

LANGUAGE RESOURCE CENTERS PROGRAM (84.229A)



Fiscal Year 2010 New Grants Summary and Abstracts

International Education Programs Service
U.S. Department of Education
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Award Recipient Information	FY 2010	Estimated Levels of Funding		
		FY 2011	FY 2012	FY 2013
P229A100001 University of Hawaii National Foreign Language Resource Center (NFLRC) Richard Schmidt	\$343,516	\$343,400	\$343,328	\$341,490
P229A100002 Michigan State University Center for Language Education and Research (CLEAR) Susan Gass & Pat Pausell	\$332,431	\$327,272	\$327,563	\$334,671
P229A100003 University of California, Los Angeles National Heritage Language Resource Center (NHLRC) Olga Kagan	\$329,950	\$328,213	\$327,576	\$327,211
P229A100005 San Diego State University Language Acquisition Resource Center (LARC) Mary Ann Lyman-Hager	\$325,000	\$325,000	\$325,000	\$325,000
P229A100008 University of Wisconsin, Madison National African Language Resource Center (NALRC) Antonia Schleicher	\$340,128	\$340,032	\$339,936	\$337,840
P229A100009 University of Minnesota Center for Advanced Research on Language Acquisition (CARLA) Elaine Tarone	\$349,987	\$347,697	\$347,925	\$347,998
P229A100010 University of Oregon Center for Applied Second Language Studies (CASLS) Carl Falsgraf	\$331,181	\$332,819	\$334,025	\$334,418
P229A100012 Pennsylvania State University Center for Advanced Language Proficiency Education and Research (CALPER) James Lantolf	\$305,162	\$317,918	\$328,257	\$334,571
P229A100014 University of Texas, Austin Center for Open Educational Resources and Language Learning (COERLL) Carl Blyth	\$336,905	\$336,347	\$336,937	\$336,515

P229A100015 Indiana University Center for Languages of the Central Asian Region (CeLCAR) Christopher Atwood	\$341,836	\$341,400	\$332,358	\$333,459
P229A100016 University of Arizona Center for Educational Resources in Culture, Language and Literacy (CERCLL) Beatrice Dupuy	\$329,124	\$327,831	\$327,258	\$324,272
P229A100018 Ohio State University National East Asian Language Resource Center (NEALRC) Galal Walker	\$336,479	\$335,215	\$335,017	\$332,221
P229A100021 George Washington University National Capital Language Resource Center (NCLRC) Anna Chamot	\$349,560	\$349,527	\$348,702	\$347,613
P229A100024 Duke University Slavic and Eurasian Language Resource Center (SEELRC) Edna Andrews	\$324,891	\$324,891	\$323,891	\$322,891
P229A100028 Brigham Young University National Middle East Language Resource Center (NMELRC) Kirk Belnap	\$345,850	\$344,438	\$344,227	\$341,830

P229A100001
University of Hawaii
National Foreign Language Resource Center (NFLRC)

The University of Hawai'i at Mānoa, the flagship campus of the University of Hawai'i system, with a land, sea, and space grant mission and outstanding faculty resources in second language acquisition and the languages of Asia and the Pacific, requests four years of funding to continue the National Foreign Language Resource Center (NFLRC) as a Title VI Language Resource Center for the period 2010-14. The university seeks this funding in consideration of the scope of language programs at the University of Hawai'i, its rich experience in language teaching and second language acquisition 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 the twenty years it has been in operation. The goal of NFLRC is to respond to the need to expand the nation's capacity for teaching and learning foreign languages effectively through research and materials development projects that focus primarily on the less commonly taught languages of Asia and the Pacific. The primary intended audience for most NFLRC endeavors is language teachers and applied linguists directly concerned with these languages. However, the projects proposed are intended to have implications for the teaching and learning of all languages, and the results of these projects will be disseminated through publications, summer institutes, and other mechanisms to the larger educational community. NFLRC will also conduct outreach to governmental agencies, language and area studies centers, and others concerned with strengthening the nation's capacity in this field.

All of the major projects proposed in this application are collaborative activities to be undertaken with other Title VI recipients, including NRCs, LRCs, and CIBERs. Projects are grouped under four general themes: (1) the development of Online Learning Communities for less commonly taught languages, including language "cafés" for advanced and professional level proficiency learners of Chinese, Filipino, Indonesian, Japanese, Korean, Samoan, Thai, and Vietnamese; (2) Foreign Language Program Evaluation and Assessment, a series of initiatives to enhance national capacity in foreign language outcomes assessment for both internal and external purposes by training a cadre of professionals who will then in turn be able to train others in meaningful and useful approaches to outcomes assessment and program evaluation; (3) annual Summer Institutes to provide professional development for K-16 language educators on content areas of national need and topics related to NFLRC projects; and (4) dissemination of materials and research results through conferences, workshops, and a vigorous publications division, including scholarly monograph series, open-access multi-media materials for LCTLs, and sponsorship of three high quality online refereed scholarly journals: *Language Learning & Technology*, *Reading in a Foreign Language*, and *Language Documentation & Conservation*.

P229A100002
Michigan State University
Center for Language Education and Research (CLEAR)

Michigan State University (MSU) seeks new funding for the Center for Language Education and Research (CLEAR), its Title VI Language Resource Center. CLEAR's efficient plan of operation, quality of key personnel, and impressive level of institutional support have provided a firm foundation for fourteen productive years. Based on its record to date, CLEAR is well positioned to provide continuing leadership in improving foreign language teaching and learning in the United States, with particular attention to strategic languages.

In this proposal, CLEAR envisions a new set of projects that will take advantage of the experience gained and expertise developed since its inception and that are based on its fundamental principle of collaboration across institutional and disciplinary boundaries. This collaboration allows CLEAR to bring together a wide variety of second language acquisition and language professionals to work on nationally significant projects. Focusing on strategic language needs of the nation, CLEAR's main activities in this proposal include: 1) Collaborative Projects, 2) Professional Development, 3) Web-Based Materials Development, and 4) Assessment and Research. In addition, a large number of the projects will utilize the innovative technologies for which CLEAR has earned a national reputation. CLEAR will continue to operate as a truly *national* language resource center by playing a leadership role in identifying and meeting strategic language needs, evaluating the effectiveness of its products and activities, and disseminating the results of its activities nationwide through its Web site, publications, conference presentations, workshops, and webinars. Given MSU's mission and history, CLEAR is able to draw on the abundant human and material resources available at this large land-grant/Association of American Universities institution in order to address national foreign language educational needs.

P229A100003

University of California, Los Angeles

National Heritage Language Resource Center (NHLRC)

The UCLA Center for World Languages and the University of California Consortium for Language Learning and Teaching submit this proposal for a National Heritage Language Resource Center (Heritage Center). Heritage language speakers represent a significant fraction of world language learners in K-16 and particularly of less commonly taught languages. Because of their advanced skills in listening and speaking, heritage language speakers comprise a reservoir of talent that can be developed to address national language needs in the areas of security, commerce, and diplomacy. Typically, while they have measurable oral/aural proficiency, their literacy skills range from minimal to absent. Their complex profiles point to a need for language instruction that builds on their strengths; with this kind of instruction they can reach high-level bilingualism more quickly than foreign language students can (e.g., during undergraduate study in college).

Teaching heritage language speakers to high levels of proficiency requires the development of heritage language education; professionalizing this new field is the Heritage Center's focus. To that end, we propose three interrelated and interdependent categories of projects: 1) Fundamental and Applied Research: To understand heritage language speakers' capabilities and needs and to use this knowledge to develop effective, research-based pedagogies for heritage language learning; 2) Learning and Teaching: To improve classroom instruction by developing curriculum and materials and by providing professional development for teachers; and, 3) Community Building: To institutionalize heritage language education by creating pathways for disseminating theory and practice.

Within each category, we propose five projects to meet the seven types of activities supported by Title VI to improve the teaching and learning of foreign languages. Each project will produce concrete, freely shareable results (e.g., language specific materials, units for professional development, reports and guides for developing programs).

We will involve the widest possible representation of languages and learning institutions across educational levels and the country. In addition to our own dissemination efforts, our collaborators at other LRCs have agreed to disseminate all calls for participation and all Heritage Center products. Every activity and project includes a dissemination plan.

Our key personnel – a director, three co-directors, each charged with overseeing a project category – and our project leaders – are experts in their scholarly fields and have substantial experience in grant management. We also are recruiting Affiliates to support Heritage Center activities, represent the Center at state and local events, and extend Heritage Center projects to stakeholders across the country. Each member of the Advisory Board oversees and evaluates a project.

To maximize effectiveness and efficiency, the Heritage Center is committed to rigorous quantitative evaluation of program outcomes and scholarly assessment of content. Our Operations Evaluation will allow us to identify improvements to ongoing project activities. Data will be of three types: Process Evaluations, Outcomes Evaluations, and Expert Assessment.

The Heritage Center's operational budget is designed to be maximally cost effective, and many of our project managers' time will be in kind, as will the time of the co-director and staff from the UC Consortium for Language Learning and Teaching.

P229A100005
San Diego State University
Language Acquisition Resource Center (LARC)

The Language Acquisition Resource Center's (LARC's) application is designed to further the advancement of professional level language proficiency and cultural competence in a set of critical languages in which LARC and its partners have demonstrated in-depth expertise. Key to success is providing multiple entry points for teacher credentialing, resulting in significant numbers of new, expert teachers in critical languages for our nation's schools. The project co-constructs and distributes standards-based lessons, curricula, textbooks, and research and applications for social media/Web 2.0 technologies, particularly in critical, less commonly taught, languages. It also cultivates discerning, informed use of student performance measurements with a focus on provision of meaningful feedback to learners so they can become demonstrably more proficient. The four project areas which LARC's 2010-14 proposal addresses are:

1) **ALTERNATIVES IN TEACHER CREDENTIALING:** The goal is to increase the number of highly qualified, credentialed teachers in critical languages, first, in the state of California, and second, throughout the nation. We will do this by: **a)** researching and implementing best practices in alternative and standard credentialing; **b)** developing an online language teaching methods course and subject matter exam preparation materials; and, **c)** collaborating with teachers, researchers, and language education programs stateside and worldwide to create an online, documented, dialogue in which all interested parties and stakeholders can actively participate;

2) **STANDARDS BASED CURRICULUM BUILDING:** The goal is to increase access to language instruction at all levels, particularly in critical languages. We will do this by: **a)** conducting, coalescing, and disseminating research on best practices in cutting edge, innovative technology use through an open-access Web portal; **b)** working with collaborative K-16 consortia to build, pilot, and sustain articulated language curricula; and, **c)** creating adoptable textbooks and curricula in critical less commonly taught languages by transparently aligning all development with California's and other states' standards and frameworks;

3) **DEVELOPING TRANS-CULTURAL COMPETENCE:** The goal is to increase language educators' and learners' trans-cultural competence. We will achieve this through: **a)** structured engagement with meaningful tasks which illustrate multiple, culturally-bound outcomes and interpretations, via social media networks and other Web 2.0 technology-based applications, including online gaming and mobile technologies; and **b)** conducting evidence based research to document the effects on language and culture development of those engaging with others in these tasks and technologies;

4) **TESTING AND ASSESSING LANGUAGE GROWTH:** The goal is to increase teachers' knowledge and confidence in using appropriate measurement options (performance, achievement, proficiency, and placement tests and assessments) available through Title VI networks and others. This includes training language teachers to have an increased understanding of reliability and validity and qualitative/quantitative measures in creating and tailoring feedback to language learners.

P229A100008

University of Wisconsin, Madison

National African Language Resource Center (NALRC)

Background: This proposal seeks funding to support, strengthen, and continue the operation of the NALRC which was designed to improve the nation's capacity for teaching and learning African languages and to strengthen the field as a profession. The funds will be used to continue the development of resources, both human and material, to provide access to African languages and for teaching, learning, and researching these languages in the United States. The NALRC will help not only in the learning and teaching of African languages but also with the learning and teaching of other less commonly taught languages.

Resources: The UW-Madison's strong institutional commitment to the field of less commonly taught languages, to field building, research, second language acquisition, methodology and materials development makes it a unique site for such a Center. The fact that the UW-Madison houses the only Department of African Languages and Literature in the United States also speaks to its commitment to African language research, teaching and learning.

Goals: The goals of the Center are to provide a national pre- and in-service training facility for teachers of African languages, to facilitate and support basic research on the teaching and learning of African languages, to develop learning materials and performance tests, and to collect and disseminate information to the field and the general public about African languages.

Purpose: The NALRC has as its purpose and primary agenda the improvement of the teaching and learning of African languages in the United States using the full expertise of the African language scholars, researchers, and instructors throughout this nation and not at a single academic institution. The national structure of the different advisory boards also speaks to the Center's national focus. All activities and projects will truly reflect national needs and priorities.

Evaluation: The evaluation plan for the NALRC will focus on the two levels of Center's work during this funding cycle. The first level is to evaluate its role as a National Language Resource Center. Thus the design is to evaluate the impact of the Center, the efficiency and effectiveness of its general plan of operation, and its productivity and relevance to potential clients. The second level is the evaluation of individual Center projects. A specific evaluation plan will be part of the design of each individual Center project, following general Center guidelines for the inclusion of both formative and summative evaluation procedures, but adjusted to fit the size, length, and particular goals of each project. Results of the Center's activities will be carefully and widely publicized not only among African language specialists but also among those who specialize in other less commonly taught languages.

Intended Audience: The concept of a NALRC offers a fundamentally new approach to African language programming in the United States. It is all-encompassing in that it will address concerns of all sectors including traditional and non-traditional learners, scholars, researchers, instructors, government and non-government agencies, Americans of African descent (who are interested in African languages and cultures), heritage learners and high school and grade school teachers who are interested in introducing African languages and cultures into their curricula.

P229A100009

University of Minnesota

Center for Advanced Research on Language Acquisition (CARLA)

To improve the nation's capacity for foreign language learning, the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota seeks funding from the Title VI Language Resource Center program to carry out the following six projects:

Technology Project: To promote the use by K-16 language teachers of new technologies for more effective instruction, CARLA will develop a unique online course on how to teach languages online; coordinate technology workshops as a collaboration between the *International Association of Language Learning Technology (IALLT)* and *ACTFL*; offer symposia on teaching languages online at the annual conferences of *IALLT* and the *Computer Assisted Language Instruction Consortium* and annually teach beginning and advanced summer institutes on using technology in language teaching.

Less Commonly Taught Languages Project: To better assess and meet the nation's strategic needs for expertise in LCTLs, CARLA will survey users of its regularly maintained database on where LCTLs are taught to identify national LCTL trends; deliver an online course for LCTL teachers on the fundamentals of teaching for proficiency; and each summer offer its popular summer institute for LCTL teachers on materials development.

Language Assessment Project: To meet the need for improved language proficiency assessment in K-16 contexts and expand professional development in classroom-based language assessment, CARLA will create and pilot online modules to train teachers to rate student speaking and writing; update and pilot new items on the *Minnesota Language Proficiency Assessment battery (MLPA)*; undertake a multi-year professional development project in reflective practice on the relationship between students' measured proficiency test scores and their teachers' specific classroom practices; carry out a research study comparing K-12 student performance on four commonly-used assessments: the *MLPA*, *OPI*, *STAMP* and *Linguafolio*; and teach the popular summer institute on assessment.

Language Immersion Education Project: To deepen CARLA's support for language immersion educators, CARLA will strengthen the *American Council on Immersion Education (ACIE)* and convert its print *ACIE Newsletter* into the online *Journal of Language Immersion Education*; offer three popular summer institutes for immersion educators and administrators; host the *Fourth International Immersion Education Conference* in 2012, with plans to offer more frequent meetings; and create video vignettes for the CARLA immersion Web site to showcase best practices in immersion teaching for on-demand professional development.

Languages Across the Curriculum Project: To advance the internationalization of postsecondary education through languages across the curriculum, CARLA will host the annual meeting of the *Consortium on Cultures and Languages Across the Curriculum* in October 2011; and develop and pilot a model third year "Green German" course that imparts advanced language skills through environmental and sustainability content.

Language Teacher Education Conference: To foster the exchange of research in language teacher education across the nation, CARLA will offer the *7th Biennial Language Teacher Education Conference*, which it founded in 1999; and assist the National Capital Language Resource Center in hosting the conference in spring 2013 in Washington D.C.

P229A100010
University of Oregon
Center for Applied Second Language Studies (CASLS)

This proposal, submitted by the Center for Applied Second Language Studies (CASLS) at the University of Oregon, describes a strategic vision and six specific projects representing the next step in its mission to improve the teaching and learning of foreign languages. In the fifteen years since its founding, CASLS has grown from a local, grassroots project to a national leader in the field with more than fifty employees and an annual budget of \$2.6 million. Throughout this growth, CASLS has remained true to its core values: responding to educators' needs, employing a comprehensive K-16 approach, and using appropriate and accessible technology. Relying on a diverse full-time staff dedicated solely to CASLS' mission, an array of nineteen national partners, and a base-plus funding strategy that maximizes the impact of every Title VI dollar, CASLS proposes to make a significant impact in assessment, professional development, and program effectiveness.

The **Open CAP** project will develop an open-content, in-class assessment tool to improve the quality and efficiency of classroom assessment and facilitating the development of common national tests in Indonesian, Portuguese, Russian, and Thai. The **LinguaFolio Online** project will develop a series of research-based training modules with online and face-to-face formats to strengthen teachers' formative assessment practices and improve instruction. The **Global Language Education Network (GLEN)** project will help 160 teachers nationwide become teacher-leaders through a sustained two-year professional development experience that includes action research and leadership training coupled with participation in a virtual community of practice with mentors, experts, and peers. The **Reinventing the Language Lab** project will allow over eighteen thousand students nationwide to use a state-of-the-art, Web-based language lab at no cost, ensuring that those studying critical languages or attending disadvantaged schools have access to authentic media and voice tools to maximize learning. The **Customized Research** project will apply academic research techniques to local policy issues to facilitate informed, research-based decision making. The **Global Scholars** project will investigate the effectiveness of articulated K-16 programs, a model receiving over \$40 million annually in federal support, and provide guidance on ways to produce superior-level speakers upon college graduation.

The final products of these projects are defined in terms of accountability and aspirational standards. Accountability standards are the minimum levels of quantitative and qualitative final form results. Aspirational standards articulate the level of success needed to reach CASLS' full strategic vision outlined in the proposal. In the last four years, CASLS raised over \$1.7 million to supplement the \$1.3 million received from Title VI. The aspirational standards, therefore, are a blueprint for attracting base-plus funding designed to maximize the impact of Title VI support. Rigorous quantitative and qualitative evaluation will assure that CASLS meets all accountability standards and progresses toward aspirational standards. This proposal is not just a request to fund individual projects, but a strategic vision for the next four years. It also serves as the intellectual and organizational infrastructure to guide additional fundraising and program development. CASLS' eleven full-time staff are dedicated solely to the pursuit of that vision. CASLS' successful history of meeting, and often exceeding, goals and objectives is an indication that the center can achieve all of the accountability standards and many of the aspirational standards by 2014.

P229A100012

Pennsylvania State University

Center for Advanced Language Proficiency Education and Research (CALPER)

The Pennsylvania State University seeks four years of funding under the U.S. Department of Education Title VI Language Resource Center program for the continued operation of its Center for Advanced Language Proficiency Education and Research (CALPER) as a national Language Resource Center (LRC). The Pennsylvania State University makes a strong institutional commitment to the teaching and learning of the less commonly taught and the more commonly taught languages through its Department of Applied Linguistics, the Center for Language Acquisition, the Asian Studies Program, the Penn State Confucius Institute, and its other language departments.

The mission of the Center for Advanced Language Proficiency Education and Research is to contribute to the LRC program as a resource for improving the Nation's capacity for teaching and learning foreign languages, with a particular focus on advanced levels of language learning.

The goals of CALPER for the proposed cycle are to: (1) develop materials and practices for teaching advanced levels of proficiency; (2) enhance teacher knowledge in specific sub-domains of the target language, (3) develop materials and practices for assessing advanced levels of proficiency; and (4) provide professional development opportunities and instructional resources for teachers of foreign languages.

Individual projects and initiatives in this proposal focus on: (a) teaching of listening comprehension and discourse features in Chinese (Mandarin); (b) teaching of genre features in Korean; (c) creation of professional development materials to promote figurative and conceptual fluency in Chinese, Russian, and Spanish; (d) advancing assessment practices through Dynamic Assessment and corpus-based procedures; (e) investigating language socialization in study abroad; and (f) three collaborative projects with other Title VI Language Resources Centers.

P229A100014

University of Texas, Austin

Center for Open Educational Resources and Language Learning (COERLL)

The University of Texas at Austin (UT), a Research 1 institution with outstanding faculty specialists in 34 different languages as well as in second language acquisition, bilingualism, foreign language pedagogy and language technology, requests funding for the creation of the Center for Open Educational Resources and Language Learning (COERLL). The proposal draws on UT's commitment to Open Education by emphasizing the many Open Educational Resources (OERs) recently developed at UT for the Internet public (e.g., online language courses, reference grammars, assessment tools, corpora, etc.). We define OER to mean any educational material offered freely and openly for anyone to use, typically involving some permission to re-mix, improve and redistribute. The primary focus of COERLL will be the creation of open digital materials and pedagogical practices for the teaching and assessing of foreign languages including Arabic, Chinese, Hindi and Yoruba. In addition, the proposal encompasses the construction of a unique corpus of Texas Spanish and an online tool aimed at students and teachers for the assessment of language dominance in bilinguals, especially Spanish-English bilingual and heritage speakers.

All COERLL materials will strive to represent more accurately multilingual development and performance along multiple continua (dialectal, proficiency, etc.). In an effort to disseminate pedagogical best practices, the proposal seeks to conduct annual workshops and symposia to be held on the campus of the University of Texas at Austin. These teacher-training workshops will include the following: a general foreign language teaching methods course and a pedagogy workshop for Arabic teachers. In addition to the methods courses, COERLL will host summer symposia that will disseminate the results of its projects (Year 1—Applications of Emerging Technologies to Language Learning; Year 2—Understanding Learner Language; Year 3—Teaching L2 Cultural Literacy; and Year 4—Language Learning in Multilingual Communities.). COERLL's projects fulfill the polyvalent mission of the Department of Education's NFLRC program (e.g., applied linguistic research, materials development, K-12 initiatives, assessment, LCTLs, teacher development and dissemination) with a multilingual technology focus.

Director Carl Blyth is Associate Professor of French Linguistics in the Department of French and Italian and the current Director of the Texas Language Technology Center (TLTC). He is the Principal Investigator of two Department of Education FIPSE grants that explore the application of open educational technology to the learning of foreign languages ("Texas Language Technology Open Access Initiative" and "The Foreign Language Collaborative Publishing Consortium") as well as a Texas Higher Education Board Grant ("Professional Development Modules for Foreign Language Teachers"). In 2009, TLTC was honored with two national awards for its work in foreign language technology by MERLOT and CALICO. This proposal builds on the prior work of Liberal Arts Instructional Technology Services (LAITS) and TLTC, two units on the UT-Austin campus that have produced more than 60 language/culture Web sites including several large scale, comprehensive foreign language resources, akin to textbooks, that leverage the portability, flexibility, and convenience of an online environment. The work of LAITS and TLTC has raised the quality and availability of free open educational resources, especially in less commonly taught languages. This grant will allow UT-Austin to expand its mission and leverage past resources for the benefit of language learners in the United States and abroad.

P229A100015
Indiana University
Center for Languages of the Central Asian Region (CeLCAR)

CeLCAR's mission is to foster knowledge of Central Asian languages and cultures. Central Asia, including Afghanistan, Northwest Pakistan, the Muslim republics of the former Soviet Union, and China's western frontier of Xinjiang, is central to America's strategic interests. Indeed *all* of the ten languages we address are on the U.S. Department of Education's list of strategic languages.

Founded in 2002, CeLCAR has already assisted U.S. language learners by publishing acclaimed textbooks based on communicative competence, creating interactive online learning modules, developing proficiency guidelines and tests, and producing top-rated seminars for military personnel deploying to Afghanistan. Additionally, using our proficiency standards, CeLCAR has already created sequenced curricula for intermediate and advanced level textbooks.

For the coming four-year cycle, CeLCAR will continue to build on our previous work. We will: expand our range of textbooks and proficiency tests in new languages, including completing a three-year series of textbooks on Dari, Afghanistan's national language; establish e-portfolios for testing proficiency in active skills (speaking and writing); and develop interactive online versions of our elementary classes in Afghan languages, Pashto and Dari.

As part of developing national "language readiness" we will prepare informational student handbooks for each of the core Central Asian languages. We will also develop an interactive dialect map of Central Asia that will prepare learners for the adjustment from the formal language they will hear in a classroom to the regional languages spoken on the street.

We also plan to research the effectiveness of language bridging, in coordination with the Language Flagship, to determine the efficacy of bridging from more widely studied languages, like Turkish and Farsi to the less commonly taught languages of Central Asia.

CeLCAR will also develop seminars to train and certify native and heritage speakers of Afghan languages in language pedagogy and how to most effectively use our online and print language materials, in order to satisfy an enormous demand for qualified Afghan languages teachers, particularly at community colleges and other institutions serving mid-career U.S. government and military learners worldwide.

CeLCAR cooperates eagerly with other Title VI centers. Our ongoing work on proficiency testing is supported by a National Consortium of other Language Resource Centers and National Resource Centers. We will also collaborate with the Language Acquisition Resource Center in San Diego on evaluating Pashto and Dari materials, with the National Middle East Language Resource Center in Provo on developing student handbooks, with Inner Asian and Uralic National Resource Center, and with the Center for the Study of Global Change at IU on teacher training and outreach projects.

Through all these means, CeLCAR will help America speak the languages of Central Asia, and by so doing, allow us to cooperate more effectively with the region.

P229A100016

University of Arizona

Center for Educational Resources in Culture, Language and Literacy (CERCLL)

Background : The Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona (UA) was established as a Language Resource Center (LRC) in 2006. In the 2006-2010 grant cycle, CERCLL has engaged in 14 projects, focused on innovative technology-infused pedagogies, materials and assessment and teacher development. Many of our projects and activities have had not only local, but also regional, national and international impact. We have achieved this by putting on a variety of conferences, workshops and institutes at UA; giving presentations and workshops about CERCLL products at conferences; (e-) publishing books, teaching materials, conference proceedings, and bibliographies; pilot-testing our textbooks, materials, and pedagogies, which have been adopted as permanent features of curricula; creating assessment tools; developing learner corpora; promoting K-12 teacher development through symposia, workshops and a dedicated networking Web site. We have links to podcasts and presentation slides on our Web site; and we have expanded our online presence via social media with a Facebook page and accounts on Twitter, YouTube and iTunes through which we distribute announcements and content, and network.

Goals : CERCLL was developed to meet the needs of K-16 teachers and learners of less commonly taught languages (LCTLs) including priority languages through a focus on advanced proficiency with particular attention to culture and multi-literacies. This will continue to be our goal. The needs of American society are not only for more speakers of foreign languages at a basic level but also for literate and socially sophisticated users of foreign languages at advanced levels of proficiency who can communicate with, interpret, and use their knowledge of discourses and texts in a variety of languages. Language, culture, and literacy, all are intertwined.

Purpose : We will build on the work of the last four years by pursuing some of our best projects with a new focus and developing several new initiatives, chosen through a rigorous vetting process. Our 12 projects will continue to focus primarily on (inter)cultural competence and multi-literacies. We will continue to develop innovative pedagogies integrating new and emerging technologies, to (e)publish the results of CERCLL projects, to provide training and resources, and to generate and share knowledge through conferences, roundtables, and colloquia. We will continue to highlight CERCLL's contributions to the field of language learning and teaching. We will deepen our collaborations with UA's two Title VI National Resource Centers, UA's Confucius Institute, and UA's Office of Global Education Opportunities. We will forge new collaborations with several Language Resource Centers that have interests in common with ours, as well as with Second Language Acquisition (SLA) researchers at other universities.

Intended audiences and any special features: CERCLL is committed to addressing the needs of educators, supervisors and administrators in K-12, post-secondary and heritage language speaking communities. CERCLL's hallmark features are its use of new and emerging technologies in developing innovative approaches to pedagogy, the cutting edge topics of its conferences, and its focus on multi-literacies as a common theme throughout the projects.

Resources: CERCLL draws on the UA's nationally and internationally known Second Language Acquisition and Teaching doctoral program for its co-directors, project coordinators, collaborators, and graduate assistants. It has strong support from UA's Colleges of Education, Humanities, and Social and Behavioral Sciences; the Vice President

for Research; Vice Provost for Outreach and Global Initiatives; and other Title VI-funded centers at the UA. Our technology needs are supported by COH computing, the Office of Instruction and Assessment and the University Information and Technology Services; evaluation and assessment of CERCLL and its projects is done by Evaluation Services-Office of Institutional Research and Planning Support.

P229A100018
Ohio State University
National East Asian Language Resource Center (NEALRC)

In our efforts to respond to present day needs for East Asian language capacity in American society, the National East Asian Languages Resource Center (NEALRC) has been engaged with business, government, public service, and other sectors beyond the traditional boundaries of an academic institution. In the course of these encounters, in 2007 the NEALRC participated in a Language Summit, whose participants were predominantly persons from business and government and cooperated with them to develop the *Ohio Language Roadmap for the 21st Century*. The recommendations from that report were heavily influenced by the demand side of language study and pertained to language needs throughout the United States; therefore, we have adopted those recommendations as four categories of projects and activities for the four years covered by this proposal.

Category one is the creation of a ***Virtual Language and Culture Service Center*** that interfaces between the demand and supply sides of language and culture studies and offers a global social network for persons who serve as international resources for their communities. The NEALRC will develop East Asian language information sites for this facility. Category two activities are to enable **extended sequences** of study in East Asian languages by developing advanced-level material sets and further developing distance-learning capacities. Category three activities focus on **teacher training** programs, research, and technology tools. Category four activities focus on **accessible assessments** of programs, learners, and teachers.

While focusing on East Asian languages, the NEALRC will continue to challenge and inform the foreign language field. The projects proposed here benefit individuals and organizations both in and out of the traditional academic venues and primarily use the resources of a major university and a large department of East Asian studies as a means for improving the capacity of Americans to gain advanced levels of proficiency in East Asian languages.

P229A100021

George Washington University

National Capital Language Resource Center (NCLRC)

The George Washington University (GWU), in collaboration with Georgetown University (GU) and the Center for Applied Linguistics (CAL), proposes to continue operating the National Capital Language Resource Center (NCLRC). This collaborative effort combines the strengths of the three institutions: GWU, which houses a well-ranked Graduate School of Education and Human Development with a strong teacher preparation program in language education; GU, a nationally-recognized university with an undergraduate college and Graduate School of Arts and Sciences unparalleled in languages and linguistics; and CAL, a not-for-profit organization uniquely designed to conduct research, training, and dissemination in applied linguistics and less commonly taught languages (LCTLs). Each institution contributes an extensive network of foreign language educators combined with rich institutional resources and staff. The NCLRC builds on expertise gained from twenty years of operation, reifying its impact as a nationally recognized organization for improving the teaching and learning of foreign languages through development of resources for all world languages and professional development for teachers and teacher educators. Activities across four major areas are proposed:

1. Materials Development and Dissemination to Strengthen Teacher Expertise.

Activities will build on the NCLRC's effective dissemination network by continuing the monthly e-newsletter and increasing its current circulation of 30,000; maintaining and revising the *Essentials*, a highly popular online resource on methodology; developing articles on research and classroom implications; expanding the NCLRC Web site resources and materials; and updating online learning strategies guides.

2. Strengthening Teacher Expertise in the Uses of Assessment. The NCLRC will train in-service teachers on the basics of assessment with an emphasis on LCTLs; conduct and disseminate an online course on oral proficiency assessment; provide training to teachers on how to use and rate the Simulated Oral Proficiency Inventory (SOPI); support the East Coast Organization of Language Testers (ECOLT); revise CAL's 1996 *Oral Performance and Proficiency Task Handbook*; and update the Foreign Language Assessment Directory biannually.

3. Focus on Less Commonly Taught Languages. The NCLRC will continue to carry out the Arabic K-12 schools survey and maintain the Arabic K-12 Teachers' Network Web site and e-newsletter; develop a network, Web site and e-newsletter for teachers of K-12 and heritage South Asian language programs; continue producing Webcasts in Arabic, Chinese, and Russian; maintain and revise the Arabic *Essentials* and develop adaptations of the *Essentials* for teachers of Chinese and South Asian Languages. These activities directly address critical needs in seventeen of the priority languages.

4. Teacher and Teacher Educator Professional Development. The NCLRC will host the 8th International Language Teacher Education Conference in 2013; continue to offer the highly successful annual Summer Institutes; present at major regional, national, and international conferences; offer special summer institutes for teachers of Chinese; and develop language-specific credit-bearing courses on Arabic and Chinese language teaching methodology for pre-service and in-service Arabic and Chinese teachers.

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Duke University
Slavic and Eurasian Language Resource Center (SEELRC)

SEELRC combines the resources and capabilities of one of the United States' preeminent research universities, Duke University, with outstanding research teams drawn from universities and government agencies across the United States. SEELRC focuses on Slavic and Eurasian languages—all of which are less commonly taught languages (LCTLs) and most of which are listed as priority languages by the U.S. Department of Education. The languages covered by SEELRC are spoken in 34 countries with a combined population approaching 2 billion people.

Formerly the Slavic and East European Language Resource Center, the name of SEELRC has been changed to the Slavic and Eurasian Language Resource Center to reflect a broader regional and linguistic focus.¹ **The cardinal purpose of SEELRC is to improve our national capacity to meet strategic U.S. needs in teaching and learning the LCTLs of Eurasia (including Eastern Europe, the former Soviet Union, India, Pakistan, and Afghanistan)** by nurturing the network of academic and government institutions involved with languages and by producing deliverables. These include: (1) proficiency training, testing, and certification; (2) teacher training; (3) research with direct outcomes in improving language teaching and evaluation; (4) the development of authentic language instructional materials in multi-platform technological formats focused on the **advanced levels** and accessible at no cost to the K-12 and university communities.

A strength of SEELRC is that its work is carried out through extensive collaboration with specialists at Duke and at leading national research universities and institutions, including Indiana University, the University of Chicago, the University of Arizona, the University of Maryland, and the U.S. Department of Defense. Certified proficiency testers representing ACTFL, ILR, EU, and Department of Defense are directly involved in SEELRC management and programming. The projects and activities of SEELRC emphasize the application of new technologies to the development and dissemination of language instructional materials. First, as a Title VI-funded LRC from 1999-2006, and subsequently with funds provided by Duke University, SEELRC has developed a wide range of innovative interactive, computer- and Internet-based instructional materials, including the development and dissemination of interactive reference grammars in multiple languages; Web-based grammatical dictionaries; a unique Webliography of 24 LCTLs; a series of multi-level, interactive, computer-based materials for language and culture instruction with diagnostics; streaming video with multilingual texts/subtitling; and computer-readable databases of language texts for use in advanced and superior instruction and testing. These materials are currently in use by U.S. government agencies, U.S. federally funded programs, and a large number of universities both in the United States. and abroad.

All of the research products and pedagogical and testing materials developed by SEELRC are disseminated nationally through workshops and institutes, Web sites (www.seelrc.org), CD-ROM, as well as in *Glossos*, an electronic, peer-reviewed journal. SEELRC's post-doctoral fellowship program supports innovative, valuable research projects conducted by recent PhDs.

¹ The abbreviation of the name—SEELRC—has not changed in order to preserve existing Internet addresses, domain names, etc.

The programs and activities conducted by **SEELRC** have improved and will continue to improve the national capacity to teach and learn the LCTLs of our region by having a significant impact on the teaching and learning of the Slavic and Eurasian and other languages.

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Brigham Young University
National Middle East Language Resource Center (NMELRC)

In order to strengthen the nation's capacity to teach and learn the languages of the Middle East, Brigham Young University, in collaboration with a number of other key institutions, requests funding to continue operation of the National Middle East Language Resource Center (NMELRC). NMELRC's immediate partners include over twenty of the strongest Middle East language programs in the country. Many of the best Middle East language professionals, assisted by top second language acquisition (SLA) and other specialists, are in place or standing by to join their efforts in order to strengthen their fields.

Most of these researchers, master teachers, and materials developers bonded together in 2002, realizing that what was needed was a well-coordinated cooperative effort to move their fields forward. NMELRC headquarters at Brigham Young University is a major development and research center, but more importantly is now a window to a much larger web of dedicated and innovative language specialists and quality resources. NMELRC is a true National Language Resource Center, "a coordinated concentration of educational research and training resources for improving the capacity to teach and learn foreign languages," that significantly leverages Department of Education funding to increase and improve opportunities for Americans to learn the languages of the Middle East. NMELRC also strives to accurately assess the big picture of national Middle East language needs and to develop effective strategies to address those needs. NMELRC's proposed plans for the 2010-20014 funding cycle therefore represent the result of a great deal of research and careful planning and propose projects that are calculated to transform Middle East language learning and thereby assist thousands of students to achieve the functional language proficiency they desire.

NMELRC will continue to use its research capabilities, connections, and the know-how of its leadership and team members to help the Arabic, Hebrew, Persian and Turkish language fields and institutions that offer these languages: frame a well-considered long-term vision for themselves; charter clearer paths to proficiency for students; facilitate articulation between institutions; encourage the adoption of clear, realistic and measurable objectives; identify standards and set benchmarks for what constitutes quality language learning and teaching for teachers and students to aim to achieve; provide tools and training to support the effective pursuit of these goals. All this is aimed at creating a community of colleagues, a network of excellence, that recognize quality, advocates for buy-in from decision makers in order to support the efforts of teachers, language program coordinators, and administrators who are serious about the pursuit of excellence.