | | | | | |
| **Performance Measures** | **Activities** | **Data/Indicators** | **Frequency** | **Data Source** | **Baseline and Targets** | | | | |
| **BL** | **T1** | **T2** | **T3** | **T4** |
|  | Develop data | Number of tools | Once - | CILC | 1 | 1 | 0 | 0 | 0 |
|  | collection tools | developed | Year 1 | records |
| **Investigate the use of text-based materials as ways to support** | Collect data | Number of experimental courses evaluated | Twice - Years 2  and 3 | CILC  records | 0 | 0 | 2 | 2 | 0 |
| **literacy development** | Analyze data | Number of data sets | Once - | CILC | 0 | 0 | 0 | 4 | 0 |
| **of L2 and heritage**  **language learners at lower levels of proficiency** | analyzed | Year 3 | records |
| Disseminate | Number of presentations and reports published and manuscripts prepared for publication | Twice - Years 3  and 4 | CILC  records and CILC  website | 0 | 0 | 0 | 1 | 3 |

The **fourth project**, *Heritage Interpreting*, has the **goal** of expanding the nation’s capacity to train heritage speakers in the professional field of translation and interpreting. The progress and completion of four activities is evaluated through the following data indicators: Number of data collection tools developed; number of experimental courses evaluated; number of activities developed; number of workshops offered; and number of conference presentations and reports developed and published, as is shown in Table 5:

**Table 5** – Project 4 PMF

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project 4 | Heritage Interpreting** | | | | | | | | | |
| **Goal:** To expand the nation’s capacity to train heritage speakers in the professional field of translation and interpreting. | | | | | | | | | |
| **Performance Measures** | **Activities** | **Data/Indicators** | **Frequency** | **Data Source** | **Baseline and Targets** | | | | |
| **BL** | **T1** | **T2** | **T3** | **T4** |
| **Create research- based materials for the teaching of interpretating to heritage language learners** | Develop data collection  tools | Number of tools developed | Once - Year 1 | CILC records | 0 | 1 | 0 | 0 | 0 |
| Collect and  analyze data | Number of experimental  courses evaluated | Once -  Year 2 | CILC records | 0 | 0 | 2 | 0 | 0 |
| Develop materials based on research  results | Number of activities developed | Once - Year 2 | CILC records | 0 | 0 | 5 | 0 | 0 |
| Pilot | Number of activities piloted | Twice - Years 3  and 4 | CILC records | 0 | 0 | 0 | 5 | 5 |
| Disseminate | Number of workshops offered | Twice - Years 3  and 4 | CILC records | 0 | 0 | 0 | 1 | 1 |
| Number of conference presentations and reports developed and published | Once - Year 4 | CILC records and CILC website | 0 | 0 | 0 | 0 | 2 |

The **fifth and final project**, *National Forum on Literacy*, has the **goal** of generating information on—and developing recommendations for—aligning foreign and heritage language education goals to literacy General Education goals, with a focus on CCs and MSIs. This goal will be carried out by facilitating discussions at a national level and disseminating the outcomes of these discussions. The progress and completion of three activities is evaluated through the following data indicators: Number of panels organized, number of working groups organized, number of participants attending the Forum, number of reports published, as is shown in Table 6:

**Table 6** – Project 5 PMF

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Project 5 | Forum on Literacy** | | | | | | | | | |
| **Goal:** To generate information on—and develop recommendations for—aligning foreign and heritage language education goals to  literacy General Education goals, with a focus on CCs and MSIs. | | | | | | | | | |
| **Performance Measures** | **Activities** | **Data/Indicators** | **Frequency** | **Data Source** | **Baseline and Targets** | | | | |
| **BL** | **T1** | **T2** | **T3** | **T4** |
| **Host Forum on Literacy** | Organize Forum on Literacy | Number of panels organized | Once -Year 2 | CILC  records | 0 | 0 | 4 | 0 | 0 |
| Number of working groups organized | Once -Year 2 | CILC  records | 0 | 0 | 4 | 0 | 0 |
| Offer Forum on Literacy | Number of participants attending the Forum | Once -Year 3 | CILC  records | 0 | 0 | 0 | 70 | 0 |
| Prepare and publish a  report | Number of reports published | Once -Year 4 | CILC  records and CILC  website | 0 | 0 | 0 | 0 | 1 |

The project’s data and documentation for each activity will be stored in the CILC office at the Graduate Center. The data collection process will be ongoing, with data for each indicator collected as the activities are conducted. With the assistance of the Evaluation team, these data will be used to monitor progress and to make adjustments when needed. While data can be made available at any time, the CILC’s team will update the PMFs on a quarterly basis. Final quantitative information will be available at the end of the project, in August 2026, when the combined collected information will be used to present a picture of how successful the project

has been and how the most effective strategies can be parlayed and/or replicated into other educational settings and for other languages.

# Adequacy of Resources

The first way in which CILC resources demonstrate sufficient adequacy is in the nature of our physical resources and support services. CILC will be housed within ILETC’s Manhattan office which has meeting space, six computer terminals, and all capabilities related to printing and scanning. In addition, due to updates made in response to the COVID-19 pandemic, all necessary access to instrumental software has been extended for off-campus access.36 Where needed, CUNY provides equipment for home use ensuring adequate tools for efficient remote work capabilities. These facilities will accommodate the preparation of materials, training, and communication with the core team, faculty coordinators, and members of pilot teams, R.A.s, etc. For support services, CILC relies on the CUNY’s Research Foundation’s mechanisms for post- award administration, and on the Graduate Center’s institutional infrastructure (Business Office, Human Resources, Quantitative Research Consulting Center, etc.).

The second way in which CILC resources demonstrate adequacy lies in the context where CUNY is located and the quality of CUNY itself, especially its programs, departments, and centers, and collaborative opportunities. The City University of New York is an abundant resource of lingua-cultural skills and practices, making it an ideal site for linguistic research that can widely benefit our national education system. The country’s largest urban university, CUNY reflects the magnitude of New York’s immigrant population, which makes up roughly 60% of the city’s 8.5 million inhabitants. CUNY’s 243,526 undergraduates speak 174 languages, over a third were born abroad, and roughly two-fifths are native speakers of a language other than

36 This includes access to Qualtrics, SPSS, Excel, Zoom, Content Management Systems, our digital storage cloud, remote desktop access, and the online CUNY IRB system.

English. These students come together on 24 campuses—ten senior colleges, eight CCs, and six professional schools, located across all five of New York City’s boroughs (see Table 7; an asterisk denotes the MSIs). Over two dozen languages are taught at the various CUNY campuses with inter-campus collaborations being commonplace.37

**Table 7** – Overview of CUNY 2-year and 4-year Institutions, Foreign Language Departments/Programs

|  |  |
| --- | --- |
| **Institution** | **Department(s)/Program(s)** |
| **2-Year** | |
| Borough of Manhattan Community College\* | Modern Languages |
| Bronx Community College\* | Modern Languages |
| Hostos Community College\* | Modern Languages |
| Kingsborough Community College\* | Foreign Languages |
| LaGuardia Community College\* | Education & Language Acquisition |
| Stella and Charles Guttman Community College | [Language courses under Humanities] |
| Queensborough Community College\* | Foreign Languages & Literatures |
| **4-Year** | |
| Baruch College\* | Modern Languages and Comparative Literatures |
| Brooklyn College\* | Modern Languages and Literatures & Classics |
| City College of New York\* | Foreign Languages and Literatures |
| College of Staten Island\* | World Languages and Literatures |
| Hunter College\* | German; Classical and Oriental Studies; Romance Languages |
| John Jay College of Criminal Justice\* | Foreign Languages & Literatures |
| Lehman College\* | Languages & Literatures |
| Medgar Evers\* | Foreign Languages |
| New York City College of Technology\* | [program under Humanities] |
| Queens College\* | Classical, Middle Eastern & Asian Languages & Cultures; European Languages & Literatures; Hispanic Languages & Literatures |
| York College\* | Foreign Languages, ESL and Humanities |

The teaching and learning that occurs at the Graduate Center, where CILC is housed, is effectively intertwined with all the other CUNY Campuses: Over 90% of the Graduate Center faculty hold primary affiliations at one of the other CUNY colleges, and numerous centers and institutes offer potential resources and partners for collaboration. For instance, the **CUNY Council on World Language Study** brings together faculty from around the university to discuss issues of common interest and to encourage faculty development (see letter of support

37 For an interactive map illustrating which and where, see https://iletc.commons.gc.cuny.edu/language-education-at-cuny/cuny- language-maps/.

from the Council’s current President). The **Research Institute for the Study of Language in Urban Society** (RISLUS) conducts research on language, literacy, and bilingualism and their development and acquisition in urban societies. Additionally, the Graduate Center has internationally-recognized graduate programs in French, Latin American, Iberian, and Latino Cultures, Comparative Literature, Urban Education, and Linguistics. These graduate programs will continue to provide CILC with highly qualified R.A.s, a key resource to ensure effective and timely completion of projects.

Perhaps the strongest component of our resources is the fact that the administrative core for CILC will be provided by the **Institute for Language Education in Transcultural Context** (ILETC), founded in 2012 with the mission of researching, supporting, coordinating, and advocating for language learning across the university. CUNY’s 2012 decision to found and fund an institute like ILETC reflects the university’s commitment to increased coordination and dialogue between language departments at the different campuses. Since its inception, ILETC has shown a commitment to language teaching and learning, particularly at the CC level, MSIs, and heritage language education. Examples of recent activities include the publishing of a national report on the teaching and learning of languages at CCs; offering a workshop on teaching languages online which supported the conversion of 50 language courses in a variety of languages across CUNY campuses to online modality (2020); the organizing and hosting of the 8th National Symposium on Spanish as a Heritage Language (2021); and the ongoing investigation of the morpho-syntactical complexity of HLLs’ writing at Intermediate and Advanced levels of proficiency, conducted in collaboration with John Jay College of Criminal Justice and Queensborough Community College.

# Need and Potential Impact

The five proposed projects (1) fill a need in foreign and heritage language teaching in general and specifically in the languages CILC selected for piloting purposes (Arabic, Japanese, Italian, Russian, and Spanish); (2) are designed to be usable across the U.S.; and (3) intend to contribute significantly to increasing minorities’ access to language education. In particular:

* Project 1, *Training Modules for Text-based Language Teaching*, aims to increase access to training in high-impact, literacy-based pedagogies for teachers and instructors, with specific focus on instructors at CCs and MSIs;
* Project 2, *Repository for Text-based Language Learning Tasks*, aims to expand access to text-based activities and assessments with specific focus on CCs and MSIs;
* Project 3, *Researching the Effects of Text-based Tasks on Language Learning*, aims to disseminate new knowledge on the effectiveness of text-based tasks on the literacy development of foreign and heritage language learners attending CCs and MSIs;
* Project 4, *Heritage Interpreting*, aims to expand the nation’s capacity to train heritage speakers in the professional field of translation and interpreting; and
* Project 5, *National Forum on Literacy*, aims to generate information on—and develop recommendations for—aligning foreign and heritage language education goals to literacy General Education goals, with a focus on CCs and MSIs.

The motivation for these goals lies in the desire to address **three needs** that CILC identified on the basis of (1) ten years of working closely with CUNY language programs, including CUNY’s ten four-year MSIs and eight CCs—of which seven are MSIs—and (2) the four years during which CILC conducted a national survey of CC language students and instructors and organized the Community-College-Language-Forum (held in 2016 and 2018)

bringing together stakeholders to discuss the teaching and learning of languages in this educational context.38 These needs are:

1. **The need to develop and/or implement pedagogical practices and materials that align with the strengths and weaknesses of minority learners.** The target audience of commercially-available textbooks tends to be students who are monolingual and monocultural, and educated since birth into mainstream—identified as “standard”— literacy practices. Programs whose student profile differs significantly from this target audience—such as programs within MSIs and CCs—typically adopt and use these materials with no or minimal adjustment. In fact, many (if not most) use these textbooks *as* their curriculum. When this happens, the context of instruction—including learner profile and instructional needs—becomes misaligned with the chosen materials and activities, diminishing the ability of programs to support learner language development. Anecdotally, we frequently hear instructors state that their learners cannot achieve the course goals or that they are not prepared to do the curricular work. But what if the issue is not that the learners *can’t* but that our pedagogical approaches and materials are not taking into consideration both the lack of familiarity of learners with the “standard” literacy practices, and these learners’ rich participation in literacy practices typically not integrated into academic work? Our experience leads us to believe that this misalignment is at least partially responsible for these learners’ reduced academic success.

# The need for professional development activities tailored for CC and MSI contexts.

While professional development abounds, targeted development that recognizes the importance of the context where minority learners are the norm is less common,

38 The 2015 national survey included responses from 1,750 students and 140 instructors at 101 different CCs in 33 states across the country. For more info, visit https://iletc.commons.gc.cuny.edu/materials-resources/lccn/.

especially for L2 contexts (compared to heritage language contexts). And paradoxically, instructors working within these contexts tend to have fewer resources at their disposal that would allow them to participate in such tailored professional development.

1. **The need to develop more robust ways to argue in favor of language programs at CCs and MSIs.** The many programs ILETC works with and the ones CILC worked with between 2014 and 2018 have successfully aligned their courses with diversity and global- learning General Education objectives. Yet, these programs continue to be challenged to explain in which ways language courses, and more specifically, lower-level ones—the ones most students enroll in—contribute to paramount core objectives of education: The development of critical thinking and literacy skills. As stated earlier in this proposal, researchers and instructors in the field—i.e., Heidy Byrnes, Claire Kramsh, Kate Paesani, Richard Kern and many others—have been calling for some time for the field to move toward a literacy-oriented approach which will in turn support alignment with critical- thinking, General Education goals. Yet, as we argued in the Plan of Operation, a throw- out-and-replace approach is not feasible or even desirable in most contexts—i.e., out with communicative language teaching, in with a literacy-oriented approach— and especially in contexts with limited resources. The fact is that a lack of an integrative model— communicative competence **and** literacy development—is keeping programs from fully integrating literacy goals, and with this from consolidating their role in the education of students in the wider context of their institutions.

CILC’s project design for this cycle addresses these three interrelated needs head-on.

# The need to develop and/or implement pedagogical practices and materials that align with the strengths and weaknesses of minority learners is addressed by:

* + Project 1, *Training Modules*, through the development of training modules on how to create and integrate text-based pedagogies into existing curriculum;
  + Project 2, *Repository*, through the creation and dissemination of text-based tasks and assessments piloted at CCs and MSIs;
  + Project 3, *Researching*, through dissemination of new knowledge on the effectiveness of text-based pedagogical practices for literacy development of lower-proficiency learners enrolled at MSIs and CCs; and
  + Project 4, *Heritage Interpreting*, through the research on effective pedagogical practices and materials for the teaching of interpreting to HLLs;

# The need for professional development activities that are tailored for CC and MSI contexts is addressed by:

* + Project 1, *Training Modules*, through offering training deployed through both synchronous and self-paced workshops;
  + Project 2, *Repository*, through mentorship activities that will facilitate text-based tasks integration into existing courses; and
  + Project 4, *Heritage Interpreting*, through workshops offering training on the use of newly created materials for teaching interpreting to heritage speakers.

# The need to develop more robust ways to argue in favor of language programs at CCs and MSI institutions is addressed by:

* + Projects 1, 2, 3, and 4, through deploying research, material development, and professional development activities that aim at facilitating the integration of literacy- oriented practices into existing curricula; and
  + Project 5, *National Forum*, through offering a space for stakeholders to have structured conversations on the alignment of language education literacy goals with General Education goals.

CILC’s ambitious yet doable proposal is designed to have a significant impact on how languages are taught and how language programs are positioned within their institutions: two interrelated issues. The focus is on stressing impact to contexts serving diverse group of learners who typically have lagged behind in academic success.

# Likelihood of Achieving Results

CUNY in general, and CILC in particular, are uniquely positioned to make significant contributions to America’s language education capacity, particularly in the context of CCs and MSIs. In no American city do a greater number of heritage speakers from a greater number of different languages and a more diverse range of communities come together, and in no New York institution more than at CUNY, a concentration that represents an opportunity for innovation for city, university, and nation alike. The five CILC projects proposed here are ambitious, but the intersection of CUNY’s context, CUNY’s support systems, and CILC’s core team’s experience and expertise put CILC on the path to reaching the proposed outcomes in a timely fashion. This is addressed below in detail, for CILC as a whole and for each project in particular.

The CILC team has developed a plan that leverages the expertise and resources available within ILETC, the Graduate Center, and CUNY. For the past ten years, the core team has been conducting professional development, research, and material development activities for language education in general, at CCs, and for HLLs. The Director, Assistant Director, and Instructional Designer, whose areas of expertise are well-balanced, have worked together in three recent research projects on proficiency and literacy of HLLs conducted in partnership with a CC and

two four-year MSIs, so their partnership in the field is not new, and the five projects proposed here take advantage of this previous work. Since the project is complex, entailing simultaneous activities, an extensive team of faculty and consultants will lend their expertise to individual projects, and each Project will have a designated R.A., helping to ensure success. Though the individual R.A.s have not yet been identified, the Graduate Center’s programs (i.e., Linguistics, Urban Education, etc.) will serve as a resource of R.A.s with expertise in research and pedagogy.

# Project 1 | Training Modules for Text-based Language Teaching | Likelihood of Results

First, Project 1 is designed to succeed because its leading team has the expertise required in both the content (text-based pedagogy) and the delivery (training other instructors). Second, the project has been broken down into four phases that are to be carried out over four years, a practicable timeline. Third, the modules have a built-in improvement system, in that they will be piloted with a team of CUNY two- and four-year MSI instructors, have feedback collected, and be improved upon based on that feedback. Fourth, in addition to our dedicated leading team and the CUNY pilot instructors, the Project 1 team includes expert language consultants and its own

R.A. Finally, Project 1 will succeed in its dissemination efforts by planning for both synchronous and asynchronous professional development activities.

# Project 2 | Repository for Text-based Language Learning Tasks | Likelihood of Results

Project 2 is slated for success due in part to its scaffolded design: One phase per year, including creating the website, creating the tasks and assessments, and a final year for the third phase, which is to get tasks, assessments, and guidelines into the site and conduct mentorship activities. Second, Project 2 will take advantage of the piloting phase of Project 1, and of that Project’s team of experts in genre-based and text-based pedagogies, a well-designed and scaffolded collaboration. Furthermore, the website creation will be done on the CUNY Academic Commons, a platform with a quick and thorough support by a team of learning designers and

tech support, something that will facilitate the site’s quick completion. Finally, Project 2 will succeed because its mentorship activities are based on a clear need; a survey conducted in February 2022, with instructors from four MSIs who teach seven languages confirmed a widespread need for text-based activities to supplement textbook materials.

# Project 3 | Researching the Effects of Text-based Tasks on Language Learning *|* Likelihood of Results

Like Projects 1 and 2, Project 3 is designed with more than sufficient time to ensure a successful outcome. Spread out over four years and three phases, the study will count on the leadership of CILC’s Assistant Director, an experienced researcher. The success of the project will also hinge upon the ability to recruit a large enough subject population for each of the languages, and in that regard, we are ready to hit the ground running: We have already established relationships with programs and their instructors; see letters of support from LaGuardia Community College and John Jay College of Criminal Justice, where data collection will take place, and where ILETC has conducted research projects in the past. CILC has access to robust, professional-grade software, such as Qualtrics, Stata, and SPSS, tools in which the team is well-versed, ensuring sufficient amounts of learner output for high-quality analysis. The CILC team has also ample experience in preparing research findings for dissemination purposes.

# Project 4 | Heritage Interpreting | Likelihood of Results

Carried out in a realistic timeline of four phases over four years, Project 4 is likely to succeed due in large part to the fact that CUNY is fortunate to have heritage-language programs in many languages at many campuses, and therefore, the data collection and the development and piloting of materials will not entail the creation of new courses nor the sequestering of student subsets from mixed classes; instead, the project’s team will be able to use its resources on excellence in design and execution. This project will be spearheaded by two experienced experts

in interpreting pedagogies and in teaching at MSIs. Finally, by meeting an identified national need, there is a great likelihood that dissemination activities will reach a wide national audience.

# Project 5 | National Forum on Literacy | Likelihood of Results

Project 5 has yet another practicable timeline of three phases over three years, and a strong team, including the Directors, who are experienced in organizing national meetings, and two expert faculty, along with a designated and much-needed R.A. A co-sponsor has already committed to hosting the Forum (see letter of support from Bronx Community College).

Additionally, ILETC’s network within and beyond CUNY will facilitate successful recruitment of participants. And, like Project 3, we have at our disposal the CUNY Academic Commons, a WordPress website platform, which has a full-time and reliable support team to be there for us.

Tying together the five projects, this proposal includes a skilled and reliable evaluation team. One member is part of the CUNY system and understands MSI needs; the other is a world- renowned foreign languages assessment specialist with nuanced understanding of the field of language education. They will provide periodic feedback for all projects and oversee their successful completion.

# Description of Final Form of Results

Each of the five Initiatives CILC proposes for the 2022-2026 funding cycle is designed to have concrete deliverables in the form of research findings, pedagogical models and materials, and/or outreach activities, all aligned with the goals of the LRC program, and designed to meet the national needs that we have identified and outlined in Section 6.

# Research

* Project 3, *Researching the Effects of Text-Based Tasks on Language Learning*, will disseminate new knowledge through presentations at national conferences (including the ACTFL Convention and Expo), the publication of a report on the CILC website, and peer-reviewed publications.
* Project 4, *Heritage Interpreting*, will disseminate findings on strengths and needs of heritage interpreters through conference presentations and a report on the CILC site.
* Project 5, *National Forum on Literacy*, will publish the Forum proceedings on the CILC website, including the state of the issue and ideas for future directions.

# Materials

* Project 1, *Training Modules for Text-based Language Teaching*, will develop, pilot, and publish five training modules on the CILC website.
* Project 2, *Repository for Text-based Language Learning Tasks*, will develop, pilot and publish tasks and assessments in an online, open-access repository. This project will also publish guidelines on creating similar tasks for other languages, levels, genres, etc.
* Project 4, *Heritage Interpreting*, will develop, pilot, and disseminate materials for teaching interpreting to heritage speakers and to mixed courses (heritage and L2).

# Outreach

* Project 1, *Training Modules for Text-based Language Teaching*, will offer four synchronous workshops. The project will also make available an asynchronous self-paced training, making this outreach activity sustainable beyond the life of the grant.
* Project 2, *Repository for Text-based Language Learning Tasks*, will offer a mentorship program that will support the work of instructors from around the country as they incorporate text-based tasks into their existing syllabi.
* Project 3, *Heritage Interpreting*, will offer workshops to instructors around the country.
* Project 5, *National Forum for Literacy*, will bring together faculty, students, and administrators from CCs and MSIs to discuss the state of foreign and heritage literacy development at these schools as well as ideas for future directions.

# Competitive Preference Priority

All of CILC’s five proposed projects support this cycle’s goal of promoting equity in student access to educational resources and opportunities through extensive inter-campus, intra-system collaborations involving specific **CCs** and federally-designated **MSIs**, thus fulfilling the Competitive Preference Priority. In this section, we explain how.

**First**, the *Training Modules for Text-based Language* project will pilot its training modules with instructors from two MSIs-designated **CCs** and five four-year **MSIs**. Instructors from Bronx Community College, LaGuardia Community College, City College of Technology, College of Staten Island, Hunter College, John Jay College of Criminal Justice, and Lehman College have confirmed their participation. **Second**, the initial set of text-based tasks and assessments created and published under the *Repository for Text-based Language Learning Tasks* project will be developed and piloted by instructors from these same **CCs** and four-year **MSIs**. From this group of instructors, mentors will work with interested instructors from around the country, and we have built into the budget incentives for CC and MSI instructors. **Third,** the *Researching the Effects of Text-based Tasks on Language Learning* project will conduct research at one four-year **MSI** (John Jay College of Criminal Justice) and one MSI-designated **CC** (LaGuardia Community College). **Fourth,** the *Heritage Interpreting* project leading team is from a four-year **MSI** (John Jay College of Criminal Justice) where data collection and piloting of materials for this project will take place. **Fifth,** the *Forum on Literacy* project will be co-hosted with the Bronx Community College, a **CC** and **MSI**. The Forum’s organizing team also has two faculty members one from a four-year **MSI** (Lehman College), one from a **CC** (Bronx Community College). Finally, CILC is housed at the Graduate Center, a designated **MSI** from which all R.A.s for CILC projects will be recruited.

In summary, all the projects that CILC proposes for the 2022-2026 funding cycle involve the direct participation of faculty, students, and administrators from two- and four-year **MSIs** and are designed to significantly improve the learning experiences of students in these contexts.