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GEORGIA STATE UNIVERSITY

GEORGIA STATE UNIVERSITY CENTER FOR URBAN LANGUAGE TEACHING

AND RESEARCH

LRC Proposal Submission for CFDA NUMBER 84.229A

PI Hakyoon Lee

PR/Award # P229A220022

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# Introduction

The Center for Urban Language Teaching & Research (CULTR) at Georgia State University (GSU) is pleased to present this proposal for renewal of its Language Resource Center in response to the request for proposals **(**CFDA NUMBER: 84.229A) dated 23 February 2022. As a Minority Serving Institution (MSI) and a large urban public university with both a demonstrated ability to meet the educational needs of underserved students and a strong public commitment to racial equity and inclusion, GSU is the ideal institution to house a National Foreign Language Resource Center. In the 2020 *U.S. News and World Report*, Georgia State University was recognized as one of the most innovative institutions in undergraduate teaching and for its support of first-generation and underrepresented students. According to *Issues in Higher Education* (2020), GSU is ranked as the #1 public or non-profit university in Georgia to confer both undergraduate and graduate degrees to non-White students. Over the past four years, African-American, Hispanic, first generation, and Pell-eligible students have, on average, graduated from Georgia State at or above the rates of the overall student body, making Georgia State the only national public university to do so. The Department of World Languages and Cultures at GSU provides instruction in Arabic, Chinese, French, German, Japanese, Korean, and Spanish. Since the fall of 2017, students have been able to obtain a Certificate of Language Ability in these languages. GSU offers an undergraduate degree in International Economics and Modern Languages with concentrations in Chinese, French, German, and Spanish. The Critical Languages Program at Perimeter College includes instruction in Chinese, Arabic, Swahili, Portuguese, Russian, Italian, Korean, and Hebrew.

As the only LRC in the Southeast, CULTR hopes to continue to strengthen and expand its

initiatives while complementing the work of currently existing LRCs. To this end, CULTR is uniquely positioned to serve the language community: First and foremost, CULTR’s mission is to enhance the global skills opportunities of urban and underrepresented students. Situated in downtown Atlanta, CULTR has been promoting language proficiency, intercultural competence, and professional development for all learners and educators with the goal of establishing diverse, enriching, and successful career pathways. CULTR’s slogan, *“Languages for all”* underscores our commitment to providing access to fulfilling language programs and meaningful professional development. As a transportation hub, easily accessible by car or plane and within a day’s drive from 15 states, Atlanta is centrally located to provide access to professional development opportunities for many teachers in the U.S. who may be unable to travel long distances to other LRCs. Therefore, Atlanta’s centrality makes it possible for teachers throughout the region to attend CULTR conferences and workshops.

The second grant cycle (2018-2022) has allowed us to further refine CULTR’s unique identity and to deepen our expertise centered on four core values and specific areas of need for language learning and teaching: ***Access, Advocacy, Outreach,*** and ***Research***.

**Access**: We focus on the opportunities and challenges of world language learning in *urban* areas. Urban schools are frequently under-resourced and focused on areas such as reading and STEM to meet ever-higher accountability standards. This frequently leads to reductions in world language course offerings that may be deemed non-essential. Our LRC has been able to capitalize on the inherent advantages of its location in a major metropolitan area and support and promote the expansion of urban language learning.

CULTR has provided resources and support for students and teachers of dual language immersion (DLI) programs, focusing on Spanish, French, and German, in K12 public schools in

metro Atlanta areas. Considering the increasing immigrant and refugee populations from the global South, during the 2022-2026 funding cycle, CULTR plans to expand access to diverse communities of languages, such as Chinese, Japanese, and Korean, which have not been the foci of world language education in urban schools. This plan was derived from thoughtful consideration for the linguistic and cultural diversity brought by students and families of Asian descent during more than 150 years of immigration history in the region, and in recognition of insufficient opportunities to learn their heritage language within the public education system.

CULTR’s main **Advocacy** initiative is the annual *Global Language Leadership Meeting.* This networking luncheon, converted to a virtual interactive event in 2020, serves as a space of convergence for diverse industry leaders from business, nonprofit, government, and education and aims to forge collaborations that promote language learning and cultural competence for an emerging global workforce.

CULTR’s **Outreach** activities include *World Languages Week*, a global career expo for middle school, high school, and college students, as well as *Teacher Professional Development Workshops* hosted throughout the year. Collectively, these on-campus and/or virtual events bring together students, teachers, and community members from the GSU campus and beyond.

Finally, our **Research** places primary focus on the Competitive Preference Priority 1, that is projects centered around the development of materials and assessments in less commonly taught languages (LCTLs). As such, CULTR focuses on Chinese, Japanese, and Korean, all of which are taught in the Department of World Languages and Cultures.

Based on these four core values, CULTR has established objectives and related projects for the 2022-2026 funding cycle (see Table 1) that center on ***Professional Development, Career Readiness, Advocacy,*** and ***Research.***

*Table 1: GSU-CULTR Objectives*

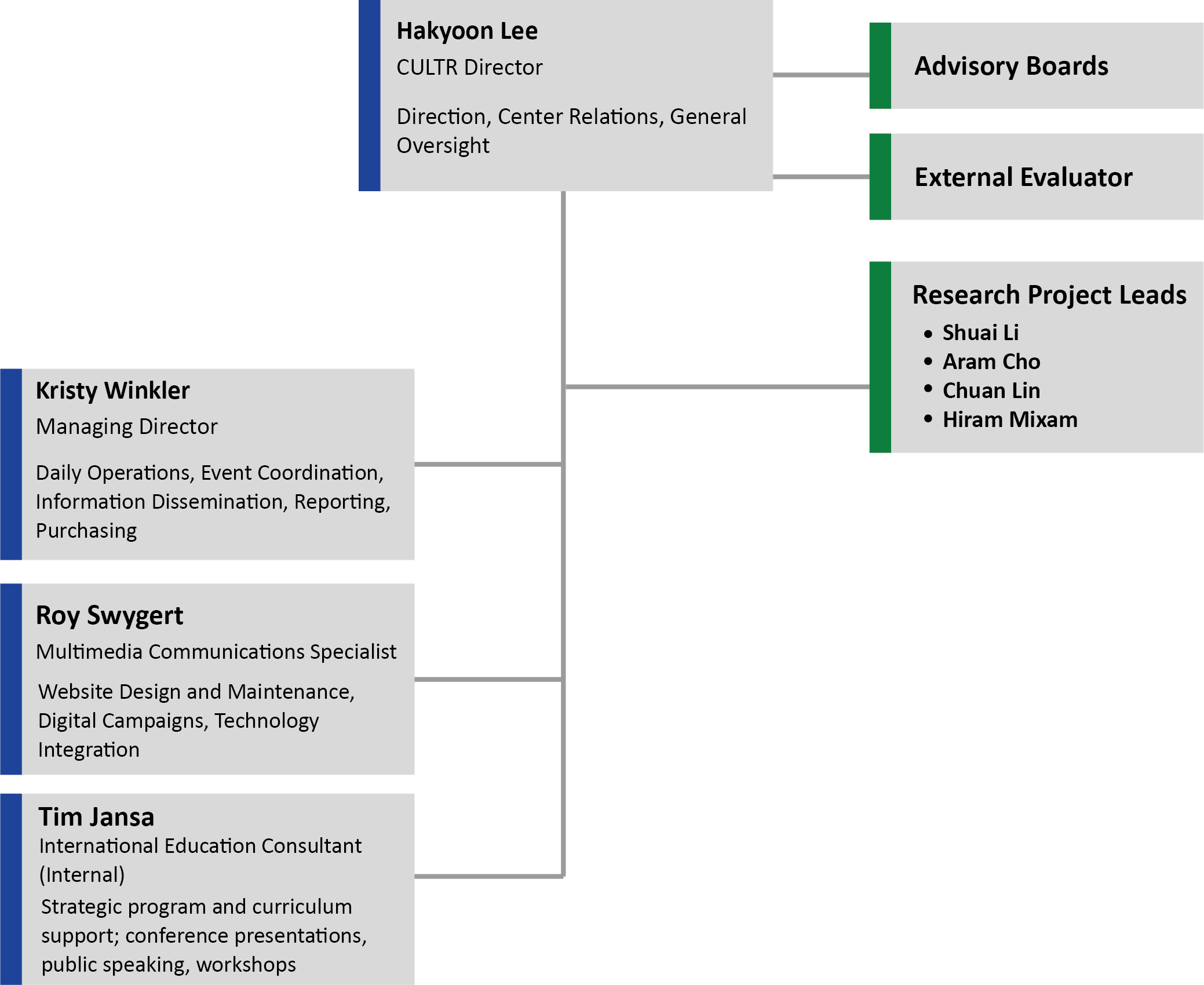
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| --- | --- |
| **Objectives** | **Related Projects** |
| **Objective 1: Professional Development** Increase professional development opportunities for language teachers and build communities of practice. | **PD1:** FL Teacher Professional Development Workshops **PD2:** THRIVE Video Series expansion: LCTL focus **PD3:** Annual GADII conference support  **PD4:** CLTA conference support  **PD5:** FLAG, IALLT & SCOLT annual conference teacher grants  **PD6:** CERCLL conference support |
| **Objective 2: Career Readiness** Promote language study and global skills as an integral factor of academic and career preparation for all 21st- Century students. | **CR1:** World Languages Week  **CR2:** Global Career Series talks |
| **Objective 3: Advocacy**  Promote awareness of the national need for language education and cultivate increased support for language education and global skills preparation among parents, schools, communities, and the private sector. | **A1:** Global Languages Leadership Meeting **A2:** Virtual Korean Education Advocacy **A3:** LCTL Post-Graduation Learner Survey |
| **Objective 4: Research**  Conduct and disseminate research on access to Dual Language Immersion and the learning, teaching, and assessment of LCTLs that can be translated into improvements in practice. | **R1:** Korean DLI STEM textbook development  **R2:** The role of prosody in comprehending implied meaning in L2 Chinese  **R3:** L2 Motivational Self-System among Learners of Mandarin Chinese, Korean, and Japanese  **R4:** Language Across Metro Atlanta (LAMA) Project |

# Plan of Operation

## Administration

The organizational chart for our LRC can be found in Figure 1 below.

*Figure 1: GSU-CULTR Organizational Chart*



The CULTR Director provides oversight and direction for the center while the Managing Director oversees daily operations and manages project coordination. The salary for the latter will be cost shared with the College of Arts and Sciences; the position is wholly dedicated to CULTR and its activities as reflected in the Center Budget and Budget Narrative. Other personnel reporting to the Director includes a Multimedia Communications Specialist, an

internal International Education Consultant, and individual Project Coordinators. Additional administrative effort will be filled through a combination of donated time from university experts, as well as part-time graduate students and student workers. We have further identified both a national and local advisory board (see Table 4). Information about the project evaluator can be found in Section 4.0. Evaluation Plan.

## Projects and Project Objectives

CULTR’s central mission is to build communities of students, teachers, and families by asserting the vital importance of language education for all students, regardless of race or socioeconomic status. Based on our four core values—access, advocacy, outreach, and research—the initiatives, events, and projects undertaken by CULTR fall under four principal objectives: ***Professional Development*** (PD), ***Career Readiness*** (CR), ***Advocacy*** (A), and ***Research*** (R). In Table 2, proposed CULTR projects are marked according to their categorization under these four objectives. Most projects fall under multiple categories.

Projects are distributed across the entire four-year grant period, allowing adequate time for planning, execution, and dissemination of results upon completion. Current projects that would continue into the next funding cycle or require minimal planning are assigned to Year 1. The calendar for all proposed projects can be found in Table 3.

*Table 2: Project Relevance*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ID** | **Projects** | **Access** | **Advocacy** | **Outreach** | **Research** |
| PD1 | FL Teacher Professional Dev Workshops |  |  | X |  |
| PD2 | THRIVE Video Series expansion: LCTL focus |  | X | X |  |
| PD3 | GADII annual conference support |  | X | X |  |
| PD4 | CLTA conference support |  | X | X |  |
| PD5 | First-time teacher conference attendee grants | X | X | X | X |
| PD6 | CERCLL conference collaboration |  | X |  | X |
| CR1 | World Languages Week | X | X | X |  |
| CR2 | Global Career Series talks |  |  | X |  |
| A1 | Global Languages Leadership Meeting |  | X | X | X |
| A2 | Virtual Korean Education Advocacy | X | X |  |  |
| A3 | LCTL post-graduation survey |  | X |  | X |
| R1 | Korean DLI STEM textbook development | X | X |  |  |
| R2 | The role of prosody in comprehending implied meaning in L2 Chinese | X | X | X |  |
| R3 | L2 Motivational Self-System among Learners of Mandarin Chinese, Korean, and Japanese | X | X | X |  |
| R4 | Language Across Metro Atlanta (LAMA) Project | X | X |  |  |

*Table 3: Project Calendar*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ID** | **Projects** | **Y1** | **Y2** | **Y3** | **Y4** |
| PD1 | FL Teacher Professional Dev Workshops | X | X | X | X |
| PD2 | THRIVE Video Series expansion: LCTL focus | X | X | X | X |
| PD3 | GADII annual conference support | X | X | X | X |
| PD4 | CLTA conference support | X |  |  |  |
| PD5 | First-Time teacher conference attendee Grants | X | X | X | X |
| PD6 | CERCLL conference collaboration |  | X |  | X |
| CR1 | World Languages Week | X | X | X | X |
| CR2 | Global Career Series talks | X | X | X | X |
| A1 | Global Languages Leadership Meeting | X | X | X | X |
| A2 | Virtual Korean Education Advocacy | X | X |  |  |
| A3 | LCTL post-graduation survey | X | X | X | X |
| R1 | Korean DLI STEM textbook development | X | X |  |  |
| R2 | The role of prosody in comprehending implied meaning in L2 Chinese | X | X | X |  |
| R3 | L2 Motivational Self-System among Learners of Mandarin Chinese, Korean, and Japanese | X | X | X |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| R4 | Language Across Metro Atlanta (LAMA) Project | X | X |  |  |

### Objective 1: Professional Development

*Increase professional development opportunities for language teachers and build communities of practice. Competitive Preference Priorities are marked with an asterisk (\*) and collaborations between MSIs are marked with (+).*

**PD1: FL Teacher Professional Development Workshops (\*)** provide in-person and/or virtual

professional development opportunities for foreign language teachers through workshops and seminars. CULTR will host PD workshops that will focus on best practices, practical applications that leverage technology for project-based learning, class management, and communication.

**PD2: THRIVE Video Series expansion: LCTL focus (\*)** are designed to expand CULTR’s

existing THRIVE Video Series by targeting teachers and students of LCTLs. National research, as well as overwhelming anecdotal evidence gathered over the past two funding cycles, indicates that language teachers leave the profession because they feel isolated, unsupported, and overwhelmed. To address the affective needs of educators everywhere, CULTR’s T.H.R.I.V.E. video project was created to empower the world languages education community with **T**ales of **H**abits (for) **R**etention, **I**nspiration, **V**ision and **E**nrichment. The THRIVE video series addresses the ongoing issue of teacher retention and the need for developing just-in-time resources for FL teachers who may need encouragement, inspiration, and a sense of community. FL teachers across the nation are invited to create a one- to three- minute video based on a series of prompts and questions. These items cover broad personal

experiences and meaningful topics that speak directly to the issues of affect that contribute to teacher attrition. Examples of existing prompts from the website are: “What advice would have been helpful early in your career?” “What do you enjoy most about being a language teacher?” and “Is hindsight 20/20? What lessons did the pandemic offer?” These videos are publicly available through the CULTR website as a resource for all language educators, pre- service teachers, and education researchers. This grassroots project seeks to directly counteract the critical emotional factors of language teacher attrition that were identified in the teacher retention research CULTR conducted during the 2014-2018 LRC cycle: burnout, frustration, a lack of agency, and isolation (Schutz & Lee, 2014; Song, 2016). The THRIVE project creates content that is distinct from other resources that predominantly focus on classroom methodology and stands out for its focus on the lived experiences and voices of teachers concerning their emotional and mental wellbeing. During the last cycle, only teachers of Spanish, French and German submitted videos for this project, and as such CULTR will expand the scope of this project by including less commonly taught but critical languages as the immigrants with more diverse linguistic and cultural backgrounds increased and, as a result, the need for maintaining their heritage language and learning other languages has also impacted the foreign language education field in Georgia since 2018. This plan also stems from the critical need for more investment in LCTL education, teachers’ professional development, and culturally competent resources for local communities.

**PD3: Georgia Dual Language Immersion Initiative Conference (GADII) (\*).** CULTR will continue to collaborate with the Georgia Department of Education by proving support for the annual GADII conference. Since 2014, the GADII has been the premier convention focused

on language immersion education in Georgia. The primary objective of the conference is to provide meaningful professional development and networking opportunities for dual language immersion teachers and administrators. Currently, a total of 70 DLI programs operate in Georgia, which includes 10 additional programs launched in the last two years. The growth in DLI programs in the state is prominent for the first Korean-English, Chinese- English, and Japanese- English programs and the first ever DLI Program in the Savannah- Chatham area since 2019. This conference, with a virtual format since 2020, features workshops and sessions for dual language immersion teachers, English partner teachers, and DLI school administrators.

**PD4: CLTA Conference Support (\*).** CULTR intends to offer partial support for the 2023 Annual Conference of the Chinese Language Teachers Association – USA (CLTA-USA),

which is currently scheduled to be held in Atlanta, GA. With over 800 active members,

CLTA-USA is the largest professional association for K-16 Chinese language administrators, researchers, instructors, and professionals in the U.S. and around the globe. The CLTA-USA annual conference typically attracts about 350 domestic and international attendees. The

$5,000 will be used to partially cover the costs for invited plenary speakers and workshops (i.e., honorarium, roundtrip airfare, lodging) and other invoice costs (e.g., technological consultation). This funding directly supports the PD of teachers of LCTLs.

**PD5: First-Time Teacher Conference Attendee Grants (\*).** CULTR intends to support teacher

PD by providing new teachers access to local and regional conference attendance through annual grants. First-time attendee grants to the AATJ, AATK, CLTA, FLAG, IALLT, and

SCOLT conferences will be offered to teachers who have been teaching for 3 or fewer years.

Facilitating teacher access to local and regional conferences supports the creation of communities of practice, which contributes to teacher retention more broadly. In 2022, CULTR offered seven such grants for SCOLT conference attendance. The impact was clear from the feedback from one teacher: “I just wanted to reach out and thank you and everyone at CULTR for giving me the grant to attend the SCOLT conference this past weekend! I can't even put into words how much I learned during the sessions and from conversations with other teachers while I was there. During these first two days back at my school, I’ve been incorporating some of the practices I learned about, and I’m already seeing a *major* boost in student engagement and performance! Thank you so much again for this opportunity. It was much needed and MUCH appreciated.”

**PD6: CERCLL conference support (\*+).** CULTR will continue to co-sponsor the Intercultural

Competence Conference at the University of Arizona as it has done in the previous cycle. Support will be provided to fund one of the plenary speakers whose scholarship centers on LCTLs. Proposed themes for the upcoming hybrid conference are: *Intercultural Learning, Global Citizenship and Peacebuilding* in 2024, and *Intercultural Competence in a Rapidly Changing World: Supporting Inclusive and Sustainable Futures*, in 2026.

### Objective 2: Career Readiness

*Promote language study and global skills as an integral factor of academic and career preparation for all 21st-Century students.*

**CR1: World Languages Week (\*).** From 2015 to 2019, CULTR hosted its cornerstone event, World Languages Day, an exploratory language conference and resource fair for 9th to 12th-

grade students as a successful in-person event. In 2020, necessitated by the COVID-19

pandemic, CULTR expanded the format to a week-long virtual global career expo, which provided access to a much wider audience and resulted in substantially increased national and international impact. WLW highlights the vital role of global skills—particularly language proficiency—in making career and service opportunities accessible to globally minded graduates. As highlighted by the vast majority (88%) of first-time WLW attendees (*an 8% increase from 2020*), the virtual format allowed teachers, students, and speakers from across the world to attend. WLW 2021 participants joined from 38 countries and 39 U.S. states, a 44% increase from WLW 2020. This event provides students with the opportunity to meet with and hear directly from leaders in international commerce, social services, nonprofits, and governmental agencies with international and global connections.

**CR2: Global Career Series (\*).** Organized since 2019 in partnership with the Atlanta Global

Studies Center, and GSU’s Andrew Young School of Policy Studies Career and Alumni Services, Global Studies Program, and Study Abroad Programs, this series inspires students to build global skills and pursue global careers, internships, and volunteer opportunities. In a virtual setting, representatives from internationally focused organizations speak to students about opportunities in Atlanta and/or abroad. Spring 2022 participants included international humanitarian and cultural organizations in Atlanta, global commerce and trade, as well as

U.S. Foreign Service representatives.

### Objective 3: Advocacy

*Promote awareness of the national need for language education and cultivate increased support for language education and global skills preparation among parents, schools, communities, and the private sector.*

**A1: Global Languages Leadership Meeting (GLLM).** This unique event convenes a diverse group of industry leaders from business, nonprofit, government, and education who forge collaborations that promote language learning and cultural competence for a burgeoning global workforce. Invited attendees include school leaders, legislators, representatives from government agencies, as well as businesses and NGOs with international initiatives.

Participants meet to discuss, advocate for, and promote language learning throughout the K- 16 educational continuum. GLLM materials, including videos of the keynote, and reports are

showcased on the CULTR website. The 2021 shift to a virtual format created national and international impact, with 100+ attendees joining from 9 states and 5 countries, facilitating interactive networking across sectors.

**A2: Virtual Korean Education Advocacy (\*+).** This collaborative project, jointly funded by the

National Foreign Language Resource Center (NFLRC) at the University of Hawai’i at Mānoa and the Center for Urban Language Teaching & Research (CULTR) at Georgia State University, provides Professional Development for GA certified Korean teachers with North Carolina Virtual Public School (NCVPS), and the opportunity to teach Korean language courses virtually through NCVPS. With a focus on both advocacy for LCTLs and PD for Korean teachers, this dually focused proposal has multiple strengths and far-reaching potential. First, is the transferability and application of the curriculum in a variety of educational and institutional contexts. Starting in the Southeastern U.S. with the addition of Korean language in the NCVPS, and potentially later in the Georgia Virtual School, this newly developed online Korean curriculum will lend itself to be easily adopted by other states. Second, it provides professional development opportunities for teachers of Korean in

the areas of curriculum development, and online teaching, allowing them to work across states, contribute to teacher retention, and thereby strengthened alliances between NC and GA Virtual schools. Finally, the project expands LCTL course options for students attending NCVPS, as currently only Arabic, Mandarin Chinese language and Japanese are offered.

**A3: LCTL Post-Graduation Learner Survey (\*+).** World language learning constitutes a

transformative experience that affords academic and professional opportunities to students as they develop linguistic, cultural, and intercultural competencies. Such a process can be especially meaningful to non-traditional college students as they develop professional identities in relation to their future careers throughout their college years. To date, however, little is known about the impact of world language learning on college students’ trajectories of academic and professional identities development. This proposed multi-year, cross- institutional project aims to address this issue by focusing on a selection of undergraduate students enrolled in four less commonly taught language (LCTL) programs (i.e., Arabic, Chinese, Japanese, and Korean) at Georgie State University and Spelman College, a private, historically black women’s liberal arts college. Through a combination of quantitative and qualitative data collection methods, this project identifies individual pathways and group- level trajectories characterizing the students’ development in language competence, intercultural awareness, and professional identity. This longitudinal project promotes world language learning beyond higher education as lifelong learning.

### Objective 4: Research

*Conduct and disseminate research on access to Dual Language Immersion and the learning, teaching, and assessment of LCTLs that can be translated into improvements in practice.*

### R1: Developing Korean DLI Textbook Project: Culturally and Linguistically Relevant STEM Textbook and Workbook Development for a Korean-English Dual Language Immersion (KDLI) Program (Dr. Aram Cho.) (\*). Drawing from more extensive, longitudinal,

and collaborative research on a newly established Korean-English Dual Language Immersion (DLI) program at Parsons Elementary School, Gwinnett County, Georgia, this project aims to develop and validate Korean DLI Textbook and Korean cultural materials. Despite the national effort to promote LCTL, the materials and resources for Korean culture are primarily more applicable to university students and adult learners. KDLI teachers express a lack of cultural resources and appropriate materials, which cause barriers to implement culturally relevant pedagogy in the K-12 setting. Considering that current students in the local DLI program are K-2 and from culturally and linguistically diverse backgrounds, generic materials and textbooks used in university settings cannot serve younger students’ needs. By highlighting the lack of materials and resources for their classrooms, and the need for material development in the K-12 setting, this project will develop and implement differentiated lesson plans and materials in Korean culture and language for the K-12 students in collaboration with teachers and researchers. This project proposes a series of textbook and workbook development by (a) translating existing STEM teaching materials into Korean and organizing them by content units and (b) designing and creating workbooks for STEM and Culture subjects to meet the identified needs of teachers and students.

**R2: The role of prosody in comprehending implied meaning in L2 Chinese *(Dr. Shuai Li)* (\*+)*.*** One important aspect of our daily life involves accurate comprehension of non-literal, implied meaning in interaction. Research suggests that multiple linguistic factors can encode

implied meaning; yet the role of prosody has not been empirically examined. To illustrate how prosody may influence the expression of implied meaning, consider the following two utterances in response to the statement “I am thinking of applying for grad school”: (1) “YOU’RE applying for grad school?” and (2) “Are you going to GRAD school?” (stressed words capitalized). The only difference between the two utterances is in the stress pattern; the first utterance may sound impolite, but the second utterance does not. Second language learners have been reported to have difficulty in comprehending implied meaning, but no study has investigated the role of prosody in affecting learners’ ability to comprehend implied meaning. This study represents the first empirical effort to fill this gap in the literature. The proposed project aims to answer two questions: RQ1: How do different prosodic patterns influence learners’ ability to correctly comprehend implied meaning? RQ2: What cognitive processes do learners go through to comprehend implied meaning? Dr. Li plans to recruit 80 learners of Chinese across intermediate and advanced proficiency levels and ask them to complete a computerized listening comprehension test. Their responses will be analyzed for accuracy of comprehension.

Meanwhile, a subset of the participants will verbalize their thinking processes as they complete the listening test. The verbal protocols will be transcribed for qualitative analysis.

### R3: A validation and application of the L2 motivational self-system among learners of Mandarin Chinese, Korean and Japanese: (Dr. Chuan Lin) (\*). This project aims to validate

the L2 motivational self-system in the context of learning of LTCLs in U.S. colleges. This is an extension of a CULTR research project funded in 2021. To expand the project scope beyond learners of Mandarin Chinese, learners of Korean and Japanese’s motivation will also be explored to further validate Dörnyei’s (2005, 2009) model that conceptualizes L2 motivation

within the framework of self. The model is made up of three components: ideal L2 self, ought-to L2 self, and L2 learning experience. By investigating causal relations among attitudinal and motivational factors, the project also aims to provide theoretical evidence about L2 motivation in Mandarin Chinese, Korean and Japanese as well as pedagogical suggestions for teachers to motivate their students to make more effort both in and outside of the language classroom.

### R4: Languages Across Metro Atlanta (LAMA) project: (Dr. Maxim Hiram) (\*).

Languages Across Metro Atlanta (LAMA) is an inter-institutional collaborative project to document, examine, and analyze the vibrant multilingual and multicultural metropolitan Atlanta area through its linguistic landscape. Generally defined as the use of language in the public sphere, the linguistic landscape offers an approach to explore all the different ways that language is visible and audible in greater Atlanta – from billboards, shop signs, and monuments to menus, clothing, and background music. The underlying premise behind this focus is that these examples of language use are “‘tips of icebergs’ to a deeper and more complex meaning embedded in histories, cultural relations, politics, and humanistic inter-relations” (Shohamy & Waksman, 2009, p. 328). Currently in its infancy, this project looks to engage educators, students, and researchers from across Atlanta in becoming part of a city-wide effort to capture how Atlanta’s multilingualism and multiculturalism manifests itself in the public realm and to document those efforts on a central website.

## Non-discriminatory Employment Practices

CULTR will continue to uphold the university commitment to diversity and non-discriminatory practices inherent in our designation as a state institution and both a Title III and Title IV institution. We will adhere to the official Georgia State University policy regarding non-

discrimination in employment, admissions, and student activities. Projects were selected

irrespective of applicants’ race, color, religion, gender, sexual orientation, national origin, age, disability, or veteran status. Physical GSU facilities, including the Center for International Resources & Collaborative Language Engagement (CIRCLE) and the CULTR offices, are equipped for appropriate access by disabled patrons. Disability support services for all LRC participants are available through the University Office of Disability Services. We strive to make all CULTR online resources and websites ADA compliant.

# Quality of Key Personnel

The faculty and staff who comprise the professional core of CULTR have achieved an international reputation for expertise, outreach, research, coordination, and distinction in their respective fields. They have demonstrated excellence and innovation in the advancement of research in language education, language research, language assessment, program evaluation, instructional design and technology, technology development, and in linking languages to real- world applications, such as global human rights, economic development, and equity in educational opportunity. For more information, please see Appendix A for all relevant curricula vitae.

## Director

**Dr. Hakyoon Lee** *(10% Calendar-Year-Effort)* is an Assistant Professor in Korean in the Department of World Languages and Cultures at Georgia State University. Since 2013, Dr. Lee has developed all levels of Korean language courses as well as Korean content courses with diverse inaugural topics. As a coordinator of the Korean language program at GSU, she oversees the program and supervises instructors and graduate student assistants in the program. She has also reached out and collaborated with Korean communities and K-12 schools for conducting diverse research and community projects. In 2017, Dr. Lee led a STARTALK Dual Language Immersion Summer Camp in Atlanta and teacher training, and student program development funded by National Security Agency and The National Foreign Language Center. With a specialization in applied linguistics, Dr. Lee’s research interests lie at the intersection of sociolinguistics, bi/multilingualism, the Korean diaspora, and language education. She has worked closely with CULTR for the last 8 years, leading a geolocative linguistic landscape

project. She also collaborates with K-12 language educators and community partners. Dr. Lee

has led various major projects with budgets amounting to $495,000 across six internal, two national, and eleven international grants and scholarships which were funded by the Korea Foundation, Academy of Korean Studies, and The Ministry of Education in Korea. She has published her work in top professional journals such as *Applied Linguistics, Applied Linguistics Review, International Journal of Bilingual Education and Bilingualism, Linguistic Landscape, The Korean Language in America, Linguistics and Education, Narrative Inquiry, and Journal of Language, Education*, *and Identity,* and *TESOL Quarterly.*

## Managing Director

**Kristy Winkler** *(100% Calendar-Year-Effort)* oversees the daily operations of CULTR, including management of student workers, project management, meeting and event coordination, dissemination of information, correspondence, scheduling, and purchasing, networking and outreach to expand CULTR’s reach and create new partnerships, as well as other duties as requested by the Director. Ms. Winkler obtained a Master’s in Applied Linguistics from Georgia State University in 2022. In 2015, she was the recipient of the *Chevalier dans l’Ordre des Palmes académiques* (Knight in the Order of Academic Palms) from the French Ministry of Education. She received this honor for rendering service to French education and contributing to the promotion of French culture for 15+ years. Ms. Winkler served as the Education Director of the nonprofit French language school and cultural center, the Alliance Française d’Atlanta, for seven years prior to joining CULTR. With 5+ years’ experience as a K-12 foreign language teacher, Ms. Winker brings with her a unique understanding of the challenges that face language instructors, and a dedication to intercultural education. Her extensive experience in cultural and

press event coordination at the French Consulate General in Atlanta honed her organizational skills and appreciation for diplomacy.

## Multimedia Communications Specialist

**Roy Swygert** *(100% Calendar-Year Effort)* will focus his efforts on maintaining and enhancing the CULTR website; integrating new technologies; leveraging insights through the use of learning analytics; developing, editing, and publishing multimedia content, such as CULTR’s presentations, event videos, and digital campaigns; creating and supervising the development and design of printed materials; overseeing social media development; assisting the project leaders with the technology aspects of their projects; and supervising the work of graduate student developers.

## International Education Consultant (Internal)

**Dr. Tim Jansa** has widely published and received international acclaim on issues related to international education, language learning, intercultural competence, and organizational leadership. Through his excellent reputation and extensive network in the international education space, he will serve as an internal strategic advisor for CULTR, as well as deliver presentations, lead workshops, and moderate panels on an ad hoc basis. Additionally, he will assist with the proposed research projects and serve as a liaison to the Grants & Contracts team in the College. Dr. Jansa currently serves as Assistant Finance Officer in the College of Arts & Sciences.

## External Evaluator

**Dr. Sahie Kang** (Ph.D. in Linguistics, University of Florida) has been Director of the School of Korean at Middlebury College since 2014. Prior to Middlebury, she served as the Dean of

Arabic, Korean, and Multi Language School at Defense Language Institute (2002-2015). She also served as the president of the American Association of Teachers of Korean (2015-2018) and the founding chair of the Korean Special Interest Group at ACTFL, where she has been serving as an OPI Tester and a Facilitator since 2002 and has conducted numerous workshops on assessment and pedagogy for major universities in the U.S.A. and Korea. Her most recent publication and invited presentation are “Integrated Performance Assessment and KSL” published in *The Routledge Handbook of Korean as a Second Language* (2022) and “Korean Wave for Engagement and Empowerment Beyond Language and Culture” at Global Engagement and Empowerment Forum in Yonsei University (2022).

## K-12 Teacher Workshop Instructor Recruiter

CULTR will contract Meredith White, a K-12 Spanish teacher at Peachtree Ridge High School to serve as the recruiter for instructors for the Summer Teacher PD Workshops. In this role, she will also promote said workshops at local and regional conferences and on social media. As most of the past workshop presenters and attendees have represented Spanish, French and German, Mrs. White will seek out workshop instructors that are teachers of LCTLs, the priority for this funding cycle. The annual fee for her services will be $1,000.00 across the 4-year cycle.

## Research Faculty

* + 1. **Dr. Aram Cho (*Project 1)***

Dr. Aram Cho (Ph.D., Georgia State University) is a Lecturer of Korean in the Department of World Languages and Cultures at Georgia State University. Her primary research interest focuses on the multi-modal language teaching and learning practices, identity and culture in

language learning, and multilingualism. Before joining Georgia State University, Dr. Cho taught various Korean language courses for ten years at different universities in Georgia, including the University of Georgia, Emory University, and Kennesaw State University.

* + 1. **Dr. Shuai Li (*Project 2)***

Dr. Shuai Li (Ph.D., Carnegie Mellon University) is Associate Professor of Chinese and Chinese Program Coordinator in the Department of World Languages and Cultures at Georgia State University (GSU). His research interests include second language acquisition in Chinese, interlanguage pragmatics, and teaching Chinese for specific purposes. He has co-edited two books: *Classroom research on Chinese as a second language* (2019), and *Engaging language learners through technology integration: Theories, applications, and outcomes* (2014). He also served as a guest editor for a special issue focusing on the pragmatics of Chinese for the journal, Chinese as a Second Language Research. His research articles have appeared in leading applied linguistics journals (e.g., Language Learning, The Modern Language Journal, Language Teaching, System, Studies in Second Language Acquisition, and Language Assessment Quarterly) as well as journals with special research focus (e.g., Language Testing in Asia, Pragmatics and Cognition, Chinese as A Second Language, Chinese as A Second Language Research, and Intercultural Education). Dr. Li currently serves as the Vice President of the CLTA.

* + 1. **Dr. Chuan Lin (*Project 3*)**

Dr. Chuan Lin (Ph.D. University of Hawai'i at Mānoa) is a Lecturer of Chinese in the Department of World Languages and Cultures at Georgia State University. Her research focuses

on Chinese language pedagogy, Chinese linguistics, and second language acquisition. Particularly, she is interested in leaners’ motivation of learning Chinese. Before joining Georgia State University in 2018, Dr. Lin taught all levels of Chinese language and culture courses at Georgetown University, University of Hawai'i at Mānoa, and Vanderbilt University. She also taught summer intensive programs for Princeton in Beijing (PiB) as well as Chinese School at Middlebury College.

### Dr. Hiram Maxim (Project 4)

Dr. Hiram Maxim (Ph.D., University of Texas at Austin) is Professor of German Studies and Linguistics at Emory University. His research interests lie in the general area of instructed adult second language acquisition with specific focus on pedagogical approaches that facilitate and enhance cultural inquiry. Recent work has included studies on genre-based pedagogy, curricular integration, and language learning in the linguistic landscape. His scholarship has appeared in *Modern Language Journal*, *Foreign Language Annals*, *Die Unterrichtspraxis*, and *ADFL Bulletin* and in various edited volumes. He co-edited a volume on foreign language graduate student education (Cengage, 2013) and co-authored the monograph *Realizing Advanced Foreign Language Writing Development in Collegiate Education: Curricular Design, Pedagogy, Assessment* (Wiley-Blackwell, 2010). Twice his scholarship has been recognized for distinction by the American Council on the Teaching of Foreign Languages.

All project coordinators are faculty at GSU in the Department of World Languages and their collaborators in Kennesaw State University, Emory University, and Spelman College and have extensive research and practical experience in the areas of their projects and planned

participation. For more detailed information on their expertise, please see their vitae in Appendix A.

## Personnel Time Committed to the Project

Personnel time is delineated in Table 4, below.

*Table 4: Personnel Time Committed to CULTR*

|  |  |  |
| --- | --- | --- |
| **Personnel** | **Effort** | **Time Equivalent** |
| Hakyoon Lee | 10% Calendar Year Effort | 1.2 person months |
| Kristy Winkler | 100% Calendar Year Effort | 12 person months |
| Roy Swygert | 100% Calendar Year Effort | 12 person months |
| Tim Jansa | TBD | TBD |

## Encouraging Applications for Employment from Underrepresented Groups

CULTR will continue to closely adhere to all equal access and non-discriminatory employment policies of Georgia State University, a Title III and Title V institution. Georgia State University guarantees students, scholars, and staff equitable access to its resources and for employees, equal access for advancement, without regard for race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or Vietnam Veteran status.

# Budget and Cost Effectiveness

The leadership of CULTR devised the 2022-2026 budget with cost-effectiveness and the uncertainties of the global geo-political and economic uncertainties of our times in mind. We have made a concerted effort (1) not to duplicate the strengths or foci of other LRCs, (2) engage in collaborations with other LRCs and organizations whenever possible, and (3) to leverage GSU institutional support. The projects outlined draw on existing and new research funded through external sources unrelated to this proposal. CULTR will aggressively seek to diversify funding sources by applying for additional grants to leverage DoED funds for greater effectiveness. Over the past eight years, we have ensured institutional investments in our activities through maximized institutional support, utilization of existing infrastructure and resources at GSU, efficiency of allocated personnel, and minimal supply costs.

## Cost-Effectiveness through Institutional Support

GSU is committed to a wide range of global initiatives, including the expansion and support of world language education locally, regionally, and nationally (Please see letters of support in Appendix C for detailed information.). Institutional support offered for CULTR reflects the high level of importance GSU and the College of Arts and Sciences (CAS) continue to place in the Center’s initiatives. Most significantly, the CAS has again committed to paying 50% of the salary for CULTR's full-time Managing Director. In addition to the use of a dedicated office suite, the CAS has also made available computers, office equipment, furnishings, network connections, phones, and other utilities. GSU’s Center for Excellence in Teaching, Learning & Online Education (CETLOE) has committed to additional in-kind contributions by funding 50% of the salary for a full-time Multimedia Communications Specialist, as well as through

technology and media support, video and audio editing, and technology trainers for workshops. The Office of International Initiatives (OII), The Center for International Business & Education Research (CIBER), and The Atlanta Global Studies Center (AGSC) have further pledged in- kind staff support for publicizing events via social media. All these entities have pledged to assist in the promotion of CULTR activities by leveraging their respective networks, especially to drive attendance at WLW and GLLM.

Finally, the University Conference Center has again agreed to charge minimal room reservation rates for in-person CULTR events, resulting in significant savings over the standard rate for space rental. For in-person workshops and seminars, CULTR will also have access to technology-enhanced classrooms and labs at no additional cost.

## Cost-Effectiveness through Utilization of Existing Infrastructure

CULTR draws extensively on the human, material, technological, and facility resources available at Georgia State University. Through in-kind contributions and cooperation with other campus units, CULTR maintains access to all necessary physical equipment and office resources, as well as software, networks, video conferencing, and other technology resources.

GSU’s Center for International Resources & Collaborative Language Engagement (CIRCLE) will provide audio-visual and mobile computing resources, a smart classroom, and computer lab space. CULTR has secured commitments for professional-quality video recording support and still photography for special events such as World Languages Week and the Global Languages Leadership meeting through in-kind contributions of CETLOE.

## Cost Savings Resulting from Personnel Efficiency

The salaries listed in the attached budget constitute only a fraction of actual total key personnel expenditures. Additional staff time spent on projects is included at no additional cost. Both full-time staff members (Managing Director and Multimedia Communications Specialist) are cost-shared at 50% by GSU to minimize costs to CULTR. The personnel cost for a Budget Manager is kept at 10% of his annual pay while the Director receives an annual 20% summer stipend and one course buyout during the academic year at 12.5% of her base salary.

Project coordinators will be strategically and judiciously supported by graduate and undergraduate student assistants who are highly proficient speakers of the target language(s) of the project to help the project coordinators and who possess specialized skills, such as video or audio editing experience.

Finally, a designated Grants and Contracts Officer in the College of Arts and Sciences will be assigned to manage, reconcile, and report on the project budget. No additional funds are needed to compensate this individual for their work.

## Cost-Effectiveness in Travel Expenses

Requested funds for travel will support CULTR personnel to attend the ACTFL conference (Years 1-4) and provide limited travel that supports specific CULTR initiatives. Conference attendance will support the dissemination of LRC materials, research findings, and information on CULTR initiatives. Whenever possible, meetings will be held virtually to allow for reduced travel expenses, including all Advisory Board meetings. All airfare is calculated at economy rates, consistent with State of Georgia travel guidelines. Non-transportation expenses will be

based on federal per diem rates.

## Cost-Effectiveness in Minimal Supply Costs

The budget includes funds to purchase supplies, publicity materials, and resources for daily LRC operations. Purchased items will be available to both CULTR personnel and project coordinators upon request. All informational materials created as parts of CULTR projects will be made available for download on our website, including reports, infographics, videos, and presentations, thereby eliminating printing and shipping costs.

# Evaluation Plan

In addition to completing regular IRIS reports, CULTR will conduct rigorous continual evaluation of Center activities to ensure that all stated objectives are being met promptly and according to budget allocations. The activities and outcomes for CULTR will be evaluated continually throughout the grant cycle and capped by a summative assessment at the end of the grant period. The Advisory Boards will meet via video conference once each year to review activities and provide guidance. An external evaluator will conduct in-person evaluations twice during the cycle. In Year 1, the evaluator will ascertain whether projects are well-founded and progressing as planned, as well as offer guidance and suggestions for sustained improvement. A subsequent evaluation in Year 3 will focus on the quality of CULTR products and the effectiveness of initiatives and outcomes. This evaluation plan includes an assessment of both processes and products and will be guided by the following questions:

1. *Were the activities implemented as planned? If not, what obstacles prevented activities in part or in whole from being carried out?*
2. *How effective were the activities in achieving the stated goals and objectives? How can effectiveness be improved?*
3. *What impact (short, medium, and long-term) did the activities have on participants?*

CULTR activities are divided into events, resources, and research and will be evaluated regarding their progress towards completion, quality, impact, and effective use of funds, staffing and other resources. Table 5 outlines in detail the data to be collected for each project.

*Table 5: Evaluation Data Collection Plan*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **ID** | **Projects** | **Type** | **Final Report** | **User Survey** | **Demo- graphic Info** | **Number of Views** | **Number of publications or presentations** |
| PD1 | FL Teacher Prof Dev Workshops | E | X | X | X |  |  |
| PD2 | THRIVE Video Series expansion: LCTL focus | M | X |  |  | X | X |
| PD3 | GADII annual conference support | E | X |  |  |  |  |
| PD4 | AATK, AATJ, CLTA  conference support | E | X | X | X |  |  |
| PD5 | FLAG, IALLT and SCOLT  conference teacher grants | E | X |  |  |  | X |
| PD6 | CERCLL conference support | E | X |  |  |  |  |
| CR1 | World Languages Week | E | X | X | X | X | X |
| CR2 | Global Career Series Talks | E | X | X |  | X | X |
| A1 | Global Lang Leadership Mtg | E | X | X |  | X | X |
| A2 | Virtual Korean Education Advocacy | M | X |  |  |  |  |
| A3 | LCTL post-graduation survey | M | X |  | X | X | X |
| R1 | DLI textbook project | R | X | X |  |  | X |
| R2 | The role of prosody in comprehending implied meaning in L2 Chinese | R | X |  |  |  | X |
| R3 | Goals and Motivations of LCTL Learners | R | X |  |  |  | X |
| R4 | LAMA | R | X |  | X | X | X |

## Evaluation of Events (E)

Data to be collected include the following:

1. ***Brief progress reports*** to be submitted by event organizers in the months and weeks preceding the event to ensure that planning is proceeding as needed.
2. ***Final event reports*** will be submitted after each event, detailing what went well, any problems that occurred, and suggestions for improvement.
3. ***Participant surveys*** will be completed by event attendees at the end of the event or shortly thereafter to collect feedback on the quality, relevance and usefulness the event.
4. ***Participant information sheets*** will be completed at registration so that we can collect demographic information such as number of new and returning participants, geographic location of the participants, and languages taught by participants.

## Evaluation of Materials (M)

Data to be collected include the following:

1. ***Quarterly progress reports*** will be submitted during the development phase to monitor development of materials and provide feedback to the development team as needed.
2. ***Quality review of completed materials*** will be conducted internally before publication on center website.
3. ***User surveys*** will be conducted to gather information on the quality, relevance and usefulness of materials, as appropriate. ***Number of downloads or visits to site*** will be reported quarterly.

## Evaluation of Research (R)

Data to be collected include the following:

1. ***Semi-annual progress reports*** will be submitted while the research is in progress.
2. ***Research findings*** will be presented at the center/on campus.
3. ***Final reports*** will be published on the CULTR website and will be submitted when the research is complete.
4. ***Publications, conference presentations, and grant applications*** will be counted as

part of the evaluation.

1. ***Number of citations of published works*** will be tracked through Google Scholar.
2. ***Number of downloads of final reports*** will be counted.

## Evaluation Reports

The staff of the Center will produce and submit annual reports to the external advisory boards and external evaluator before the annual board meeting. Finalized annual reports will be made available on the Center website.

## External Evaluator

Dr. Sahie King will serve as the external evaluator. The external evaluator’s role will be as follows:

1. Help to define outcomes and measures;
2. Develop procedures and instruments for data collection;
3. Develop rubrics to evaluate the center activities, both regarding their effectiveness and impact, as well as the efficient use of resources to achieve goals;
4. Read and provide feedback on annual reports;
5. Attend virtual semi-annual advisory board meetings;
6. Provide two written reports summarizing findings and making recommendations for continuous quality improvement for CULTR initiatives, processes, and center management.

The external evaluator’s annual report will be included with the Center’s annual report to all key stakeholders.

# Adequacy of Resources

## Facilities

In its ongoing support for CULTR, the College of Arts and Sciences has provided multiple offices for CULTR adjacent to the Department of World Languages and Cultures (WLC), located and within two blocks of both the College of Education and the Robinson College of Business which houses GSU’s CIBER. This location allows CULTR to maintain close collaborative relationships with WLC, the Department of Applied Linguistics, and CIBER. The proximity to all collaborating units offers access to nationally recognized research faculty and places CULTR at the center of research, international initiatives in the university, as well as in outreach to the global education and business sectors in the Southeast.

In addition to office space, CULTR maintains direct access to WLC’s smaller meeting spaces, a technology-equipped 20-person seminar room, and a 40-person conference room equipped with state-of-the-art web conferencing A/V equipment which can be used for remote event participation and allows for recording and archiving CULTR events and workshops.

Furthermore, CULTR maintains access to the Center for International Resources & Collaborative Language Engagement (CIRCLE) which provides technology and computing resources, language tutoring, skills training, social gathering spaces, and international and cultural resources to the 10,000 students enrolled in language study each year at GSU.

Conference facilities, including accommodations, are available on campus and can be reserved for larger events. The University Student Center further features the Capital Ballroom, a Speakers Auditorium, and over a dozen meeting spaces. Conference housing at GSU has accommodations for over 3,000 participants and includes linen service, Wi-Fi, and transportation

to meeting spaces. Classroom spaces, seminar rooms, and video conferencing suites are available for special events.

## Equipment and Supplies

All graduate and undergraduate assistants, administrators, and professional staff located within CULTR will continue to be provided with personal workstations (Mac and/or PC as requested), telephones, and campus e-mail and network accounts. They will also have access to a networked printer/copier/scanner with fax capabilities. CULTR personnel will further be able to utilize a wide variety of state-of-the-art technology resources provided by the CIRCLE. These include student workstations, a portable green-screen recording toolkit, a media production suite for the recording and editing of digital multimedia resources, 40 iPads with two sync carts, 10 Dell laptop computers, 15 MacBook Airs, 5 digital projectors, and a selection of HD recording equipment. CIRCLE also maintains smart classroom resources and equipment that are ideal for workshops, seminars, video conferencing, and smart presentations.

Other GSU campus resources that are available to support CULTR activities include 25 classrooms equipped with student workstations, 115 classrooms with instructor workstations, and the Center for Excellence in Teaching Learning and Online Education (CETLOE), a training and resource center for expert instructional design and technology inclusion available to staff and faculty at GSU. In addition, CETLOE has offered to collaborate on workshops and seminars and provide space and/or qualified technology trainers. Through the support of CETLOE, WLC, CIRCLE, and CAS, CULTR will have access to all technology equipment, spaces, resources, and expertise needed to accomplish the goals of the center.

# Need and Potential Impact

## Need

Monolingualism has been called the “illiteracy of the twenty-first century” (Roberts, Leite, & Wade, 2017, p. 116). As a public institution and a Title III and Title V minority-serving

institution, Georgia State University serves the interest of the public good and its increasingly

diverse communities of students, parents, families, and educators along the entire K-16 educational spectrum. We recognize that many underserved communities have suffered from a pervasive gap of opportunity to advance socially and intellectually (Carter & Welner, 2013).

The mission of CULTR is, therefore, to bring attention to the opportunity gaps in language education that impose social and institutional obstacles to students’ future success as global citizens. Throughout its various initiatives that include professional development for language educators, community outreach, research projects, and more, CULTR focuses on issues of access and advocacy. CULTR’s activities, projects, and products help to build communities of practice for language and intercultural training and aim to counteract the prioritization of STEM in educational administration and public discourse alike.

Today’s educational institutions and their teachers empower their students to be better prepared for life and work in a globalized society and workplace (Rumbley, Altbach, & Reisberg, 2012; Soria & Troisi, 2014; Yeaton, Garcia, Soria, & Huerta, 2017). It is, therefore, in the best interest of academic and vocational post-secondary institutions alike to provide the tools, skills, and knowledge that enable students to interact in a meaningful intercultural dialogue.

However, they need support beyond what their districts can offer, such as the resources an LRC is best equipped to provide.

Because most of today’s problems cannot be solved unilaterally and require a global mindset and related functional competencies, today’s graduates require the “knowledge about several dimensions of global and international cultures; appreciation of cultural, racial, and ethnic diversity; understanding of complexities of issues in a global context; and comfort in working with people from other cultures” (Soria & Troisi, 2014, p. 262). The National Education Association (NEA) lists not only *international awareness* and *an appreciation of cultural diversity* but also *proficiency in world languages* as central skills for life in the 21st century.

Developing proficiency in another language affords learners an opportunity to (1) gain an insider’s perspective toward target cultures’ traditions, customs, beliefs, and ways of behaving;

(2) expand their worldviews; (3) build intercultural sensitivity toward alternate perspectives and cultural differences; and (4) strengthen, as well as expand their identity as a global citizen (Byram, 1997; Noels, Pelletier, Clément, & Vallerand, 2003; Norton, 2006; Risager, 2006,

2015).

Research has demonstrated the impact of language learning on the cognitive development and subsequent academic performance of multilingual students. The proliferation of programs such as DLI has been shown to accelerate academic growth and narrow performance gaps on standardized tests such as the National Assessment of Educational Progress (NAEP) (Kieffer & Thompson, 2018). To this end, the American Council for the Teaching of Foreign Languages (ACTFL) aims to expose learners at all levels to a “curriculum with richness and depth [and] provide a broad range of communicative experiences and content knowledge” (p. 11) to support the development of communication strategies and “the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalized world” (Green & Schoenberg, 2006, p. iii). In sum, fostering global literacy in students in the twenty-first century means

preparing them to “recognize global interdependence, be capable of working in various environments, and accept responsibility for world citizenship” (Spaulding, Mauch, & Lin, 2001, p. 190).

Today’s business leaders demand linguistically and culturally astute employees who possess not only a specialized skill set for the job but also critical thinking skills, a broad and diverse worldview, and working knowledge of a least one language other than English (American Academy of Arts & Sciences, 2013, 2016; Joint National Committee for Languages, 2015). This is evident in the growing number of job postings explicitly seeking bilingual candidates (American Academy of Arts & Sciences, 2017). However, in addition to showing a “demonstrated capacity to think critically, communicate clearly, and solve problems complex problems” (Hart Research Associates, 2013, p. 22), employers also seek intercultural skills and global knowledge amongst their applicants. Thriving K-16 language programs, therefore, have the power to provide graduates with growth opportunities and a mental toolkit not only highly sought-after in today’s job market (Jones, 2013; Rizvi, 2017) but essential to building capacity among underserved communities where access to such opportunities is often not ensured.

A central pillar of CULTR’s mission is to support teachers in culturally responsive, socially just, and equitable instructional practices. The focus of language education is no longer solely on communication with people but also on developing sensitivity to cultural differences that penetrate the intersecting components of individuals’ identities, such as race/ethnicity, gender/sex, class, age, language, (dis)ability, and more. CULTR will support world language teachers in developing culturally responsive pedagogical approaches and equitable and inclusive classroom environments in which students enter intercultural dialogues with others with a mutual understanding of multifaceted aspects of cultural differences. Such approaches can also help all

language students and teachers counteract pervasive power imbalances manifest in social class distinctions, socioeconomic status, and linguistic abilities in both classrooms and the surrounding communities. Addressing issues of inequities and injustice is imperative in language education to make further endeavors toward inclusion, diversity, and equity and embrace more of the world within the student-parent-teacher ecosystem, which is an inherent aspect of world language education. CULTR understands that achieving these goals requires concerted efforts that incorporate teacher professional development; advocacy for language programs at the school, district, state, and national levels; opening career opportunities for our students, especially those from often-marginalized minority groups and low socioeconomic status; and research to lend both theoretical and empirical support to these initiatives. In this respect, the proposed activities contribute significantly to strengthening, expanding, and improving programs of world language study in the United States by enhancing access to language learning, helping to close the opportunity gap for marginalized communities, and increase the economic impact of multilingual speakers. Therefore, equitable access to quality language education is in the national interest to the United States, not only to remain internationally competitive but also to ensure and maintain and thriving democracy.

## Potential Impact

As a Title VI National Foreign Language Resource Center located at an urban MSI, CULTR will continue to have a clear and immediate impact at the local, state, regional, and national levels.

CULTR has established four primary objectives that will address issues of teacher retention and development, strengthen language study in the U.S., and serve as a model foreign language education in urban environments by advocating for equitable access for underrepresented

students. Through the development of projects, the organization of activities, the dissemination of materials and research, an emphasis on LCTLs and collaboration with regional and national organizations, CULTR will improve the nation’s capacity for teaching and learning world languages effectively by creating and sustaining a network of support that fosters communication between teachers, families, researchers, and policymakers.

Through collaborations with policymakers, private industry, and public educators at the local, regional, and national levels, as well as with GSU’s existing Title VI CIBER at GSU, CULTR has a proven track record of serving as a model for foreign language education and teacher preparation for urban environments across the nation. It continually seeks to open new pathways for underrepresented students (high financial need, first generation, and ethnic and racial minorities) that may lead to diverse employment opportunities in a broad range of career fields. CULTR’s activities have drawn national attention from organizations such as the American Councils for International Education, the Joint National Committee for Languages, the Association of Departments of Foreign Languages at the Modern Language Association of America, ACTFL, as well as other NFLRCs and universities across the United States. Many of these organizations have provided letters of endorsement in support of this application or are represented on CULTR’s National Advisory Board.

All of CULTR’s initiatives generate relevant resources and research that directly address current demographic and societal trends such as the growing impact of communities where LCTLs are practiced. These research products and resources will be distributed nationwide and will have the potential to steer public discourse concerning equitable access to a global education, thereby impacting policy decisions. Drawing from a national pool of contributors, resources are made publicly accessible online, both through the CULTR website and various

language-specific websites, discussion groups, and social networks. Through the creation of infographics, maps, podcasts, and videos, as well as published academic research, the materials generated through CULTR initiatives will be easily accessible and readily available.

Because CULTR’s central mission is to build communities of students, teachers, and families by asserting the vital importance of language education for all students, regardless of race or socioeconomic status, all initiatives, events, and projects undertaken by CULTR follow our principal objectives that embody and are informed by CULTR’s core values: ***Access, Advocacy, Outreach,* and *Research***.

### Impact through Objective 1: Professional Development

CULTR recognizes the need for language educators to fight a pervading sense of isolation through the support of a community network. The Center’s professional development initiatives will foster communities of practice among foreign language teachers not only in the Atlanta area but nation-wide. In-person and virtual workshops, as well as CERCLL’s Intercultural Competence Conferences 2024 and 2026 (in Arizona) will increase the number and scope of professional development opportunities for teachers in the Southeast and beyond. Through the video and podcast projects, CULTR seeks to offer teachers a forum that gives voice to their experiences and allows them to connect with each other. As a result, CULTR aims to address the high attrition rates among foreign language teachers by reinforcing best practices in language instruction and assessment and by creating a community of support among teachers.

### Impact through Objective 2: Career Readiness

Another primary role of CULTR will be to promote language learning on a regional and national scale with the express goal of fostering academic and career readiness among all K-16 students

and change perceptions among students and their parents, teachers, administrators, and policymakers concerning the value of language education. For example, through CULTR’s annual World Languages Week, high school and college students engage with employers from a wide range of career fields, participate in workshops, and listen to speakers to learn about the professional benefits of continuing their language study to create a roadmap to career success.

This successful event is unique among higher education institutions and has drawn the attention of other universities as well as national organizations for possible replication.

### Impact through Objective 3: Advocacy

Through the annual Global Languages Leadership Meeting (GLLM), CULTR has created another unique and successful experience that brings together policymakers, business leaders, nonprofit organizations, government agencies, consulates, bi-national chambers of commerce, and language educators to strategize collaborations to advocate for language education throughout the K-16 continuum. This event has drawn national attention with representatives from national organizations regularly attending the event. To advocate for the national need for strong language education, especially among the most underserved populations, CULTR will continue to leverage its collaborations with the business community along with its extensive K- 12 network to heighten the visibility of language education in hopes of affecting language policy at all levels.

### Impact through Objective 4: Research

With the proliferation of DLI throughout the U.S. and increasing attention to the successes of such programs in improving academic achievement, CULTR seeks to advocate for access to DLI programs. Because many models of foreign language pedagogy are based on European

languages, fewer resources (materials, tests, etc.) are available for LCTLs. To address this shortage, CULTR will continue to conduct new and expand current research to address the needs of LCTLs, particularly Korean, Japanese, and Chinese. Through the research on the motivation of students in LTCTLs, CULTR will advance the understanding among practitioners nationwide of how to increase enrollment in their programs and adapt their curricula to the interests and needs of students, and produce resources that may be incorporated into the teaching of educators across the U.S.

# Likelihood of Achieving Results

Over the past eight years, CULTR has demonstrated the ability to achieve meaningful results through a keen understanding that our success hinges on planning projects that leverage the existing strengths of our host institution, Georgia State University. First and foremost, CULTR personnel were carefully chosen based on a wealth of experiences in all facets of our LRC: leadership, center outreach, and collaborative relationships (Lee); project management and event coordination (Winkler); and communication technology expertise, including web design and social media (Swygert). CULTR has already established working relationships with GSU’s conference facilities, catering, room reservations, and housing offices necessary to run the logistics required for the special events we have proposed.

GSU is fully committed to supporting global initiatives, with Globalization and International Activities forming a pillar of the Strategic Plan for the University, as well as both COAS and COEHD. Within the COAS, the activities of the Global Studies Institute (GSI) infuse global awareness and global competence throughout the undergraduate curriculum and is a home for internationally focused and multidisciplinary collaborative research groups that involve faculty and students. The GSI supports CULTR through sponsorship of World Languages Week, as well as through shared support services, and will provide a venue for hosting collaborations with external partners, international visitors, scholars in residence, and dignitaries. These partnerships allow faculty, students, and staff to participate in a full range of activities and experiences, including joint research, teaching exchanges, student and faculty exchanges, and study abroad.

To further ensure the success of CULTR, we have identified and partnered with multiple offices on campus that complement the vision of the LRC leadership with specific expertise. In selecting and inviting participants to our Advisory Boards, we have assembled experts in areas that are most critical to the goals of the LRC, including Paul Sandrock (Director of Education, ACTFL), Sangeetha Gopalakrishnan (Former President of IALLT and Director of Online Program for the College of Education at the University of Illinois at Urbana-Champaign (UIUC), Dr. Young-mee Cho (Associate Professor of Korean Language and Culture at Rutgers University), Dr. Lourdes Ortega (a professor in the Department of Linguistics at Georgetown University), Dr. Mee-Jeong Park (Associate Professor and Chair of the East Asian Languages and Literatures at the University of Hawaiʻi at Mānoa), and Dr. Lydia Tang (Head of World Language Programs at Modern Language Association). Our Local and Regional Advisory Board includes leaders in K-12 foreign language education, as well as higher education language technology directors. This approach will ensure that initiatives and outreach are not only effectively targeted to the communities we aim to serve, but that communication is efficient, dissemination to critical audiences is streamlined, and objectives are aligned with the immediate needs of world language teachers and learners. The combined strengths of these two Advisory Boards inform our practice and guarantee that the goals and vision of CULTR are not only attainable in the near future but continue to be relevant and valuable to language education in our nation. A table of Advisory Board members appears in Table 6 below.

*Table 6: Members of the CULTR Advisory Boards*

|  |  |  |
| --- | --- | --- |
| **National Advisory Board** | | |
| Mr. Paul Sandrock | Director of Education | ACTFL |
| Dr. Sangeetha Gopalakrishnan | Director of Online Programs, College of Education | University of Illinois at Urbana-Champaign |
| Dr. Young-mee Cho | Associate Professor of Korean Language and Culture | Rutgers University |
| Dr. Lourdes Ortega | Faculty Director of Multilingual Studies | Georgetown University |
| Dr. Mee-Jeong Park | Associate Professor, Chair of East Asian Languages and Literatures | University of Hawaiʻi at Mānoa |
| Dr. Lydia Tang | Head of World Language Programs | Modern Language Association |
| **Local and Regional Advisory Board** | | |
| Dr. William Nichols | CULTR Founding Director, Interim Associate Dean | Honors College-GSU |
| Dr. Wolfgang Schlör | Associate Provost for International Initiatives | OII-GSU |
| Dr. Julian Allen | Director of Academic Technology | CETLOE-GSU |
| Dr. Tamer Cavusgil | Executive Director | CIBER- GSU |
| Dr. YouJin Kim | Director of Graduate Studies, Applied Linguistics | College of Arts and Science- GSU |
| Dr. Gertrude Tinker Sachs | Department Chair, Middle & Secondary Education | College of Education & Human Development-GSU |
| Dana Salter | Associate Director | CRIM Center-GSU |
| Dr. Brian Williams | Director | CRIM Center-GSU |
| Dr. Jon Valentine | Director of Foreign Languages | Gwinnett Co. Schools |
| Mr. Patrick Wallace | Program Specialist: World Languages & Workforce Initiatives | Georgia DoE |

# Description of Final Form of Results

The final form of products and services resulting from CULTR activities will take multiple forms, including (a) online and electronic resources; (b) electronic and print publications, including articles; (c) presentations and summer institutes, and (d) public events. The materials generated by most projects will be available in multiple formats or will produce multiple results. Whenever possible, all products and activities will be accessible electronically through the CULTR website and the websites of associated or relevant organizations. Key conference speakers, webinars, and workshops will be internet video streaming and made available through and archived on the CULTR website. CULTR products and artifacts to be captured and disseminated include:

1. *Online and electronic resources*: THRIVE video series (PD2), World Languages Week (CR1), Global Career Series Talks (CR2), Global Languages Leadership Meeting (A1), Virtual Korean Education Advocacy (A2), LCTL Post-Graduation Learner Survey, Language Across Metro Atlanta Project (R4)
2. *Print publications, including articles*: Global Competency Profiles (CR2), Infographics (A2), Korean DLI textbooks (R1), The role of prosody in L2 Chinese (R2), Goals and Motivations of LCTL Learners (R3), Language Across Metro Atlanta (R4)
3. *Presentations and workshops*: Professional Development Workshops (PD1), CLTA Conference (PD4), CERCLL conference support (PD6), Korean textbook development(R1), The role of prosody in L2 Chinese (R2), Goals and Motivations of LCTL Learners (R3), Language Across Metro Atlanta (R4)
4. *Public events*: GADII DLI Conference (PD3), World Languages Week (CR1), Global Languages Leadership Meeting (A1), LCTL Post-Graduation Learner Survey (A3), Language Across Metro Atlanta (LAMA) project showcase (R4).

CULTR will meet the priorities established for the grant competition, as outlined in the Notice in the following section.

# Competitive Priorities

## Competitive Priority 1

*Applications that propose activities with a significant focus on the teaching and learning of less commonly taught languages.*

As outlined in the Plan of Center Operations, a number of our projects focus on LCTLs, in particular, Korean DLI textbook development (R1), research on assessment in Chinese (R2), the goals and motivations of LCTL learners (R3), and Language Across Metro Atlanta (R4). In addition, CULTR’s participation in DLI projects and GADII (which includes DLI instruction in Japanese, Arabic, Chinese, Japanese and Korean) highlights our commitment to supporting the expansion of LCTL offerings through DLI. Our professional development workshops, CLTA conference support (PD4), annual conference teacher grants for LCTL (PD5), and Virtual Korean Education Advocacy (A2) will be beneficial and applicable to educators, researchers, and students in LCTLs.

## Competitive Priority 2

*Applications That Propose Significant and Sustained Collaborative Activities with One or More Minority-Serving Institutions (MSIs) or Community Colleges*.

With both a Title III (Predominantly Black Institution) and a Title V (Hispanic Serving

Institution) designation, GSU is one of the nation’s most recognized Minority-Serving

Institutions (MSI). GSU has received national recognition for serving underrepresented groups, including first-generation college students. The intra-campus collaborations proposed in this application including partnership with the Alonzo A. Crim Center for Urban

Educational Excellence in the College of Education and Human Development. CULTR will

have sustained collaboration with the NFLRC (A2) and Spelman College (A3). The support from the Office of Student Success further demonstrates our commitment to reaching a diverse population of underrepresented students at every tier of the educational system that spans K-12, community colleges, universities. The projects proposed in this LRC application underscore our unique understanding of the challenges and urgency in promoting diversity and equitable access to language education among all urban populations.