

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education (IFLE) Office**



Title VI Language Resource Centers (LRCs)

CFDA 84.229A

**Grant Awards List
and Project Abstracts**

2014-2017 Grant Cycle

**Language Resource Centers (LRCs)
FY 2014-2017 Grant Awards List**

GRANTEE INSTITUTION	STATE	FUNDING AMOUNT FY 2014	FUNDING AMOUNT FY 2015	PAGE NUMBER
California State University, Fullerton	CA	\$176,278	\$178,000	3
City University New York	NY	\$181,244	\$167,700	5
Duke University	NC	\$171,425	\$171,000	6
Georgetown University	DC	\$159,311	\$170,000	7
Georgia State University	GA	\$125,706	\$150,000	8
Indiana University (African Languages)	IN	\$186,989	\$166,000	9
Indiana University (Central Asian Languages)	IN	\$186,186	\$185,900	10
Michigan State University	MI	\$165,582	\$164,100	11
The Ohio State University	OH	\$185,000	\$182,000	12
Pennsylvania State University	PA	\$109,613	\$120,000	13
University of Arizona	AZ	\$169,921	\$169,900	14
University of California, Los Angeles	CA	\$178,250	\$180,000	15
University of Hawaii	HI	\$178,568	\$174,700	16
University of Minnesota	MN	\$190,803	\$187,100	17
University of Oregon	OR	\$187,932	\$184,200	19
University of Texas at Austin	TX	\$193,960	\$196,168	20

California State University, Fullerton
National Resource Center for Asian Languages (NRCAL)

Project Director: Natalie Tran; Telephone: 657-278-5481; E-mail: natran@fullerton.edu

Background: This proposal seeks funding to support the development of a National Resource Center for Asian Languages (NRCAL), which is designed to improve the nation's capacity for the teaching and learning of Asian languages including Vietnamese, Korean, Chinese, and Japanese. The funds will be used to develop instructional resources and professional development to enhance the teaching, learning, and research of these less commonly taught languages in the United States.

Resources: California State University, Fullerton (CSUF) has made a strong commitment to supporting less commonly taught languages, serving diverse student populations, expanding research on second language acquisition, and enhancing teaching and learning, and geographically located in the heart of the largest Vietnamese heritage language community in the United States making it an excellent institution to host the National Resource Center for Asian Languages. This is evidenced by CSUF's Bachelor's degree in Vietnamese language and studies; the first of its kind in the nation. Currently, CSUF offers a Bachelor's degree in Japanese and minors in Vietnamese and Chinese along with courses in Korean. In addition, teaching credential pathways for Vietnamese, Chinese, and Japanese are available and Vietnamese and Korean Bilingual Authorizations have been developed to support the teacher training for dual language immersion programs.

Goals: With focus on less commonly taught languages, NRCAL aspires to: 1) research on dual language immersion, including the integration of technology; 2) develop and disseminate resources and teaching materials to dual immersion and foreign language teachers in K-16 settings; 3) provide professional development opportunities for teachers that focus on effective teaching strategies, assessment, and educational technology; 4) develop, verify, and disseminate assessment tools and practices; and 5) operate intensive summer language institutes for pre-service and in-service teachers and employees and owners of local businesses.

Purpose: NRCAL's main focus is to improve the teaching, learning, and research of Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. Training students to be bilingual in Vietnamese, Chinese, Japanese, and Korean not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security. Building on the success of the Asian language programs at CSUF, NRCAL's projects focus on developing linguistically and culturally appropriate literature and instructional materials, effective pedagogies, and assessment tools that integrate community resources and technology; providing training and resources for K-12 teachers and post-secondary language instructors; and creating a network that supports teachers and learners through seminars, conferences, and summer institutes. Our goals are achievable through collaboration with K-12 school districts and community-based organizations.

Evaluation Plan: The first component is to evaluate NRCAL's efficiency and effectiveness in implementing its general plan operation and its outcomes on various constituencies. The second component of evaluation uses both formative and summative assessments to examine how the various initiatives are aligned with NRCAL's core goals.

Intended Audiences: NRCAL is committed to understanding and addressing the needs of K-16 students and educators, post-secondary and heritage language speaking communities, policy making bodies, government agencies, businesses and Asian Language scholars.

City University of New York

Center for Integrated Language Communities (CILC)

Project Director: Alberta Gatti; Telephone: 212-817-2083; E-mail: agatti@gc.cuny.edu

The City University of New York, the nation's largest urban university, requests funding to create the Center for Integrated Language Communities (CILC), a national language resource center that will focus on language education in the community college context, heritage learners, and the use of educational technology to foster intercultural connections. The various research, dissemination, and materials development activities that CILC conducts will serve to better integrate lingua-cultural communities of practice, to strengthen awareness and links between communities both small and large: from families, churches, and companies to schools, colleges, and governmental organizations. The Center will capitalize on CUNY's network of 11 senior colleges and 7 community colleges, as well as the extraordinary cultural and linguistic richness of CUNY's students and the New York City communities they come from, to provide teachers and learners at the national and international levels with insight, connections, and materials they can apply to achieve excellence in language education.

CILC will establish itself as a nerve center for research and discussion on Language and the Community College Nexus, through the hosting of a regular 'Community/College/Language Forum,' and the publication of a state-of-the-art report drawing upon survey data and inter-community conversation to articulate key opportunities and challenges. A team of four-year and community college faculty members will develop and publish an Online Heritage Arabic E-Book that specifically addresses the unique needs of this student population. CILC will develop and research the effectiveness of Heritage Telecollaboration modules for heritage Spanish and Chinese speakers at both the senior and community college levels, piloting the modules at CUNY campuses and sharing the results through the CILC website and a fourth-year Summer Institute. Finally, CILC will partner with ACTFL to research the Written Proficiency of Heritage Speakers, building profiles of the writing skills for heritage speakers of Bengali, Chinese, Korean and Spanish, complementing the work on oral profiles already begun by the National Heritage Language Resource Center (NHLRC).

In addition to the scholarly, pedagogical, cultural and administrative expertise that CUNY's faculty brings to bear, the new Center will take root in CUNY's Institute for Language Education in Transcultural Context (ILETC), a two-year-old university-wide center that is housed at the CUNY Graduate Center in Manhattan, and which has established itself as a valuable hub for coordination and collaboration among language researchers and educators at the various CUNY campuses. Under the leadership of Alberta Gatti, the Institute's director, ILETC and CILC will work in partnership to serve both CUNY and the United States as a whole.

Duke University

Slavic and Eurasian Language Resource Center (SEELRC)

Project Director: Edna Andrews; Telephone: 919-660-3140; E-mail: eda@duke.edu

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 U.S. SEELRC focuses on Slavic and Eurasian languages—all of which are less commonly taught languages (LCTLs) and 21 of which are listed as competitive preference priority 1 (CPP1) 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. The acronym has been retained to preserve Internet addresses and domains. **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, University of Chicago, University of Arizona, University of Maryland, and the U.S. Department of Defense. SEELRC also partners with a group of North Carolina-based minority-serving institutions, including Bennett College and K-12 schools, to support the introduction and maintenance of languages of our region into the curriculum. Certified proficiency testers representing ACTFL, ILR, CEFR, and Dept. 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.

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 31 LCTLs; a series of multi-level, interactive, computer-based materials for language and culture instruction with diagnostics; online course modules; 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 U.S. 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), CDROM, 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. All products are offered free of charge. 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.

Georgetown University

Assessment and Evaluation Language Resource Center (AELRC)

Project Director: John Norris; Telephone: 202-687-6213; E-mail: norrisj@georgetown.edu

Georgetown University requests four years of funding to establish the Assessment and Evaluation Language Resource Center (AELRC) as a Title VI LRC. Georgetown University will collaborate on AELRC with the Center for Applied Linguistics. Together, their combined intellectual capacity (i.e., multiple assessment and evaluation specialists) and infrastructure resources provide an environment that is unmatched in the U.S. for fostering much-needed research, development, and dissemination in the service of useful foreign language (FL) assessment and evaluation practice. The goal of AELRC is to enhance and expand the nation's FL educational capacity and to improve FL learning outcomes by providing leadership, scholarship, and outreach in the practices of FL assessment and program evaluation to instructors of K-12 schools, community colleges, and four-year institutions. Assessment and evaluation are key elements in a comprehensive approach to education that is accountable to the needs of learners, the values of scholarly disciplines, and the well-being of society; assessment and evaluation also provide essential mechanisms for understanding, improving, and demonstrating the worth of FL education. Despite the critical and increasing importance of these processes, they are under-emphasized in FL teacher development and frequently misunderstood in the delivery of language programs. AELRC is designed to redress this status quo by engaging in cutting-edge research and development of high-quality instruments, disseminating tools and frameworks that respond to clear needs and have been validated for specific uses and contexts, and building capacity through workshops, institutes, and multimedia materials. The primary audiences for AELRC endeavors, especially those working with less-commonly taught or priority FLs, include language teachers in K-12 and higher education (including community colleges); language program administrators responsible for accountability; and FL professional organizations.

Georgia State University

Center for Urban Language Teaching and Research (CULTR)

Project Director: William Nichols; Telephone: 404-413-6390; E-mail: wnichols@gsu.edu

The Center for Urban Language Teaching and Research (CULTR) at Georgia State University would be the first Title VI Language Resource Center in the Southeast, placing GSU prominently at the forefront of international language instruction and research in the region. As a Title III (Predominantly Black Institution), Title V eligible institution, CULTR seeks to capitalize on the strategic location of the university in the heart of Atlanta, a global center of international business and culture, with close proximity to government institutions, social and medical services agencies, and multi-national companies. Within this urban context, CULTR is well positioned to enhance the language proficiency of under-represented students through a variety of initiatives that seek to offer K-16 students a competitive edge as they enter a global marketplace.

CULTR initiatives seek to increase student interest in language careers, especially FL teaching, and to increase retention of FL teachers already in schools. Other initiatives, including research on language learning and assessment, particularly in less commonly taught languages, innovative product development and dissemination, and outreach and advocacy efforts to government and non-government agencies, are designed to advance language learning in an urban environment and make language. Activities address the following primary objectives:

- Increase professional development opportunities for foreign language teachers.
- Promote activities that foster K-12 foreign language teacher retention.
- Advocate foreign language learning among students, parents, and policy makers.
- Conduct and disseminate research on foreign language learning, teaching, and assessment of Less Commonly Taught Languages (LCTLs) that can be translated into improvements in practice.
- Create and expand local and national partnerships and collaborations to address the needs of urban language teachers and learners.

In order to address the overarching objectives, CULTR will engage in number of distinct activities and services, including offering in-person professional development opportunities for foreign language teachers; creating and disseminating resources on innovative teaching methods and technology; developing and disseminating research-based retention activities and researching causes of foreign language teacher attrition; providing materials and events to promote foreign language learning; engaging with policymakers and other stakeholders on foreign language-related issues; establishing collaborations with schools, educational and civic organizations, and other LRCs interested in urban language education; and conducting and disseminating research projects that address learning and assessment in LCTLs.

Final products of CULTR activities will include a Student Multimedia Flashcard app, an interactive Roadmap to Language Success, an Annual World Languages Day for urban high school students, downloadable guides to Mobile Language Learning and Blended/Hybrid/Online Language instruction, annual professional development workshops, teacher retention workshops and online mentoring and webinars, and an annual meeting of language, education, business and legislative policymakers.

Indiana University

Center for Languages of the Central Asian Region (CeLCAR)

Project Director: Steven Marting; Telephone: 812-855-0516; E-mail: rugs@indiana.edu

CeLCAR's mission is to foster knowledge of Central Asian languages and cultures. Central Asia, including Afghanistan, Northwest Pakistan, Mongolia, the six independent, formerly Soviet, republics of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, as well as Xinjiang and Tibet (both autonomous regions of the People's Republic of China), is central to America's strategic interests. Indeed, *all* of the main eleven 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 pioneering research on Central Asian (CA) language teaching methodology, publishing acclaimed peer reviewed textbooks based on communicative competence, creating interactive online learning modules, developing proficiency guidelines and tests, designing numerous mobile language learning apps, and producing top-rated seminars for military personnel deploying to Afghanistan.

For the coming four-year cycle, we will continue to build on our previous work, and expand our range of language learning materials and proficiency tests in new CA languages, including completing five new introductory textbooks in Azerbaijani, Kazakh, Kyrgyz, Mongolian, and Tibetan and an intermediate Mongolian textbook; creating Afghan heritage learning materials; making several new additions to our reference grammar series (Dari, Mongolian, Pashto, and Uyghur); developing six new proficiency guidelines with associated tests; and introducing new Introductory and Intermediate online language learning courses in Dari, Pashto, Mongolian, Uzbek, and Uyghur.

To increase our impact and expand outreach, we will also collaborate significantly with two community colleges and one minority serving institution to bring CA language courses to traditionally underrepresented language learning audiences. We will also continue disseminating information on CA languages through our full-color informational pamphlets and an undergraduate level survey course on CA languages.

We also plan two major research projects: a project researching acquisition of CA languages as well as bridging from Turkish and Farsi to Turkic and Iranian CA languages, and another on innovative and effective SLA methodology for CA languages. Both of these projects will be led by internationally renowned second language acquisition specialists.

CeLCAR will also increase the number of highly qualified teachers and effective instructional materials through several professional development opportunities, such as developing a hybrid teacher training workshop, leading workshops for CA language instructors as part of IU's Summer Language Workshop, and collaborating with other centers, such as the Center for Language Excellence, in leading teacher training workshops for CA languages.

Additionally, CeLCAR will make significant contributions to the field through hosting a biannual international academic Conference on Central Asian Languages and Linguistics (ConCALL) and publishing the proceedings of the conference. Furthermore, CeLCAR will establish the first ever peer-reviewed academic journal on CA languages and language pedagogy. 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.

Indiana University

National African Language Resource Center (NALRC)

Project Director: Antonia Schleicher; Telephone: 812-856-4191; E-mail: anyschle@indiana.edu

Background: This proposal seeks funding for strengthening and operating the NALRC which was designed to significantly strengthen, expand, and 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 supports the dissemination of research, not only in African languages but also in other LCTLs through its publication of the Journal of the National Council of LCTLs (JNCOLCTL) and Journal of African Language Teachers Association (JALTA).

Resources: The quality and strength of Indiana University (IU) language programs and initiatives, faculty, technology resources and the institutional support and commitment for language and culture studies put IU in a strong position to fulfill the mission and objectives of NALRC. The fact that IU offers a Minor degree in six African languages speaks to its commitment to African language research, teaching and learning.

Goal: The goals of the Center are to (a.) provide a national pre- and in-service training facility for teachers of African languages (AL); (b.) facilitate and support basic research on the teaching and learning of AL; (c.) develop learning and instructional materials; and (d.) 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 strengthening and 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 speaks to the Center's national focus. All activities and projects of the NALRC 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 short term and long term 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: NALRC offers a fundamental and new approach to African language programming in the United States. The approach addresses concerns across the board including traditional and non-traditional learners, scholars, researchers, instructors, government and nongovernment 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.

Michigan State University

Center for Language Education and Research (CLEAR)

Project Director: Maria Skinner; Telephone: 517-884-7431; E-mail: artsproposals@osp.msu.edu

The Center for Language Education and Research (CLEAR) recognizes the pressing national need for broader access to excellent language teaching and learning materials in today's increasingly global society. Michigan State University (MSU) seeks new funding for 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 eighteen productive years. Based on its record, CLEAR is well positioned to provide continuing leadership in improving foreign language teaching and learning in the United States, with particular attention to less commonly taught languages.

In this proposal, CLEAR envisions a new set of projects that will take advantage of the experience gained since its inception. The projects are based on CLEAR's principle of collaboration across institutional and disciplinary boundaries, which allows CLEAR to bring together a wide variety of second language acquisition and language professionals to work on nationally significant projects. Focusing on strategic national language needs, CLEAR's main activities in this proposal include: 1) Materials Development; 2) Professional Development & Outreach; 3) Research; and 4) Collaboration. 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* center by taking the lead in identifying and meeting strategic language needs, evaluating the effectiveness of its products and activities, and providing access to its programs and materials by broad dissemination efforts through its website, publications, conference presentations, and workshops. CLEAR is able to draw on the abundant human and material resources available at MSU, a large land-grant/AAU institution, to address national foreign language educational needs.

The Ohio State University

National East Asian Languages Resource Center (NEALRC)

Project Director: Galal Walker; Telephone: 614-292-4243; E-mail: walker.17@osu.edu

The National East Asian Languages Resource Center's mission is to increase the capacity of American learners of East Asian languages to reach advanced skills in communicating in these languages and cultures. Taking advantage of the resources of the Ohio State University's extensive foreign language pedagogy and faculty specializing in East Asian language pedagogy, we have identified 22 projects that are being undertaken by our faculty and their collaborators in the United States and abroad and provided these projects with NEALRC management and technical support that assures that these projects meet their objectives. Involving a wide range of institutional affiliations that include K-12, a community college, and universities in the U.S. and abroad, these projects are divided into three basic strategies: 1) strengthening East Asian language programs; 2) developing materials for advanced level skills; and 3) developing online tools for learning, teaching, and assessing communication skills in East Asian languages and cultures. Our projects include innovative online language learning tools, localized language learning materials, and research toward understanding the characteristics of persons who eventually reach advanced skills in these difficult languages. Making every effort to make our products available to as many users as possible, the NEALRC disseminates most of the products of these projects by making them accessible online or through Foreign Language Publications. Each project has its goals and points of evaluation delineated, and the overall activities of the NEALRC are subject to clear evaluation and reporting procedures.

Penn State University

Center for Advanced Language Proficiency, Education and Research (CALPER)

Project Director: James Lantolf; Telephone: 814-863-7038; E-mail: jpl7@psu.edu

The Pennsylvania State University seeks four years of funding under the U.S. Department of Education Title VI Language Resource Center program for the operation of its Center for Advanced Language Proficiency Education and Research (CALPER) as a national Language Resource Center (LRC). 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 and teacher professional development.

The goals of CALPER for the proposed cycle are: (1) to develop materials and practices for teaching advanced levels of proficiency; (2) to enhance teacher knowledge in specific sub-domains of the target language; (3) to implement classroom developmental assessment, particularly at advanced levels of proficiency; (4) to provide professional development opportunities for language educators, including under-represented minorities and those working in minority-serving institutions; (5) provide instructional resources for teachers of foreign languages, including LCTLs; and (6) to effectively disseminate instructional materials and assessment procedures.

Individual projects in the current proposal focus on: (a) development of instructional materials that link high-quality explicit knowledge of the target language, including LCTLs (Chinese, Korean) with practical communicative activities; (b) corpus-based classroom developmental assessment, including LCTLs (Arabic, Portuguese); (c) professional development of teachers through workshops, collaborative webinars, conference presentations, publications, and a regional network for Chinese teachers; (d) study abroad program for heritage learners.

University of Arizona

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

Project Director: Beatrice Dupry; Telephone: 520-626-8071; E-mail: bdupuy@email.arizona.edu

Background: The Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona (UA) was established as a National Language Resource Center (LRC) in 2006. Over the past eight years, CERCLL has established itself as a hub for professional development and innovative pedagogies for advanced literacies in foreign languages and cultures. The more than twenty projects, which have been supported and led through the center, have resulted in valuable resources for language educators.

Goals, intended audiences and special features: CERCLL aims to support K-16 teachers and learners of language and culture by providing quality resources for the development of advanced literacies, which are broadly defined to include the various media and modes that language users can expect to encounter in today's world. By focusing on the integration of language, culture, and literacy at every level of activity, CERCLL addresses the nation's need for not only more speakers of FLs at a basic level but also literate and socially sophisticated users of FLs at advanced levels of proficiency who can communicate with, interpret, and use their knowledge of discourses and texts in a variety of languages across a diverse range of contexts. This is particularly urgent in the case of less commonly taught languages, including those determined by the Department of Education to be priority languages. The following priority languages (Arabic, Bambara, Chinese [Mandarin], Hausa, Hindi, Igbo, Japanese, Persian, Portuguese, Russian, Tagalog, Thai, Turkish, Vietnamese, Yoruba) and less commonly taught languages (Dutch, German, Swedish) will be the focus of the projects we are including in this proposal.

Purpose: For the next four-year cycle, CERCLL will continue to build on the solid foundation that we have established over the last eight years through both new initiatives and continuing efforts with renewed foci. Our center's activities are organized into ten distinct projects, which share in common their focus on the integration of culture and language, the integration of new and emerging technologies, and development of advanced literacies. We will also continue to use e-publishing, websites, and social media as well as professional development opportunities in the form of conferences and summer workshops, in order to make the greatest possible impact on language teaching and learning. In order to achieve the objectives set forth in each of our projects, we will collaborate with institutions and centers across the country, playing a significant and unique role in this network of language resource centers.

Resources: CERCLL draws on the UA's top-ranked Second Language Acquisition and Teaching doctoral program for its Co-Directors, Project Coordinators and Collaborators, and Graduate Associates. It has strong support from three colleges (COE, COH, SBS); 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 of CERCLL and its projects is done in consultation with an Advisory Board with local and national members and in close consultation with external expert evaluators.

University of California, Los Angeles

National Heritage Language Resource Center (NHLRC)

Project Director: Olga Kagan; Telephone: 310-825-2510; E-mail: cwl@international.ucla.edu

Heritage language speakers constitute a significant fraction of students of world languages in K16; indeed, they are the largest category of language learners for most less-commonly-taught languages. Only in the last few decades have we recognized that heritage speakers have special skills and challenges that standard foreign language classrooms do not address. We have conducted projects to advance research, train teachers, create curriculum and materials, and nurture the community of practitioners and scholars in heritage language education for fifteen years, eight of those as a National Language Resource Center.

The Heritage Center's three goals for the 2014-2018 funding cycle are:

- (1) To conduct research on heritage language use, maintenance, teaching, and learning, and translate that research into classroom improvement;
- (2) To expand and improve heritage language instruction in K16 and community schools;
- (3) To expand and enhance the community of scholars and practitioners in the field.

To accomplish these goals, we propose a suite of coordinated projects that will help the Department of Education realize several goals in its strategic plan. Our work will:

- Improve postsecondary education (Goal 1), by providing pedagogically appropriate language instruction for heritage language speakers.
- Improve secondary instruction (Goal 2) by introducing heritage language curriculum that is aligned with the Common Core in a setting that will serve thousands of students and operate as a pilot for district-wide implementation of heritage language instruction.
- Increase educational opportunities for underserved community college students by facilitating transfer to four-year institutions (Goal 4), with a project based at a Minority Serving Institution.
- Enhance the educational system's capacity for improvement by providing data, research, and evaluation focused on identified needs in the field (Goal 5).

Our key personnel and project leaders are experts in their fields and have substantial experience in grant management. Center Affiliates will support Heritage Center activities across the country. Advisory Board members will oversee and evaluate the projects. Each Heritage Center project and activity will produce concrete, shareable results and involve the widest possible representation of languages, with an organic focus on less-commonly-taught languages. Our programming touches a variety of educational institutions nationwide, at multiple levels, with special emphasis on community colleges and community schools.

To maximize effectiveness and efficiency, the Heritage Center is committed to rigorous evaluation of program outcomes. We will conduct a formative process evaluation and summative goals evaluations, which includes expert assessments from external evaluators on our Board of Advisors.

Our operational budget is designed to be maximally cost effective to meet all of the proposal's objectives and deliverables.

University of Hawaii

National Foreign Language Resource Center (NFLRC)

Project Director: Julio Rodriguez; Telephone: 808-956-5133; E-mail: julioocr@hawaii.edu

The University of Hawai‘i at Mānoa, a Carnegie I research institution, is the only U.S. public research institution in the Pacific and the flagship campus of the University of Hawai‘i system, with a land, sea, and space grant mission and outstanding faculty resources in instructional technology, 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 2014- 18. 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 language programs at the University of Hawai‘i, the university’s rich experience in language teaching and second language studies research and its capacity in instructional technology, 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 nearly 25 years of 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 instructors 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, intensive 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 incorporation of foreign languages in MSIs, including the development of new curriculum in Vietnamese and Indonesian and the enhancement of courses in Chinese, Hindi, Japanese, Persian and Portuguese through the inclusion of substantial project based language learning (PBL) components and the use of a design-based research approach; (2) the creation and offering of professional development for a) instructors of Asia-Pacific LCTLs to develop skills for the successful infusion of PBL to enhance or expand their language curriculum; b) online foreign language instructors to strengthen their use of best practices in online language instruction; (3) the development and maintenance of open educational resources for professional development (OERs), including a repository of research-informed project prototypes that enables the adaptation and republishing of those resources for new instructional contexts; (4) the dissemination of materials and research results through conferences, workshops, symposia and a vigorous publications division, including a scholarly monograph series, OERs, and sponsorship of three high quality online refereed scholarly journals: Language Learning & Technology, Reading in a Foreign Language, and Language Documentation & Conservation.

University of Minnesota

Center for Advanced Research on Language Acquisition (CARLA)

Project Director: Amy Skog; Telephone: 612-624-5599; E-mail: awards@umn.edu

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 initiatives:

Language Immersion Education: To increase language immersion practitioners' understanding of research-based practice, and expand the research base supporting immersion, CARLA will: 1) offer three summer institutes annually designed for K-12 immersion practitioners; 2) host the biennial International Conference on Immersion Education in 2016; 3) publish Research-to-Practice Briefs targeting topics of critical interest to immersion educators; and 4) carry out a multi-year program of research on instructional strategies and student learning outcomes for language and literacy in early total Mandarin immersion programs.

Advanced Proficiency in Academic Environments: To create and support curricular innovations that target higher levels of proficiency by integrating language and content across the disciplines, CARLA will: 1) construct a national repository of exemplary Languages Across the Curriculum syllabi; 2) develop a summer institute for teachers on incorporating authentic environmental sustainability content into language courses and host an academic seminar in Spring 2016 on the environmental humanities for both literature and language faculty; 3) co-host the annual CIBER Business Language Conference in Spring 2018 with the University of Minnesota CIBER; and 4) field-test an innovative multilingual curricular unit using social media to focus on culture and identity for high school heritage language learners.

Online Education: To improve language teachers' understanding of new online teaching methods and effective technology integration in developing online proficiency-based language courses, CARLA will: 1) offer an experiential online course on teaching language online on an annual basis; and 2) support a growing network of online language teachers. CARLA will also offer two annual summer institutes and a series of annual local/remote audience workshops for teachers on effective integration of online tools in language instruction.

Language Teacher Education: To provide a forum for language teacher educators to share research and best practice, CARLA will host the popular biennial Language Teacher Education Conference in 2015, and assist the National Heritage Language Resource Center (NHLRC) in hosting the conference in 2017 in Los Angeles.

Less Commonly Taught Languages Database: To help prospective learners locate and evaluate the characteristics of LCTL programs in the nation, CARLA will continue to update and maintain its comprehensive LCTL database showing where LCTLs are offered throughout North America, with up-to-date information on grade levels, instructional levels, proficiency targets, timeframes, and most recently, interactive maps.

Learner Language: To help teachers better understand their students' second language acquisition processes, CARLA will create new multimedia materials on learner language produced by foreign language and heritage language learners of Spanish.

Dissemination of Resources and Activities: To expand K-16 teachers' national access to CARLA resources and professional development, CARLA will: 1) expand its popular annual summer institute

program with new topics and local/remote delivery methods; 2) offer two webinars a year to extend the reach of CARLA-based initiatives; and 3) further develop the CARLA website to ensure that it remains the “go-to” Web site for foreign language teachers, immersion teachers, and language teacher educators.

University of Oregon

Center for Applied Second Language Studies (CASLS)

Project Director: Kari Vandergust; Telephone: 541-346-5131; E-mail: sponsoredprojects@uoregon.edu

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions to improve K-20 language learning in foreign, second, and heritage contexts. CASLS requests four years of funding to implement ten projects as a Title VI Language Resource Center. The proposed projects, derived from educator and student requests, address national needs for improving capacities in language teaching and learning. Work in four cornerstones (place-based learning, articulation and collaboration, innovative assessment, and professional development) represents CASLS' strategic vision led by an experienced, full-time team dedicated to the success of each project during the grant cycle.

In this proposal, CASLS outlines a plan of operation and evaluation for the realization of ten projects for systemic impact on language learning and teaching nationally. Cornerstone goals entail the provision of research-based curricula and implementation models utilizing place-based learning, increased access and capacity for the teaching and learning of less commonly taught languages, cross-institutional articulation and collaboration between community colleges and universities, an increased repertoire of L2 assessment types, and sustained, targeted professional development resources. Outcomes are designed to minimize attrition, improve learning outcomes, transform pedagogical practices, and provide meaningful support to educators. CASLS' extensive experience, robust infrastructure, strong collaborative partnerships, and successful history position the center to meet and exceed the proposed outcomes, providing innovative solutions to language learning that emanate from the recombination and application of ideas and emerging tools. CASLS will create, implement, and evaluate the proposed solutions to deliver high-quality products, experiences, workshops, manuals, and publications to make a regional and national impact.

University of Texas at Austin

Center for Open Education Resources and Language Learning (COERLL)

Project Director: Sofia Zanabria; Telephone: 512-232-7019; E-mail: s.zanabria@austin.utexas.edu

The University of Texas at Austin (UT) requests funding for the operation of the Center for Open Educational Resources and Language Learning (COERLL). A national leader in the development of Open Educational Resources (OER) (e.g., open textbooks, open grammars, open corpora, etc.), COERLL emphasizes native Internet practices that hold unique potential to expand the nation's FL capacity. COERLL's goal is to create *an open digital environment for sharing* so that FL learners and teachers can exchange products, practices, and findings. COERLL's outcomes fall into five categories: **OER for LCTLs** results in pedagogical materials that focus on priority languages; **Open Platforms for FL Learning and Teaching** results in Internet platforms that facilitate remixing and repurposing of open content; **OER for Teacher Development** results in materials to improve the training of in-service FL teachers; **OER Research** results in scholarly publications and reports; and **Conferences, Workshops and Webinars** results in professional development events for FL teachers (CPE credits will be available for these events). All activities employ practices common to Open Education: user-generated materials, open licenses, open source programming, and open communities of practice. In addition, COERLL's proposal focuses on addressing Competitive Priority 1 (LCTLs) and Competitive Priority 2 (MSIs and Community Colleges) as well as Invitational Priority 2 (Heritage Languages). Finally, in keeping with the collaborative nature of Open Education, COERLL's activities involve a high degree of collaboration with our sister LRCs, MSIs and national FL organizations.

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