Individuals using assistive technology may not be able to fully access the information contained in this file.

For assistance, please send an e-mail to [ifle@ed.gov](mailto:ifle@ed.gov) and include “508 Accommodation” and the title of the document in the subject line of your e-mail.

1. [PLAN OF OPERATION 1](#_TOC_250021)
   1. [Organization of the Center 1](#_TOC_250020)
   2. [Description of Programs 3](#_TOC_250019)
      1. [Professional Learning 4](#_TOC_250018)
      2. [LCTL Materials Development 10](#_TOC_250017)
      3. [Research 13](#_TOC_250016)
      4. [Research Dissemination 16](#_TOC_250015)
2. [QUALITY OF KEY PERSONNEL 19](#_TOC_250014)
   1. [NFLRC Staff 19](#_TOC_250013)
   2. [Project Teams 22](#_TOC_250012)
   3. [NFLRC External Evaluator 28](#_TOC_250011)
   4. [NFLRC Advisory Board (2022-2026) 29](#_TOC_250010)
3. [BUDGET AND COST EFFECTIVENESS 30](#_TOC_250009)
4. [EVALUATION PLAN 32](#_TOC_250008)
   1. [Evaluation Methods 33](#_TOC_250007)
   2. [In-house Evaluation Methods and Activities 35](#_TOC_250006)
   3. [Evaluation deliverables 37](#_TOC_250005)
5. [ADEQUACY OF RESOURCES 38](#_TOC_250004)
6. [NEED AND POTENTIAL IMPACT 41](#_TOC_250003)
7. [LIKELIHOOD OF ACHIEVING RESULTS 46](#_TOC_250002)
8. [DESCRIPTION OF FINAL FORM OF RESULTS 48](#_TOC_250001)
9. [COMPETITIVE PREFERENCE PRIORITY 1 50](#_TOC_250000)

# PLAN OF OPERATION

The University of Hawai'i at Manoa (UHM) (note Table of Acronyms in Appendix D), the flagship campus of the University of Hawai'i System, with a land, sea, and space grant mission and outstanding faculty and resources in instructional technology, professional learning, second language studies, and the languages of Asia and the Pacific, requests four years of funding (2022

- 2026) to continue the National Foreign Language Resource Center (NFLRC) as a Title VI Language Resource Center (LRC). The University seeks this funding in consideration of its status as a minority-serving institution (MSI) and a resource for ten other MSIs in Hawai'i, the scope of its language programs, its rich experience in language teaching and second language studies research, the quality of the faculty and graduate programs on which the projects proposed in this application depend, and the successful record of the NFLRC during its three decades of operation. The goal of the NFLRC is to expand the nation's capacity to teach and learn foreign languages effectively through professional learning, materials development, research, and research dissemination. Although all projects have implications for the teaching and learning of all languages, primary NFLRC projects focus on the following less commonly taught languages (LCTLs): **Chinese, Filipino, Japanese, Korean, Portuguese, and Russian.** The primary audience for most NFLRC endeavors is language instructors, language learners, applied linguists, and researchers involved in these languages.

## Organization of the Center

NFLRC will be housed in the Center for Language & Technology (CLT), a unit within the UH College of Arts, Languages & Letters (CALL), taking advantage of the existing administrative structure and personnel. The Director is the overall administrative head of NFLRC and is an

Hawai'i NFLRC Proposal - I

ex-officio member of the NFLRC Advisory Board. Dr. JULIO C. RODRIGUEZ, Director of the Center for Language & Technology (CLT), is the NFLRC Director.

The Associate Director aids the director in the implementation of NFLRC projects, has primary responsibilities with respect to professional learning activities, and serves as Director while the Director is absent or on leave. Dr. NAIYI XIE FINCHAM, CLT Assistant Specialist Faculty, is the NFLRC Associate Director.

The Assistant Director for Technology has primary responsibility for the conceptualization, design, development, and implementation of technology that supports NFLRC projects. Dr.

RICHARD MEDINA, CLT Assistant Faculty Specialist in Human-Computer Interaction, is the Assistant Director for Technology for the NFLRC.

The Information Technology (IT) Specialist assists in the design, development, and implementation of technology for NFLRC projects. Dr. AITORALVAREZ, IT Specialist for CLT, is also the IT Specialist for the NFLRC.

The Program Coordinator is responsible for the organization and running of the day-to-day management of the NFLRC office, professional learning events (institutes, conferences, symposia), and support services for all NFLRC projects. Mr. JIM K. YOSHIOKA is the NFLRC Program Coordinator.

An Advisory Board made up of four nationally known leaders will convene at least once a year to provide input and feedback on NFLRC programs and products. The following individuals have accepted to serve on the NFLRC Advisory Board for the period 2022-26: CHERICE MONTGOMERY (Assoc. Prof. of Spanish Pedagogy, Brigham Young University); VICTORIA RUSSELL (Prof. of Spanish and Foreign Language Education, Valdosta State University);

BRIDGET YADEN (Prof. of Hispanic and Latino Studies, Pacific Lutheran University); and JESSICA HAXHI (Supervisor of World Languages, New Haven Public Schools). All Advisory Board members additionally undertake to ensure that provisions are made for equal access to NFLRC activities and programs by members of traditionally underrepresented groups, including members of racial or ethnic minorities, women, the handicapped, and the elderly (see GEPA attachment).

An external evaluator, Dr. MARGARET MALONE, Director of Assessment, Research, and Development at ACTFL, will carry out a midterm and final evaluation of all NFLRC activities and outcomes.

## Description of Programs

In deciding which of many deserving projects to undertake during the period 2022-26, NFLRC staff have considered the following criteria: a) projects should improve the learning and teaching of LCTLs, and should include the types of activities specified in the LRC Program authorizing language; b) whenever possible, projects should result in resources that have broader implications for the teaching and learning of all languages; c) projects should consider aspects of equity in access and distribution and incorporate or target the incorporation of foreign languages in MSIs and community colleges; d) materials should be made available in formats suitable to support mobile learning and as open educational resources (OER); and e) whenever possible, projects should include linkages to other Title VI programs or collaborations with other government agencies in order to ensure maximum cost-effectiveness and augment impact.

The projects proposed in this application are grouped under four programs: professional learning, materials development, research, and research dissemination. The first three programs

have a strong focus on project-based language learning (PBLL), online and mobile learning, and the development of intercultural competence. The research dissemination program supports the sharing of knowledge through open journals and professional events, such as state and international conferences, symposia, and other special events. In recent years, over 100 LCTLs have been typically represented in NFLRC research dissemination efforts.

## Professional Learning

All NFLRC professional learning activities are backward designed starting with the products or evidence that document the participant experience. Most NFLRC professional learning activities offer participants the opportunity to obtain a microcredential or electronic badge.

Electronic badges document professional learning by providing accurate descriptions of the nature and goals of the experience, and tangible evidence of what the individual achieved.

The professional learning program proposed for this grant period (described in the order provided in Appendix E: Timeline) consists of three primary projects: Project-based Language Learning (PBLL), Online Language Pedagogy (OLP), and Teaching and Learning Languages in the U.S. (TELL.US).

## Project-Based Language Learning (PBLL)

The increased interest in project-based learning (PBL) in K-16 settings in the last two decades has produced research that links PBL not just to improvements in overall academic achievement, but also gains in communication, critical thinking, problem solving, leadership, and teamwork skills. A 2019 metaanalysis of PBL I that included 30 journal articles elucidated that PBL has a positive effect on students' academic achievement compared with traditional instruction, and that

1 Chen, C., Yang, Y. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. Educational Research Review, 26, pp. 71-81.

its effect in social science courses was better than in science and mathematics courses. Recently, PBL has been described as a high-impact practice by the American Association of Colleges and Universities2• Since 2014, the NFLRC has worked on the conceptualization and implementation of PBL in language learning and teaching contexts (aka PBLL), and has produced a wealth of resources and materials for language teachers which we propose to continue sharing through professional learning opportunities for LCTL teachers.

The NFLRC defines PBLL as a transformative language learning experience designed to engage learners with real-world issues and meaningful target language use through the construction of public products. Such products are created in response to a challenging problem or question, address a real need, and are shared with an audience beyond the instructional setting. From a pedagogical standpoint, PBLL can be conceived as a series of language learning tasks that are designed to sustain language development throughout the project, that are informed by high-quality Project-Based Learning (HQPBL) guidelines3, and that conform to applicable standards. In the process of construction of the product, learners engage in critique and revision and develop essential 21st Century skills, such as critical thinking, collaboration, creativity, and the ability to operate in intercultural contexts.

As part of its PBLL professional learning program, the NFLRC will offer 10 MOOCs (Massive Open Online courses) and 3 summer institutes in its 4-year cycle. These opportunities not only relate to each other thematically, but also programmatically; that is, the MOOCs are offered before the summer institutes to ensure that participants share a common understanding of

2 https://[www.aacu.org/trending-topics/high-impact](http://www.aacu.org/trending-topics/high-impact)

3 [http://hgpbl.org](http://hgpbl.org/)

PBLL before they embark on their institute experience. To facilitate attendance of participants across the country, each institute will be offered in different state: Hawai'i, Minnesota, and Utah.

**Envisioning PBLL** is a 3-week MOOC that introduces participants to the main concepts of high-quality PBLL. Its outcome is an instructional design document called the Product Square. This document was conceptualized and used by NFLRC institute leaders with participants in several previous institutes and has proven useful in aiding conceptualization of a project using backward design. It prompts the project designer to consider how essential project elements are addressed and to identify what challenges may need to be overcome. This first MOOC will be a prerequisite for two summer institutes that focus on PBLL and Action Research, so institute participants will work on project design before and during the institute, and on Action Research (AR) during and after the institute.

**Designing PBLL** is a 3-week MOOC that builds on the concepts Envisioning PBLL. Its outcome is a project design that applies high-quality PBLL features, named the Project Blueprint. The Blueprint outlines the main design elements of a project that is intended to activate and sustain second language acquisition processes. Participation in this MOOC will be highly recommended to institute participants with the AR component but not required.

**PBLL in Action** (Summer Institute) will be offered in 2023 in Hawai'i and in 2025 in Utah. Participants in this institute will be required to successfully complete the Envisioning PBLL in order to develop a common understanding of PBLL before they start the summer institute. Based on previous experience, participation in the pre-institute MOOC results in a much more efficient use of time and resources on site and allows for participants to start building social connections before they meet in person. Applications will be competitive and will prioritize LCTL teachers.

PBLL in Action combines a project and a research design experience led by professionals with ample expertise in PBLL (Dr. Mamiya Hernandez) and Action Research (Dr. Gilliland). The goal of this institute is for participants to refine their project designs and to construct an action research plan that focuses on the implementation of their project. After the institute, participants will be invited to attend group meetings (twice in Fall and Spring) during which they will have the opportunity to share updates on their project implementation or research plan. They will also be able to ask questions and receive feedback on project design, research plan or report). To maximize post-institute engagement and incentivize the submission of research reports, the NFLRC will provide research awards to those who successfully complete and submit the first 20 research reports.

In collaboration with the Center for Advanced Research in Language Acquisition (CARLA) at the University of Minnesota, the NFLRC will offer a PBLL institute mid-cycle, in Summer 2024. This institute will focus exclusively on PBLL and will not require prior participation in a MOOC. This will provide an opportunity to learn about PBLL for participants who do not wish to pursue an action research project.

All project designs created by participants in all institutes which meet NFLRC standards for publication will be included in an open repository4 of projects maintained by the NFLRC.

## Online Language Pedagogy (OLP)

As the demand for online learning continues to increase, an ever-growing number of teachers pursue teaching world languages online, many of whom have not received adequate preparation in pre- or in-service contexts. Similarly, language teachers who have taught online for years

4 https://nflrc.hawaii.edu/pebbles

report not having enough opportunities for professional learning specific to online language learning and teaching. Since 2015, the NFLRC has created and offered 7 online modules on different areas of Online Language Pedagogy (OLP), such as interaction, materials development, assessment, and social emotional learning5, in collaboration with the North Carolina Virtual Public School (NC Virtual). Each module consists of a number of webinars recorded with a live online audience, which is subsequently supplemented with a self-assessment and brief reading on the topic, turning each webinar into brief lessons. The lessons are made available as OERs and have proven valuable. In 2017, ACTFL piloted a mentoring program for online language

teachers that relied on them as a core component of the program.

In view of the success of this project and its resources, and the continued need for specialized materials in this area, the NFLRC proposes creating 4 additional open modules (one each year) that focus on the teaching and learning of particular LCTLs online, through a collaboration with NC Virtual. The first three modules will focus on LCTLs with high enrolment at NC Virtual (Chinese, Russian, and Japanese). The last module will focus on Korean, a language we propose to add to the LCTL options offered by NC Virtual (see 1.2.2.2), thus creating a unique and timely professional learning resource that supports the teaching of Korean language online.

## Teaching and Learning Languages in the U.S. (TELL.US)

This program consists of four annual series of podcasts that examine language teaching and learning in the U.S. from the perspective of "non-insiders," i.e., teachers who have had to adapt to the culture of teaching and learning languages in the U.S., having come from a different cultural context. The NFLRC will create a unique professional learning resource based on lively

5 [http://nflrc.hawaii.edu/events/view*I*](http://nflrc.hawaii.edu/events/viewI) I05/

conversations with these experienced LCTL professionals who were first educated in the language and culture they teach and who later came to the U.S. and became successful language teachers of their native language. The main goal of this program is to create a professional learning resource for novice LCTL teachers who find themselves teaching in a culture and education system that is different from the one they experienced growing up. Although the podcasts will focus primarily on the LCTL teacher population, they will also be a valuable resource for any other teachers whose educational formation has taken place outside the U.S. Similarly, the episodes may also provide insights for ELL teachers whose students or students' parents identify with the cultures of the teachers invited to the show.

The topics envisioned for the podcast series fall within two broad categories: language pedagogy and school culture in the U.S. Language pedagogy topics include target language use, giving useful feedback, adapting authentic materials, facilitating student interaction and language production, connecting with the community, etc. Topics related to school culture in the U.S. will look at school culture from the lens of products (e.g., classroom technology), practices (e.g., learner-centered instruction, participation, etc.), and perspectives (status of teachers in the U.S., emphasis on the individual, etc.) that may be considered common in U.S. educational settings.

Guests for the podcast series will include LCTL teachers who have been recognized as successful teachers by their peers, institution, or professional organization. The NFLRC will survey regional and national language organizations to identify potential guests. One source for recruitment will be the ACTFL Teacher of the Year (TOY) program, which has prompted over 700 state nominations for exemplary language teachers since 2006 (teachers are nominated by their state association, then compete in a regional selection; regional finalists then participate in

the national competition organized by ACTFL ). A number of these nominees are LCTL teachers who will be considered for participation in this program.

## LCTL Materials Development

The limited opportunities for professional learning for LCTL teachers is compounded by the scarcity of instructional resources for LCTLs. The gap is particularly noticeable in the availability of instructional materials designed to support the development of intercultural communicative competence (ICC) as well as materials to support online language instruction. To help mend this situation, the NFLRC proposes a materials development program composed of two main projects: a) the creation of mobile learning materials that focus on ICC for Japanese and Filipino, and b) the creation of online Korean language courses in collaboration with the Center for Urban Language Teaching and Research (CULTR), Georgia, and NC Virtual.

## The Culture App

Intercultural communicative competence (ICC) is a challenging construct in world language education. Firstly, culture is a "silent language" (Edward T. Hall); cultural values lie beneath the surface in communication and are not readily readable by a learner. Secondly, a learner seeking to acquire ICC must achieve a shift in perspective, adopting an attitude of openness and tolerance of ambiguity that represents nothing short of a personal transformation. Effective pathways toward ICC must address both the subtlety of cultural perspectives and the personal involvement of the learner. One effective approach is to run a sort of cultural simulation: to place the learner in a story or scenario where mismatched cultural perspectives cause friction or unease, and to challenge the learner to analyze "what's really going on" or "what's my best next move," then provide feedback on the learner's assessments based on cultural perspectives at play in the target

Hawai' i NFLRC Proposal - l0

culture. This is the activity paradigm, borrowed from Mary Margaret Wong et al's *Turning Bricks Into Jade* (2000, Intercultural Press), which underlies the *Culture App.*

The Culture App is one of the outcomes of a project sponsored by the U.S. Department of Defense, The Language Flagship Culture Initiative6, whose main purpose was to create materials to support the development of ICC in The Language Flagship7 programs. The *Culture App* is an open resource and currently has content for Arabic, Brazilian Portuguese, Hindi/Urdu, Indonesian, Russian, and Turkish. In the current year, Chinese, French, and Swahili are under development. As a result of this prior development, content developers for additional languages now have access to ready-made design templates. NFLRC faculty are well positioned to support this project because they actively participated in this project since its early beginnings by virtue of their role as contributing faculty to The Language Flagship Technology Innovation Center.

The Culture App is organized into L2 and English versions of the material for each target language/culture domain, allowing both higher-proficiency and lower-proficiency users to access the content by choosing between, for example, "Portugues do Brasil" (L2 version) and "Brazilian Portuguese" (English language version). When the user chooses their preferred language, they are presented with *modules* - or broad content domains, such as "Public and Private Space" or "Friends and Strangers," accompanied by backgrounding text. Each module comprises one or more *topics* (for example, "Spatial Awareness" or "Boundaries with Friends") representing subdivisions of the module. Within each topic, one or more scenarios confront the learner with awkward situations or challenges in the L2 environment that may conflict with their own underlying cultural framework. Following each scenario, the learner performs a judgment task:

6 https://thelanguageflagship.tech/fci/

7 [www.thelanguageflagship.org](http://www.thelanguageflagship.org/)

the learner rates their agreement with three or four possible explanations for the awkwardness ("What just happened?") or possible courses of action ("What should I do next?"). The learner rates their agreement or disagreement with each explanation or course of action by sliding a virtual bead along a line: left to indicate disagreement, or right to indicate agreement. After submitting ratings, learners are given an instant visual reference range to which they can compare their own rating, plus a brief verbal explanation of the reference range. Additional material such as culture notes (sociopragmatic information), language notes (pragmalinguistic information), situational context, etc. are provided before and/or after each scenario. The app is designed specifically to avoid overly determinative pronouncements about "how people function in the L2 culture" and is structured to promote a certain degree of variability in its presentation of cultural perspectives, just as members of a culture position themselves differently with regard to core perspectives in their own culture. In this way, the app cultivates ICC skills such as tolerance of ambiguity and suspension of judgment.

Although the funder of the original project has plans to add other Language Flagship languages, such as Korean and Persian, there is no intent to add languages that are beyond the scope of Language Flagship programs. The NFLRC proposes making use of the ready-built infrastructure of the Culture App to further enrich its content through the addition of Filipino and Japanese, two languages that are beyond the scope of Language Flagship programs and that have very strong academic programs and renowned faculty at UHM.

## Virtual Korean Education Advocacy

This collaborative project, jointly funded by the NFLRC and the Center for Urban Language Teaching & Research (CULTR) at Georgia State University, will not only create two online

Korean language courses, but also provide professional learning for GA certified Korean teachers with North Carolina Virtual Public School (NC Virtual), and the opportunity to teach Korean language courses virtually through NC Virtual. This comprehensive project has multiple strengths and far-reaching potential. First, the "shareability" of the resulting curriculum has the potential for national impact. Starting in the southeastern U.S. with the addition of Korean language in the NC Virtual, and potentially later in the Georgia Virtual School, this newly developed online Korean curriculum could be easily adopted by other states through NC Virtual's participation in the Virtual Learning Leadership Alliance (VLLA), a national network of virtual programs that facilitates the sharing of online courses across member states and organizations. Second, it provides professional development for teachers of Korean in the specific areas of online language course development and online language teaching. Finally, it expands LCTL course options for students attending NC Virtual, Korean being one of the languages that students request. This is not surprising given the popularity of Korean language in high schools and colleges and reported trends. The 2019 MLA Report8 lists Japanese and Korean as the only languages which showed enrollment gains among the 15 most commonly taught languages in the U.S.

## Research

The research program proposed by the NFLRC focuses on the pressing need for research on Project-based Language Learning (PBLL). Despite the increasing popularity of PBLL in the

K-16 context in the last decade, the paucity of research in this area is noticeable. Although there is extensive research on project-based learning (PBL) across the K-16 spectrum and various

8 Lusin, N. & Looney, D. (2019). Enrollments in Languages Other Than English in United States Institutions of Higher Education, Summer 2016 and Fall 2016: Final Report. Available online.

disciplines (e.g., math, science, social studies, etc.) which has linked PBL to desirable outcomes9, such as high levels of academic achievement, career readiness, etc., language learning is notoriously absent in these studies. In order to respond to the need for research in this area, the NFLRC proposes two projects that focus on producing research on PBLL which is anchored to a common PBLL construct and operationalization principles.

## Action Research on PBLL

The goal of this project is to generate a body of Action Research (AR) on PBLL which exhibits consistency in the way PBLL is defined, designed, and implemented. This type of research has enormous potential not only to advance our understanding of PBLL, but also to inform practice and discover areas in need of further inquiry and exploration. AR is a perfect fit to embark on a systematic exploration of PBLL because in addition to the new knowledge it generates through findings, it provides teacher practitioners a critical lens through which they can empirically examine specific pedagogical interventions and teaching practices within their own unique PBLL contexts. Through AR, language teachers are able to a) improve their practice in relation to the design and implementation of PBLL, b) improve and align their understanding of effective teaching practices with high quality PBLL guidelines, and c) improve the design of learning environments and materials that are conducive to high-quality PBLL.

As part of this program, the NFLRC will offer two summer institutes, named **PBLL in Action** (described in 1.2.1.1.), which combine PBLL and AR. The institutes, which are co-taught by professionals with experience and expertise in PBLL and AR respectively, will be preceded by the Envisioning PBLL MOOC, which will familiarize participants with the PBLL construct that

9 Chen, C., Yang, Y. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. Educational Research Review, 26, pp. 71-81.

will be used as reference for project design. During the institute, participants will refine the project design draft they produced in the MOOC and will devise an AR plan. After the institute, participants will continue their engagement through online meetings with the institute leaders, who will provide further guidance for the refinement and implementation of their project, their AR plan, and the writing of their research report. At the end of this program, successful participants will have produced an AR report on PBLL, which will be published and made available as an open resource to the profession. To maximize post-institute engagement and incentivize the writing of the research reports, modest research awards will be issued to participants whose reports meet minimum standards of quality.

To support this program and facilitate further production of AR on PBLL, the NFLRC will develop and publish a PBLL Action Research Guide aligned with the elements of the PBLL construct. The PBLL AR Guide will include strategies to generate research questions using the PBLL construct as reference, ideas for types of data that might be collected to answer particular questions, and potential methods of analysis of the data.

## PBLL Case Studies

The second project focuses on PBLL in the context of higher education and constitutes a joint collaboration with the National Heritage Language Resource Center (NHLRC) at the University of California, Los Angeles (UCLA). This project will result in case studies that provide rich accounts of PBLL implementation in higher education. These studies will help elucidate issues related to the integration of high-quality PBLL into an existing language curriculum, identify conditions that yield optimal results, and better understand the challenges involved in project design and implementation in higher education. The NFLRC and NHLRC will conduct this

research in three universities and in three languages: Portuguese, Russian and Spanish. The faculty participating in this research will first complete the NFLRC's MOOC, *Envisioning PELL,* to ensure that a common PBLL construct is used to guide project design and implementation. A team of researchers from the NFLRC and NHLRC will assist faculty to secure IRB approvals and enforce strict data privacy protocols. The resulting case studies will be disseminated through the collaborating centers' websites, scholarly publications, and professional conferences.

## Research Dissemination

The NFLRC proposes a vigorous research dissemination program with a broader focus than the dissemination of the research produced through the programs described above. The proposed research dissemination program includes the publication of open academic journals and the hosting of state and international conferences with advocacy efforts for the inclusion of LCTLs in all sponsored activities. Based on prior experiences, the LCTLs that are typically represented in NFLRC dissemination of research through sponsored journals, conferences, and symposia include Arabic, Chinese, Filipino, Hebrew, Ilokano, Indonesian, Japanese, Korean, Maori, Portuguese, Russian, and Vietnamese. Addressing the LRC authorizing language that program activities "must include effective dissemination efforts, whenever appropriate" (20 U.S.C. 1123), NFLRC will disseminate its work beyond academic outlets, namely through its website, email listserv, Facebook (5000+ fans), Twitter (1,300+ followers) and YouTube (750+ subscribers).

## Open Journals

The NFLRC publishes 4 refereed academic journals and is committed to keeping them open with no embargo periods or publishing fees. Open publications not only benefit junior faculty, who are typically required to pay substantial article processing charges (APC) in order to make their

work widely available and thus achieve broader recognition and impact, but also research, by making findings widely available at no cost as soon as they are published. NFLRC journals have significant impact. **Language Learning & Technology (LLT),** launched by NFLRC in 1997, has become one of the most respected journals in foreign language education and linguistics.

During this grant period, LLT will publish about 100 articles, including one special issue on LCTLs and technology and another on sign languages and technology. **Reading in a Foreign Language (RFL),** founded in 1983 at the University of Aston, England, and then transferred to Hawai'i in 2002, has established itself as an excellent source for the latest developments in the field, including improving standards. RFL is the only journal in its category that remains open. **Language Documentation & Conservation (LDC),** launched by the NFLRC in 2007, is supported by the NFLRC in collaboration with the UH Department of Linguistics. LDC focuses on LCTLs that are endangered or in need of proper documentation, and addresses topics such as assessing ethnolinguistic vitality, archiving, orthography design, reference grammar design, and ethical issues. **Second Language Research & Practice (SLRP),** published by NFLRC since 2019, disseminates scholarship on topics relevant to postsecondary language education and language program direction, such as program articulation, curriculum development, professional learning, student learning, and assessment. LCTLs are often the focus of SLRP articles.

## International and state conferences

During the period 2022-2026, NFLRC proposes to co-sponsor 12 international and local conferences and symposia in Hawai'i or virtually (see Table 1). Additionally, the NFLRC will provide support in the form of registration waivers for two LCTL teachers to attend the Center

for Educational Resources in Culture, Language, & Literacy's (CERCLL) biennial Intercultural Competence Conference (ICC) in Years 2 and 4,

Table 1. Conferences and Symposia

|  |  |  |
| --- | --- | --- |
| Time | Title and Description | Co-Organizers |
| Fall 2022 | 2022 Hawai'i Association of Language Teachers (HALT) Fall Symposium:  State of Hawai'i annual event (likely virtual) that typically focuses on technology or other current topic of interest for language teaching, often addressing LCTLs in the process. | HALT |
| Spring 2023 | 8th International Conference on Language Documentation & Conservation (ICLDC): Biennial flagship conference (now virtual) on language documentation and reclamation, focusing on research, pedagogy, and resource sharing. All presentations at the conference address LCTLs (typically close to 100 each time), with 1,000+ attendees from all continents. | UHM Department of Linguistics; University of Hawai'i at Hilo; National Science Foundation |
| Spring 2023 | 37th Hawai'i Association of Language Teachers (HALT) Spring Conference:  State of Hawai'i annual conference for K-16 world language teachers (including for many LCTLs) for sharing research, best practices, and resources | HALT |
| Fall 2023 | 2023 HALT Fall Symposium | HALT |
| Spring 2024 | 2024 Southwest Conference on Language Teaching (SWCOLT): Regional conference for K-16 world language teachers, including many LCTLs, done jointly with 38th HALT Spring Conference. Participating states in SWCOLT are Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Oklahoma, Texas, and Utah. | HALT, SWCOLT |
| Fall 2024 | 2024 HALT Fall Symposium | HALT |

|  |  |  |
| --- | --- | --- |
| Time | Title and Description | Co-Organizers |
| Spring 2025 | 9th International Conference on Language Documentation & Conservation (ICLDC) | UHM Department of Linguistics; University of Hawai 'i at Hilo; National Science Foundation |
| Spring 2025 | 39th HALT Spring Conference | HALT |
| Fall 2025 | 8th Foreign Language Education and Technology (FLEAT) Conference: International conference which focuses on technology and the learning and teaching of foreign languages and will focus on LCTLs in 2025. | International Association for Language Learning Technology (IALLT), Japan Association for Language Education and Technology (LET). |
| Fall 2025 | 2025 HALT Fall Symposium | HALT |
| Spring 2026 | 40th HALT Spring Conference | HALT |
| Summer 2026 | 2026 Conference on Interactivity, Language  & Cognition (CILC): Biennial conference that gathers internationally leading researchers across disciplinary borders, including linguistics, applied linguistics, education, interaction studies, biology, cognitive science, psychology, sociology, philosophy, anthropology, communication studies, semiotics, and biosemiotics. | International Society for the Study of Interactivity, Language and Cognition (ISSILC) |

# QUALITY OF KEY PERSONNEL

Resumes for all staff and project personnel are in Appendix A (same order as below).

## NFLRC Staff

JULIO C RODRIGUEZ (NFLRC Director) is director of the Center for Language & Technology (CLT) and The Language Flagship Technology Innovation Center. He holds a graduate degree in translation and interpretation, a Ph.D. in Curriculum & Instruction (specializing in instructional technology for language teacher education and PBL), a M.A. in

Applied Linguistics, and a B.A. in German Language & Literature. He has over 30 years of experience in instructional design and technology integration and over 20 years of experience directing successful programs. His current focus is on technology in world language education and design thinking with emphasis on faculty development, PBLL, and blended and online course and materials design. He has evaluated technology integration in higher education programs nationally and internationally and has published and presented extensively on instructional technology and PBLL. He has led and participated in over 20 grant-funded research and materials development projects. He is currently leading the design and implementation of professional learning programs for faculty in CALL at UHM.

NAIYI XIE FINCHAM (NFLRC Associate Director) is CLT Assistant Specialist faculty. She holds a Ph.D in Educational Psychology and Educational Technology from Michigan State University, a MA in Educational Studies from University of Warwick (UK), and a BA in English Language and Literature from Beijing Foreign Studies University (China). Her work and research center on computer-assisted language learning, instructional technologies and design, and multimodal environments for language learning. She has an extensive background in designing, developing, implementing, and evaluating online and hybrid world language courses for learners with various academic levels and learning needs. She has led grant-funded projects, including professional development workshops on PBLL and the development of online shareable courses for Moroccan Arabic. She has presented extensively on learning design and technology-integration projects in world language education at national and international conferences and served as consultant for online language course development projects.

RICHARD MEDINA (NFLRC Assistant Director for Technology) is Assistant Faculty Specialist in Human-Computer Interaction at the Center for Language & Technology. He holds a Ph.D. in Computer Science from the University of Hawai'i. His focus areas are on technology innovation and development in language learning environments and in technology-supported language research and scholarship. He currently develops and manages the application platform that disseminates four online open access journals published by the NFLRC and manages the editorial management software utilized by all four journals. During his 14 year association with the NFLRC, he has developed and consulted on technology initiatives of the center including the PBLL project repository, the official NFLRC website, and numerous other technology applications in direct support of NFLRC projects.

AITORALVAREZ (NFLRC IT Specialist) holds an M. Eng. degree from Universidad Rey Juan Carlos in Madrid and a PhD from the School of Telecommunications Engineering at Universidad Politecnica de Madrid. With over 15 years of experience in IT consulting and applied research in R&D projects, he has architected large scale enterprise and educational systems for national and international agencies as well as for institutions in the private sector in Europe and the US. His research interests include machine learning applied to Audio Signal Processing, Automatic Speech Recognition, Natural Language Processing, and Music Information Retrieval.

JIM YOSHIOKA (NFLRC Program Coordinator) has helped successfully organize 80+ conferences and symposia and 30+ NFLRC summer institutes for second and foreign language educators and manages NFLRC projects and day-to-day operations. In 2016, he was honored with the inaugural Excellence in Service Award for the former College of Languages, Linguistics

& Literature, now part of the College of Arts, Languages & Letters (CALL). He is co-founder of the Teacher Portfolio & Preparation Series (TiPPS). He holds a BA in English (1990) from the University of California at Davis and an MA in English as a Second Language (1999) from the University of Hawai'i at Manoa.

## Project Teams

* + 1. **Professional Learning: PBLL MOOCs**

NAIYI XIE FINCHAM (Project Lead), see NFLRC staff (2.1).

## Professional Learning: Summer Institutes: PBLL in Action

RACHEL MAMIYA HERNANDEZ (PBLL Project Lead) is an Assistant Prof. of Portuguese, Spanish, and Latin American and Iberian Studies at the UH Manoa. She holds a BA in Latin American Studies, an MA in Second Language Studies with a concentration in Language Teaching, and a PhD in Learning Design and Technology. Some of her interests include language acquisition and teaching, project-based learning, online intercultural exchanges, social justice, and instructional design. From book publishing to podcasting, her projects have engaged learners of Spanish, Portuguese, and English through meaningful language use, connecting with local and global communities. Currently, she is the president of the American Association of Teachers of Spanish and Portuguese (AATSP). She also serves on the Board of the Southwest Conference on Language Teaching as the State of Hawai'i Representative and Vice-President.

BETSY GILLILAND (Action Research Project Lead) (PhD, Education, University of California, Davis) is an associate professor in the Department of Second Language Studies at UH Manoa. She is co-editor of the *Journal of Response to Writing.* Her research focuses on second language writing and language teacher development, particularly teachers' learning to conduct

research on their teaching. She regularly leads groups of graduate students on an English-language teaching practicum to a university in northern Thailand and has taught

graduate-level courses on action research in conjunction with the practicum as well as separately (at UH Manoa and UC Davis). She has given workshops on action research for language teachers in Thailand, Chile, Colombia, and Palestine. She has collaborated with current and former graduate students as well as colleagues in Chile and Japan to publish and present on action research projects. She is currently co-editing a book project titled EFL Writing Teacher Education and Professional Development: Voices from Under-represented Contexts (under contract with Multilingual Matters to be published in 2023) that will feature chapters by writing teacher educators describing their own action research projects.

## Professional Learning: Summer Institute: PBLL

RACHEL MAMIYAHERNANDEZ (Project Lead), see above (2.2.2.)

LAUREN SCHELLER (Summer Institute Co-Leader) is currently supporting educators by helping them create and implement a system wide-vision for PBL. She specializes in World Languages, successfully integrating best practices and PBL in the classroom.

## Professional Learning: Online Language Pedagogy

NAIYI XIE FINCHAM (Project Lead), see NFLRC staff (2.1).

ELLEN HART (Project Advisor) is the Instructional Director of Career & Technical Education, Computer Science, and World Languages at North Carolina Virtual Public School (NCVirtual). Her desire to continue to explore professional learning opportunities for educators led her to work with the NFLRC. In 2016, she wrote a grant to The Japan Foundation which allowed NCVirtual to build the new course, Japanese 3. In 2020, she wrote a grant to The Qatar

Foundation, so NCVirtual could build Arabic 3. She continues to explore ways to expand online LCTL courses.

SARAH BOUTIN (Project Facilitator) is a Japanese language instructor and serves as an Instructional Leader for NC Virtual's critical language coaches. As part of her duties, she creates relevant and timely professional development programs to help the conversation coaches grow as educators to best serve the needs of their students as challenges arise in our changing landscape. Sarah has taught Japanese online to thousands of students across North Carolina who otherwise would never have the opportunity to study the language during their K-12 education program.

She has served as the series facilitator for the NFLRC OLP webinar series since 2017.

## Professional Learning: Teaching and Learning Languages in the U.S. (TELL.US)

NAIYI XIE FINCHAM (Project Lead), see NFLRC staff (2.1).

NICOLE NADITZ (Project Facilitator) is a Program Specialist for World Languages and Instructional Technology K-12 for teachers and learners in the San Juan Unified School District. In addition, she is a former member of the Instructional Quality Commission, and she is currently the co-director of the Capital World Language Project, a site of the California World Language Project. She is a frequent presenter and keynote speaker at local, state, and national conferences, with an emphasis on the design of language learning experiences that are culturally rich, authentic, and proficiency-oriented. She was the 2015 ACTFL National Language Teacher of the Year and 2021 ACSA Region 3 Curriculum Administrator of the Year and has actively participated in NFLRC professional learning opportunities.

## LCTL Materials Development: The Culture App

TOMOKO IWAI (Japanese Project Co-Lead) is an instructor of Japanese at University of Hawai'i at Manoa (UHM). Her areas of specialization are language pedagogy and pragmatics. She received her doctorate in Japanese linguistics from UHM and is a 2011 recipient of the Frances Davis Award for Excellence in Undergraduate Teaching. She is a co-author of *Musubi: a new approach to Japanese language and culture,* vol. 1 to 4 (2017-2022), a textbook currently used for JPN 101, 102, 201, and 202 at UHM. She also co-authored *Japanese for Oral Communication (2000).* She has chaired the Japanese Curriculum Review Committee in the UHM Department of East Asian Languages & Literatures.

YUMIKO TATEYAMA (Japanese Project Co-Lead) has taught Japanese language courses (from beginning to advanced levels), pedagogy courses, and translation courses at UHM. Informed by her research background in Japanese pragmatics, her classes have incorporated pragmatic aspects into her daily teaching. Among them, her course on materials development dealt with creating materials that would enhance learner awareness on cultural differences and social norms of the target culture. Her experience in developing instruments to measure learners' pragmatic knowledge will be relevant to build materials for the Culture App. Furthermore, her current students, who will be studying in Japan in the next academic year, will be a resource providing valuable insights into intercultural communication from a student's perspective.

PIA ARBOLEDA (Filipino Project Lead) is Director of the Center for Philippine Studies and Associate Prof. of Filipino and Philippine Culture at UH Manoa and is recipient of the 2015 Regent's Medal for Excellence in Teaching. She holds a Doctor of Arts degree in Language and

Literature from De La Salle University Manila. She produces multi-media bilingual materials on folklore and indigenous culture and is a Filipino <> English translator.

PRECIOUS ARAO (Filipino Project Designer) is lecturer at the University of Hawai'i at Manoa and Kapi'olani Community College. She teaches Filipino as a second language primarily to beginners. In addition, she also teaches Philippine culture courses such as Philippine Folklore. She received her Masters degree in Second Language Studies (SLS) from the Department of SLS at UHM. She also holds a Bachelor's degree in Filipino Language and Literature from UHM. Her research interests include heritage language learners/speakers, language and identity, and second language writing.

## LCTL Materials Development: Online Korean 1 & 2 Course Development

JULIO C. RODRIGUEZ (Project Lead), see NFLRC staff (2.1); ELLEN HART & SARAH

BOUTIN (Project Advisor & Facilitator), see above (2.2.4).

## Research: Action Research on PBLL

BETSY GILLILAND (Project Lead), see above (2.2.2).

## Research: Collaborative Research: PBLL for HL & L2 Learners

JULIO C. RODRIGUEZ (NFLRC Project Lead), see NFLRC staff (2.1).

## Research Dissemination: Open Journals

RICHARD MEDINA (Project Lead), see NFLRC staff (2.1).

DOROTHY CHUN (Co-Editor, Language Learning & Technology) is professor emerita of applied linguistics and German in the Gevirtz Graduate School of Education at the University of California, Santa Barbara. Her areas of research involve second language acquisition, intonation, computer-mediated communication for language and culture learning, & educational technology.

TRUDE HEIFT (Co-Editor, Language Learning & Technology) is a professor of linguistics at Simon Fraser University. Her research interests include CALL, applied linguistics, and computational linguistics. She has published and presented extensively and was awarded the Dean's Medal for Academic Excellence in Research, Teaching, and Service from her university.

RICHARD DAY (Co-Editor, Reading in a Foreign Language) is professor of SLS at UHM. He is the author and editor of numerous articles and books on second language reading, teacher development, second language listening and speaking, and materials development. He is chairman and co-founder of the Extensive Reading Foundation.

JOHN MACALISTER (Co-Editor, Reading in a Foreign Language) is professor of applied linguistics at Victoria University of Wellington. John worked on ELT projects in Kiribati, Namibia, Thailand, Cambodia, & New Zealand, as a teacher, teacher trainer, & course designer. He has been involved in the Vanuatu Education Assistance Programme as teacher trainer & in an English teaching capacity-building project at the Royal University of Phnom Penh, Cambodia.

RACQUEL-MARIA SAPIEN (Editor, Language Documentation & Conservation) is an assistant professor in the Department of Anthropology at the University of Oklahoma. Her research interests include endangered language documentation, description, maintenance, & revitalization; community-collaborative field research methodologies; morphosyntax; Cariban languages.

JOHANNA WATZINGER-THARP (Co-editor, Second Language Research & Practice) is an associate professor in the Department of Linguistics at the University of Utah. Her research focuses on language pedagogy, dual language immersion and teacher education. She currently serves as co-editor for Issues in Language Program Direction. Her publications also include

co-edited volumes and German language textbooks. In 2010, ACTFL awarded her the Anthony Papalia Award for Excellence in Teacher Education.

KATE PAESANI (Co-editor, Second Language Research & Practice) is the Director for the Center for Advanced Research on Language Acquisition (CARLA) and affiliate faculty in the Department of French and Italian and the Department of Curriculum and Instruction at the University of Minnesota. She has published on applications of multiliteracies pedagogy in postsecondary language programs, integrating language and literary-cultural content in curriculum and instruction, teacher conceptual development, foreign language program articulation, and program assessment and evaluation.

## Research Dissemination: International and State Conferences

JIM YOSHIOKA (Project Lead), see NFLRC staff (2.1).

Letters of support from the various conference organizers are in Appendix B, Section B5.

## NFLRC External Evaluator

MARGARETE. MALONE (Ph.D., Georgetown University) is Director of Assessment and Research at ACTFL. She has over three decades of experience in program evaluation, language test development, materials development, delivery of professional development and teacher preparation through both online and face-to-face methods. She currently directs all assessment and research for ACTFL's assessments, including the ACTFL OPI, OPic, WPT, AAPPL, ALIRA and listening and reading tests. She has planned and conducted program evaluations for numerous language programs. She has over 50 publications and presents regularly at ACTFL, AAAL, LTRC and local language and language testing conferences.

## NFLRC Advisory Board (2022-2026)

CHERICE MONTGOMERY (PBLL Advisor) holds a Ph.D. in Curriculum, Teaching, and Educational Policy with an emphasis in Learning, Technology, & Culture from Michigan State University. Her research explores the potential of design-based pedagogies, 21st century skills, and social technologies for affecting change in world language teacher education and professional development. Her professional endeavors include the design and facilitation of summer institutes and webinars that help world language educators develop skills in mentoring, leadership, pedagogy, PBLL, and technology.

VICTORIA RUSSELL (OLP Advisor) is a Professor of Spanish and Foreign Language Education at Valdosta State University (VSU). She is the 2022 ACTFL President and has been a language educator for the past 30+ years, earning a doctorate in Second Language Acquisition & Instructional Technology from the University of South Florida after many years of teaching middle and high school and community college levels both in the U.S. and abroad. She has published in the areas of online language teaching and learning, world language teacher preparation, and Spanish pragmatics. Her recent book, Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses, was co-authored with Dr. Kathryn Murphy-Judy.

BRIDGET YADEN (Podcast Series Advisor) has worked at Pacific Lutheran University since 1996 as a Professor of Hispanic and Latino Studies and the Director of the Language Resource Center. She teaches Spanish language and linguistics as well as World Language and ELL theories and methods courses. Dr. Yaden is currently the Executive Director of PNCFL and

served as the 2020 ACTFL president. She is dedicated to issues of access and equity for all languages and all students, in order to advance the study of all world languages in the U.S.

JESSICA HAXHI (Culture App Advisor) is Supervisor of World Languages in New Haven Public Schools, where she oversees 6 languages and 90 teachers. She taught PreK-5 Japanese for 20 years in Waterbury, CT and currently teaches methods courses at Southern Connecticut State University. She served on the board of NECTFL and is past president of AATJ and ACTFL. She also served on the NCSSFL-ACTFL Can-Do Statements Revision Task Force.

# BUDGET AND COST EFFECTIVENESS

Strong institutional support, efficiencies gained through three decades of NFLRC operation, long-term commitments on the part of faculty who make NFLRC projects the focus of their

research and professional activities, coordinated planning, and leveraging of resources with other Title VI-funded centers, government agencies, and professional collaborations have made it possible to devise an NFLRC budget that is extremely cost-effective (see "Budget Narrative" and Budget for the itemized year-by-year budgets).

## Strong institutional support\*

The commitment of the University of Hawai'i, specifically the College of Arts, Languages & Letters (CALL) is very strong (see Appendix B, Dean's letter of support). The Center Director (Julio C. Rodriguez), Associate Director (Naiyi Xie Fincham), Assistant Director for Technology (Richard Medina), and IT Specialist (Aitor Alvarez) are all key members of the NFLRC team and are fully on University salary. The NFLRC Program Coordinator (Jim Yoshioka) is partially supported by the College. The fact that the College and the CLT share resources, personnel, and knowledge to implement NFLRC research & development and professional learning projects

* Support mentioned in this section (3.1) is for informational purposes only and should not be

construed as cost sharing.







\*Support mentioned in this section (3.1) is for informational purposes only and should not be construed as cost sharing.



have committed funding to support Year 2 and 3 summer institutes respectively, and CULTR has committed funding to develop one of two online Korean courses, the other one being developed by NFLRC. Leveraging of resources has also been a consideration for materials development.

The existing Culture App, developed and maintained by the Dep. of Defense, is used to build and make available content for Filipino and Japanese. Similarly, NFLRC journals make use of a common editorial management system (Open Journal System), which supports efficient technology maintenance and management practice. Professional conferences are a further example since they are supported by various funding sources. The International Conference on Language Documentation and Conservation (ICLDC), for example, is co-sponsored by NFLRC, the UHM Department of Linguistics, and the National Science Foundation.

# EVALUATION PLAN

The evaluation of the NFLRC and its projects is aligned with the key LRC Program Performance Measures established by the Secretary to assess the effectiveness of the LRC Program, namely "(a) Percentage of LRC products or activities judged to be successful by LRC customers with respect to quality, usefulness and relevance. (b) Percentage of LRC products judged to be successful by an independent expert review panel with respect to quality, usefulness and relevance. (c) Cost per LRC project that increased the number of training programs for K-16 instructors of LCTLs (efficiency measure)." In view of these measures, the NFLRC will respond to the needs of diverse stakeholders (i.e., federal funders, MSIs, community colleges, language programs, universities, world language educators and learners, program directors, and other potential users) through the adoption of formative and summative evaluation methods that will

entail the collection and analysis of various types of data, including both qualitative and quantitative data.

The evaluation plan for the project will be driven by the four main project goals outlined in the Performance Measures Forms (PMFs) for the NFLRC (see Appendix C): 1) improve professional learning opportunities for world language educators 2) improve LCTL learning opportunities for U.S. students through materials development; 3) contribute to research on project-based language learning (PBLL); and 4) disseminate research and sponsored events to world language educators and researchers throughout the nation.

Each project goal has specific performance measures that outline the key project deliverables. To demonstrate how project goals will be met, the performance measures forms (PMF) provided include a list of proposed activities and corresponding data indicators for each performance measure. When implementing those activities and evaluating their impact on the project goals and performance measures, special attention will be given to the use of data indicators that measure the extent to which these activities address the absolute priority (LCTLs) and the competitive preference priority (MSIs or community colleges). Examples of such data indicators include a) percentage of participants in professional learning experiences who represent LCTL instructors, instructors from MSIs, and instructors from community colleges; b) number of research projects proposed and conducted that focus on LCTLs, and c) number of publications or resources developed that address LCTLs.

## Evaluation Methods

To conduct the evaluation of its projects, the NFLRC will leverage the expertise of a) an external evaluator; b) an Advisory Board; and c) NFLRC faculty and staff.

## Role of the External Evaluator

Dr. Margaret E. Malone (see 2.3) will serve as an external evaluator to provide assessment expertise, working closely with NFLRC faculty and staff to create sound and rigorous internal assessment instruments for its projects and ensure the quality of evaluation methods.

Specifically, she will conduct a comprehensive two-day in-person formative evaluation in Year 2 and a summative evaluation in Year 4. These on-site visits will not only evaluate the outcomes of each planned project, but also entail systematic observation and study of the processes within each project that could help explain the outcomes. The external evaluator will delve deep into NFLRC performance data and evaluation procedures, take into account annual Advisory Board recommendations, and produce an evaluation report detailing the center's performance and path forward. These reports will be made available to the U.S. Department of Education via the NFLRC's annual performance reports for Years 2 and 4.

## Role of the NFLRC Advisory Board

The NFLRC Advisory Board (see 2.4) will provide guidance on projects as they are being implemented and will contribute to the external review of the NFLRC. Every year, a different board member will convene and chair a virtual meeting. At these meetings, the Board will hear reports on NFLRC project progress and outcomes, ask questions and provide feedback and recommendations. Six weeks after each meeting, the chair will submit an executive summary

and recommendations to the NFLRC. The executive summary and recommendations provided by the Advisory Board will be shared with the external evaluator and will be used by the NFLRC to determine progress, ensure the alignment of activities with the project goals outlined in the

PMFs, and identify areas in need of change or improvement. Board members may also be asked for their advice on projects in their area of expertise at other times during the grant cycle.

## Role of NFLRC Faculty and Staff

NFLRC will use its internal expertise in assessment and evaluation to create annual summary reports based on the PMFs to share with the external evaluator and Advisory Board. Collectively, NFLRC staff have vast experience in program evaluation and assessment: Dr. Julio Rodriguez, NFLRC Director, has experience and expertise in evaluating technology integration in higher education programs nationally and internationally. Dr. Naiyi Xie Fincham, NFLRC Associate Director, has experience in evaluating online language courses, pedagogical interventions and teaching practices. Mr. Jim Yoshioka, NFLRC Program Coordinator, has over two decades of experience with designing and conducting surveys for the NFLRC.

## In-house Evaluation Methods and Activities

The NFLRC will employ various types of surveys and internal tracking mechanisms to ensure the relevance of its products and to internally monitor and evaluate its activities and outcomes.

## Surveys

Different types of surveys will be used to 1) identify topics for Online Language Pedagogy (OLP) modules; 2) assess teacher and learner perceptions and experiences with the Culture App content in Japanese and Filipino; 3) elicit teacher and learner perceptions and collect feedback on the online Korean courses; 4) gather demographic information and immediate needs of participants at the time of registration for professional learning experiences in PBLL and online learning, and for professional events; and 5) elicit feedback from participants on the quality of

professional learning experiences, materials, and events designed, organized and supported by the NFLRC.

## Interviews

The Culture App project leads will conduct individual or group interviews with students of Japanese and Filipino who use the Culture App content during the Year 2 and Year 4 pilots.

Questions will focus on students' perceptions of the scenarios, tasks, and in-app feedback. Follow-up interviews will be conducted with those who return from study abroad (if applicable), with questions centering on their reflections on experiences during their study abroad time that can be connected to the scenarios they have completed in the app.

## Internal tracking records

The NFLRC will gather user analytics to identify the nature and extent of participant interaction during professional learning experiences online and in relation to the use of OERs. Internal tracking will also entail the gathering of statistics about the use of the NFLRC resources such as views and downloads of journal articles, or resource access reports.

## Evaluation Activities

The NFLRC views evaluation as an ongoing and iterative improvement process. Evaluation activities include, but are not limited to, the following:

* All types of professional learning experience will be subject to an ongoing assessment and revision process using participant feedback and recommendations from the Advisory Board and external evaluator.
* Materials developed for LCTL learners will be evaluated based on user (students and teachers) experience surveys, interviews, or focus groups during and after the pilot phase.
* All manuscripts submitted to journals published by NFLRC are subject to double-blind peer review. The review process and editorial policies are the responsibility of the journal editors, but full data on all aspects of the journals are transmitted to both the NFLRC and the corresponding editorial board. Journal impact indicators will be regularly monitored.
* All project directors and other affiliated faculty will be expected to submit the findings, results, and products from NFLRC projects to refereed journals and other publication outlets that include peer review. Also, publications and conference presentations will be reported.
* Feedback will be solicited from the Advisory Board, particularly focusing on whether a) proposed activities/projects are being implemented efficiently; b) audiences that are of relevance to the NFLRC's mission are being targeted; and c) objective measures and appropriate evaluation instruments and metrics are being used.

## Evaluation deliverables

Key deliverables resulting from NFLRC evaluation activities include: a) an annual executive summary and list of recommendations from the NFLRC Advisory Board chair; b) Year 2 and Year 4 reports provided by the external evaluator; c) Year 2 and Year 4 reports on the effectiveness of the Japanese and Filipino content in the Culture App respectively, based on pilot results, results from user experience surveys, and interviews; d) in Year 2 and Year 4, summary results from learner surveys on Korean courses; e) annual reports from all four peer-edited journals; e) reports from project advisors (on an as-needed basis) with feedback on various NFLRC's activities and recommendations.

# ADEQUACY OF RESOURCES

Founded in 1907, the University of Hawai'i at Manoa (UHM) is classified as a Carnegie Doctoral (Research University/Very High Research Activity) institution. UH is

WASC-accredited and consistently ranked among the nation's top research universities and among the top 1.5% of universities in the world1°. Hawai'i is the language center of the Pacific, not only because of its strategic location but, more importantly, its people, 26.1% of whom speak

a language other than English at home". There are other centers of Asian and Pacific learning, but no other can offer the knowledge, competencies, and the cultural sensitivities born of a completely multicultural society. About 73% of the students at UH are non-Caucasian, with Filipino, Japanese, Chinese, and other Asian Americans accounting for 36%, Hawaiians and Pacific Islanders for 17%10•

One sign of Hawai'i's international scope is UH's foreign language program. The University regularly teaches 25 languages, mostly Asian and Indo-Pacific, and has the largest enrollments in East Asian languages in the US, as well as the nation's largest enrollments and number of course offerings in Southeast Asian and Pacific languages (533 courses offered at least once from Fall 2018 to Spring 2021).

## The College of Arts, Languages & Letters (CALL)

The emphasis on foreign language teaching within CALL is reflected in its title, which prominently features languages as an area of study. The organization of CALL facilitates interchange among centers and the language departments, so that the pedagogical innovations, research findings and resources in one unit are shared with the others.

10 Manoa Fast Facts: https://manoa.hawaii.edu/miro/quick-facts/

11 https://[www.census.gov/quickfacts/fact/table/hi,US/POP8152](http://www.census.gov/quickfacts/fact/table/hi%2CUS/POP8152) l 6#viewtop

CALL houses the Center for Language & Technology (CLT), home of the NFLRC. The mission of the CLT is to enhance and support the research, learning, and teaching of languages through the use of technology. To fulfill its mission, the CLT offers high quality technical, instructional and research support services and professional learning opportunities, which, combined with its facilities, resources, and the expertise of its faculty and staff, results in a unique combination of assets that are very rarely found in other institutions. The CLT personnel includes 4 full-time faculty, 4 professional staff positions, including a media designer, sound editor, and 2 highly qualified IT staff. Three graduate students and several undergraduates are also part of this dynamic and diverse group. The CLT facilities include fully equipped studios for the production of digital materials, two class labs, a project-development space for faculty, seminar rooms, a smart classroom, and a film projection classroom. NFLRC holds its many symposia and workshops in these technology-rich spaces. The CLT has had an active role in the profession, which has resulted in multiple contracts and collaborations with entities outside CALL, particularly in the area of online learning during the pandemic. Collaborations have included the U.S. Dep. of Education, NSEP, ACTFL, and the City University of New York.

CALL houses 17 academic departments, the School of Pacific and Asian Studies, and multiple national research and resource centers. CALL departments include:

* East Asian Languages and Literatures (EALL), the largest department of its kind in the country, which offers a curriculum unparalleled in its breadth, depth, and variety of courses in Chinese, Japanese, and Korean at the undergraduate and graduate levels. The undergraduate programs aim at developing a high level of proficiency in all skills areas and include Language Flagship programs for Chinese and Korean.
* Indo-Pacific Languages and Literatures (IPLL) provides an opportunity without parallel elsewhere in the country for students to acquire an in-depth knowledge of the languages and cultures of the Indo-Pacific region, which houses more than 25% of the Earth's population and a rich diversity of peoples. This is the only department in the US to offer a BA degree in Philippine Language and Literature and to offer every national language of Southeast Asia, as well as classical and modern Indian languages.
* Languages and Literatures of Europe and the Americas (LLEA) provides comprehensive 4-year undergraduate programs in French, German, Spanish, and Russian.
* The Department of Linguistics offers a concentration in language documentation at both the MA and Ph.D. levels, making UH one of the few universities in the world to offer this specialization. Its program in Language Documentation and Conservation has achieved international recognition. Two departmental strengths include its focus on language diversity in the Pacific and Asia and its commitment to the study of language through contemporary cognitive science tools along with more traditional analytic techniques.
* Second Language Studies (SLS) is internationally known for its research in L2 acquisition. Its highly selective master's program is recognized worldwide for its excellence and offers specializations in Critical Second Language Studies; Language Assessment; Language and Social Interaction; Language Education; and Second Language Acquisition at the MA level. The Ph.D. program is considered by many to be the leading such program in the U.S.

CALL is also home to three Title VI National Resource Centers (NRCs), with which NFLRC has a long history of collaboration:

* + The East Asia NRC (NRCEA) coordinates the activities of 141 faculty members and 360 East Asian courses across 23 academic units and 7 professional programs/schools. Of these 130 are language courses that enroll about 4,400 students each year. Organizational units within NRCEA include the Centers for Chinese, Japanese, Korean, and Okinawan Studies.
  + The Center for Southeast Asian Studies (CSEAS), with over 50 affiliated faculty members, represents the largest concentration of Southeast Asia specialists in the U.S. More than 80 language and area studies courses are regularly offered. CSEAS maintains connections with university programs in Thailand, Viet Nam, the Philippines, East Timor, Cambodia, Malaysia, Singapore, and Indonesia.
  + The Center for Pacific Island Studies (CPIS) represents the largest aggregation of Pacific scholars in the world and is the only NRC that focuses on the 21 nations and territories of the Pacific.

Finally, the East-West Center's (EWC) Hawai'i Imin International Conference Center and UHM's Campus Center both offer the perfect venue for conferences, large and small. Located on the UH Manoa campus, their facilities include large auditoriums, multiple presentation rooms, large areas for dining, receptions, and registration, and A/V services. The EWC also has very affordable lodging facilities on campus for summer institute participants.

# NEED AND POTENTIAL IMPACT

This proposal responds to an overarching national need to improve the nation's capacity to produce professionals who have achieved proficiency in world languages that are underrepresented in the U.S. education system, such as the ones addressed in this proposal: Chinese, Filipino, Japanese, Korean, Portuguese, and Russian. To meet this need, the NFLRC

will provide much needed support for LCTL teachers in the form of professional learning, instructional materials, and resources for teachers who would like to improve their knowledge of the U.S. language education context. Specifically, the NFLRC will a) provide professional learning to teachers in brick-and-mortar and in online settings that is geared toward enabling high impact pedagogical practices in the LCTL classroom; b) produce research that allows us to gain a deeper understanding of such practices in various LCTL instructional contexts and that is grounded in practitioner perspectives and classroom implementation, which enables research results to be relevant and immediately applicable to practitioners; c) produce and disseminate instructional materials, particularly for LCTLs with documented enrollment gains, such as Japanese and Korean12; d) assist LCTL teachers who have come from a different cultural context to adapt to the culture of teaching and learning languages in the U.S.; and e) facilitate and promote the dissemination of research applicable to LCTLs.

In the context of LCTLs in high schools and at the undergraduate level in postsecondary institutions, professional learning is particularly needed because LCTL teachers tend to have the most traditional approaches to language instruction. In this regard, one pressing need is for LCTL instructors to be able to design and implement high impact practices, such as PBLL experiences, which enable meaningful language use, the integration of 21st Century Skills, as well as the enactment of best practices, such as performance assessment and high-leverage teaching practices. To enable high impact practices it is also important to consider the situation of many novice LCTL teachers who find themselves teaching in a system different from the one they experienced growing up. A study that focused on the needs of LCTL teachers found that

12 https://[www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf](http://www.mla.org/content/download/110154/2406932/2016-Enrollments-Final-Report.pdf)

"these teachers looked for more interactions, more discussions, and more connections to a U.S. classroom environment" (p. 2320)13 in order to become familiar with the school culture and education system of the U.S. The TELL.US podcast is designed to meet this need.

The increased demand for online learning creates opportunities for a higher number of LCTLs to be offered, as has been the case with NC Virtual, which in tum creates the need to prepare LCTL teachers to teach online. The national need to prepare teachers to teach online became evident in the last few years with the pandemic. Although Title VI Centers and national organizations, such as the National Council of Less Commonly Taught Languages (NCOLCTL),

have created valuable professional learning resources for LCTLs, the specific needs of online LCTL instructors have been largely neglected. This despite the fact that 1) already in 2011, 91% of two-year colleges offered online courses14;2) in Spring 2016 & 2017, the Dep. of Education's

Integrated Postsecondary Education Data System (IPEDS, 2018) reported that 30.7% community

college students and 30.9% undergraduates at four-year institutions took distance education courses; and 3) "the proportion of higher education students taking at least one online course is at an all-time high of 33.5 percent" (Allen & Seaman, 201415). Despite these trends, professional learning opportunities tailored to the needs of online LCTL instructors have remained limited.

The NFLRC has devised programs that will help address the identified needs and that maximize impact by **leveraging resources** and providing **interventions at multiple levels.** Resources that will augment impact are leveraged at various levels of intervention. For example, the existing Culture App already has a substantial user base, is being widely promoted in LCTL

13 De Felice, D., Lanier, A., & Winke, P. (2019). Serving the Less-Commonly-Trained Teacher: Perspectives from Arabic Instructors. The Qualitative Report, 24(9), 2309-2327. https://doi.org/10.46743/2160-3715/ 2019.3277

14<http://www.pewinternet.org/2011/08/28/main-report-l>7/

15 <http://goo.gl/uj9oDy>

Hawai'i NFLRC Proposal - 43

programs, and already features ready-to-use content for a few LCTLs. This proposal leverages this mobile digital resource to make content available in additional LCTLs. Similarly, the existing NC Virtual knowledge-base and experience in the design and offering of online LCTL courses at the state level is leveraged for the creation and teaching of the Korean courses. NC Virtual not only ensures immediate use of the courses created, but also makes it possible to share them across a national network of online schools, thus enabling national impact.

The multiple levels of intervention include offering professional learning opportunities to teachers, developing curricular materials, and conducting and disseminating research, thus reaching populations ranging from educational administrators all the way to language learners. Below is the anticipated impact of NFLRC projects summarized by these levels.

**Professional learning** (PBLL, OLP, TELL.US). Professional learning projects have the potential to reach at a minimum 5,610 world language educators (1,360 for PBLL; 250 teachers of Chinese, Russian, Japanese, and Korean for OLP; and 4,000 via the podcast TELL.US) (see Appendix C). Continuing a long-lasting collaboration, NC Virtual has committed to providing access for their network of online language teachers: 109 language teachers and 47 coaches, some of whom also teach online for community colleges (see Appendix B). The TELL.US podcasts have potential to reach not only LCTL teachers in traditional academic settings, but also community-based schools, such as heritage language weekend schools. NFLRC will partner with the Coalition of Community-Based Heritage Language Schools16 to disseminate its products and promote its professional learning opportunities, in particular the TELL.US podcast. Because many of the materials created for professional learning are OERs (e.g., OLP lessons, podcasts,

16 https://[www.heritagelanguageschools.org/](http://www.heritagelanguageschools.org/)

Hawai' i NFLRC Proposal - 44

etc.), the impact and contribution to the profession will have a wider and lasting reach over time. Add to this the fact that many educators of other commonly taught languages regularly and enthusiastically use those same resources applied to their own languages, and the impact is huge.

**LCTL materials development** (Culture App, Virtual Korean). The Japanese and Filipino Culture App content is expected to be used by at least 1,000 students, in classroom contexts and beyond, such as pre-departure preparation offered by study abroad programs. With the suite of existing Culture App languages, students will have the ability to improve their intercultural competence in even more LCTLs (Arabic, Brazilian Portuguese, Hindi/Urdu, Indonesian, Russian, and Swahili). The Korean 1 and 2 online courses, co-developed with CULTR, are expected to impact 200 students in the NC Virtual during the grant cycle. However, post-grant impact will be far greater because of NC Virtual's membership in the Virtual Learning Leadership Alliance (VLLA), which makes it possible for an additional 17 member states to offer those Korean courses through their schools.

**Research** (PBLL Action Research & Case Studies). NFLRC research on PBLL will produce PBLL + Action Research Guidelines, 20 published AR reports, three case studies, conference presentations and journal publications in conjunction with NHLRC, which will be major contributions to the field of PBLL. The NFLRC will work with the High-Quality PBL 17 organization to share these products across its network of over 3,000 schools.

**Research Dissemination** (open journals, conferences). Highly regarded NFLRC journals will reach a combined readership of at least 418,000 language educators and researchers annually during the grant cycle, making quality research, much of it focused on LCTLs, freely available to

17 https://hqpbl.org/ The NFLRC Director had an active role in this initiative as a member of the steering committee.

scholars worldwide. The twelve international and state conferences planned during the four years will convene over 2,500 language educators and researchers. A number of these events will be virtual with greatly reduced registration fees, increasing access for attendees who have not been able to participate in the past. The biennial ICLDC conference, which focuses entirely on LCTLs, is a great example of this, having nearly doubled in size in its virtual format.

# LIKELIHOOD OF ACHIEVING RESULTS

The University of Hawai'i is a major research university, with outstanding faculty resources in instructional technology, second language acquisition and the languages of Asia and the Pacific. One factor especially worthy of note is that UHM is perhaps unique in having a specialized Center for Language & Technology staffed with full-time faculty with ample expertise in instructional design and technology for world language education (Rodriguez and Fincham) and computer science (Medina and Alvarez).

NFLRC has an outstanding record of achievement in over three decades of work on technology-enhanced language teaching, learning, and professional learning, including online and hybrid LCTL course design, development, and delivery. Part of this success is due to the synergies created between the NFLRC and the CLT. For example, the CLT implemented the Mozilla Open Badges infrastructure to grant credentials (badges) to UHM faculty who successfully completed a professional learning event. Taking advantage of the infrastructure originally created by the CLT, the NFLRC scaled up the model and used the same technology to support professional learning projects.

Projects proposed here additionally take advantage of NFLRC expertise gained in the last four years. For example, the NFLRC has created processes and resources to facilitate the creation of

engaging professional learning experiences, which can be used to streamline the production of materials proposed for this cycle. Similarly, all of the initiatives for professional learning build on previous efforts. For example, two MOOCs produced last year will continue to be revised and offered throughout the four years of the grant.

The NFLRC has an excellent reputation for hosting professional conferences and ample experience and success in this area: the NFLRC program coordinator has organized over 80 professional events, including The International Conference on Language Documentation & Conservation, initiated by the NFLRC, which has become the premiere conference of its kind worldwide.

NFLRC also has a long-standing track record of supporting and disseminating publications.

After only four years in existence, the LDC journal was ranked as an "A" research journal by the Australian Research Council. Similarly, the European Science Foundation included Language Learning & Technology (LLT), the first online refereed journal of its kind published by NFLRC, in its 2007 list of exemplary journals. LLT's value to the field has been recognized by researchers. A 2019 review of 19 educational technology-related journals concluded that "There was wide consensus among CALL experts that Language Learning & Technology stands out as our field's top journal."18 In 2020, LLT was ranked the number one journal in the world among open access journals in Linguistics, and #4 in the world among open access journals in education. The 2020 ISi Journal Citation Reports ranked LLT #6 in Linguistics among 193 journals, and #36 in Education among 264 journals, with an impressive impact factor of 4.131.

18 Smith, B., & Lafford, B. A. (2009). The evaluation of scholarly activity in computer-assisted language learning. *The Modern Language Journal, 93(1),* 868-883.

The dissemination of NFLRC products and adoption of NFLRC resources is additionally supported by collaborations with various institutions and entities. For example, collaborations with other LRCs and NC Virtual proposed for this cycle make it possible to disseminate NFLRC work and products widely across the nation.

In sum, this application builds upon the existing infrastructure and projects created in previous funding cycles. For each of the projects outlined in this application, goals and objectives have been identified that are specific, detailed, and ambitious but achievable. In addition, the groundwork, resources, partnerships, and potential funding has already been laid for each project (see Appendix B: Letters of Support).

# DESCRIPTION OF FINAL FORM OF RESULTS

Detailed information on all project goals and outcomes (including activities, data indicators, activity frequency, data sources, baselines, and expected targets for each year) are included in Appendix C (Performance Measures Forms) and are summarized here by program:

## Professional Learning (Project Goal 1)

More than 5,610 foreign language professionals will be directly impacted through participation in annual MOOCs, summer institutes, webinars, and podcasts as follows:

* Over 50 hours of online professional learning on PBLL (2 MOOCs)
* 120 hours of in-person professional learning experiences (3 summer institutes)
* 40 hours of recordings (4 modules of 10 hours each) and 40 interactive lessons for online language teachers of Chinese, Russian, Japanese, and Korean, and
* 24 podcast episodes on Teaching & Learning Languages in the U.S. (18 hours of content)
* 5 teachers trained in online course design (Quality Matters)

## LCTL Materials Development (Project Goal 2)

The following products will be produced by the end of the cycle:

* 30 Culture App scenarios (15 for Japanese and 15 for Filipino) in L2 and English
* One online Korean course (Korean 2), to be offered by the North Carolina Virtual Public Schools to an estimated 200 students (Korean 1 developed by CULTR)

## Research (Project Goal 3)

* A PBLL Action Research Guide, with suggestions for research questions that focus on each of the essential features of PBLL and ideas for potential data collection and analysis
* 20 PBLL Action Research reports, representing LCTLs and other languages, published online as resources and prototypes for future PBLL action researchers
* Publication of research results from the PBLL Case Studies (w/NHLRC) in a journal article for the Heritage Language Journal.

## Research Dissemination (Project Goal 4)

* 4 volumes (80 articles) of the LLT journal (300,000 downloads/views annually)
* 4 volumes (32 articles) of the RFL journal (35,000 downloads/views annually)
* 5 volumes (72 articles) of the LDC journal (80,000 downloads/views annually)
* 5 volumes (24 articles) of the SLRP journal (3,000 downloads/views annually)
* 5 international conferences (ICLDC 8, SWCOLT 2024, ICLDC 9, FLEAT VIII, & CILC), with an estimated combined total of 480 presentations and 2,245 attendees
* 7 Hawai'i conferences/symposia (HALT) (estimated 64 presentations & 510 attendees) In total, the 4 journals will reach over 1.5M article downloads/views and the 12 conferences should convene over 2,500 attendees by 2026.

# COMPETITIVE PREFERENCE PRIORITY 1

The NFLRC is itself housed within an MSI, the University of Hawai'i at Manoa. For one of our key endeavors during the 2022-2026 LRC grant cycle, we will conduct a 4-year project with CULTR at Georgia State University (an MSI) to design, build, and offer online Korean **1** and 2 courses in conjunction with NC Virtual (see 1.2.2.2.). This collaboration has generated much excitement on all sides, and the courses will have even wider impact when they are made available nationally through the Virtual Learning Leadership Alliance, a consortium of 18 states' virtual school systems. For the Filipino Culture App project (see 1.2.2.1.), one of the project leads is an instructor at Kapi'olani Community College (an MSI), and piloting of the new material will be carried out with students there as well as at UHM.

For the 8th and 9th ICLDC Conferences (see 1.2.4.2.), NFLRC is partnering with the University of Hawai'i at Hilo (an MSI), which will offer a virtual Field Study for an in-depth look at Hawaiian immersion schools for language educators interested in starting a similar program in their own community. The annual HALT conferences and symposia are co-organized, run, and attended by world language faculty at UHM, KCC, and Honolulu Community College (all MSIs) as well as public and private K-12 schools. Finally, NFLRC will be helping sponsor the biennial Intercultural Competence Conference in Years 2 and 4, organized by CERCLL at the University of Arizona (an MSI).