

**Sample Successful Grant Application**

**Language Resource Centers Program**

***George Washington University  
National Capital Language Resource Center***

U.S. Department of Education  
Office of Postsecondary Education  
International and Foreign Language Education  
Washington, DC 20006

## TABLE OF CONTENTS

<b>1. Plan of Operation</b> .....	<b>3</b>
<i>a. Project design</i> .....	3
<i>b. Management plan</i> .....	16
<i>c. Relation of project objectives to the purpose of the LRC program</i> .....	19
<i>d. Use of resources and personnel to achieve each objective</i> .....	21
<i>e. Provision of equal access and treatment for members of underrepresented groups</i> .....	22
<b>2. Quality of Key Personnel</b> .....	<b>22</b>
<i>a. Qualifications of project director</i> .....	22
<i>b. Qualifications of other key personnel</i> .....	24
<i>c. Time commitments of key personnel</i> .....	25
<i>d. Employment of persons from traditionally underrepresented groups</i> .....	26
<i>e. Past experience and training of key personnel</i> .....	26
<b>3. Adequacy of Resources</b> .....	<b>27</b>
<i>a. Adequacy of facilities</i> .....	28
<i>b. Adequacy of equipment and supplies</i> .....	29
<b>4. Need and Potential Impact</b> .....	<b>30</b>
<i>a. Extent to which the proposed materials and activities are needed</i> .....	31
<i>b. Extent to which proposed materials can be used throughout the United States</i> .....	35
<i>c. Contribution to strengthening, expanding, or improving programs of foreign language study in the United States</i> .....	37
<b>5. Likelihood of Achieving Results</b> .....	<b>40</b>
<i>a. Methods and procedures for preparing the materials</i> .....	40
<i>b. Practicability of plans for carrying out activities; likelihood of producing anticipated results</i> .....	41

<b>6. Description of Final Form of Results</b> .....	<b>42</b>
<i>a. Specificity and appropriateness of description of expected results</i> .....	42
<b>7. Evaluation Plan</b> .....	<b>43</b>
<i>a. Evaluation plan for the project</i> .....	43
<i>b. Appropriate and objective evaluation methods</i> .....	46
<b>8. Budget and Cost Effectiveness</b> .....	<b>48</b>
<i>a. Adequacy of budget to support project activities</i> .....	48
<i>b. Reasonableness of costs in relation to the objectives of the project</i> .....	49
<b>9. Competitive Preference Priority</b> .....	<b>50</b>

## **PROJECT NARRATIVE**

The George Washington University (GWU), in collaboration with Georgetown University (GU) and the Center for Applied Linguistics (CAL), seeks funding for four years (2010-2014) to operate a national language resource center. The proposed National Capital Language Resource Center (NCLRC) will address the needs of foreign language teachers in grades K-16 through (1) the development and dissemination of training and materials to strengthen teacher expertise; (2) strengthening teacher expertise in the uses of assessment; (3) providing resources, materials, and training that focus on the needs of teachers of specific less commonly taught languages (LCTLs), including Arabic, Chinese, Hindi, and Russian; and finally, (4) providing professional development opportunities for foreign language teachers and teacher educators through summer institutes, conference presentations, and conference hosting.

The proposed NCLRC will build upon the successes of the GU/CAL National Foreign Language Resource Center (NFLRC), founded in 1990, and its successor, the GU/GWU/CAL NCLRC, established in 1996 ([www.nclrc.org](http://www.nclrc.org)). Through the program of activities set forth in this proposal, the proposed NCLRC will realize its mission of strengthening the competencies and skills of K-16 foreign language educators nationwide and thus supporting the achievement of higher levels of language proficiency in their students.

### **1. Plan of Operation**

#### **a. Project design**

NCLRC activities will be carried out in four areas:

1. Materials development and dissemination to strengthen teacher expertise
2. Strengthening teacher expertise in the uses of assessment

3. Focus on less commonly taught languages
4. Teacher and teacher educator professional development

Work in each of these areas will consist of multiple interrelated projects that build on and expand the successful work of the NCLRC in the past. Appendix A provides a timeline for the execution of each activity.

### **1. Materials development and dissemination to strengthen teacher expertise**

Projects in this area will focus on online resources for foreign language educators and will involve the expansion of existing materials and the development of new ones.

- a. *National Standards-based Essentials of Language Teaching for K-12 World Language Teachers*. In 2005-2006, the NCLRC developed and posted the *Essentials of Language Teaching*, a website for university-level language instructors that provides guidance on fundamental principles of effective language teaching and accepted teaching methods and techniques. This highly successful site receives over 50,000 visits each month and is used by classroom teachers, teacher educators, and university instructors of LCTLs. The NCLRC will maintain this site, develop a parallel one that addresses the needs of K-12 language teachers by incorporating the *National Standards for Foreign Language Learning in the 21<sup>st</sup> Century (2006)*, and update the site content to include recent research, best practices for K-12 classroom instruction, and uses of technology to support language learning.
- b. *Teacher Resource Guides for Teaching Learning Strategies*. From 2004-2006, the NCLRC developed and posted on the NCLRC website three successful, research-based guides (*Elementary Immersion Learning Strategies Guide*, *Sailing the 5 Cs with Learning Strategies*, and *Developing Autonomy in Foreign Language Learners*) to help teachers

enable their students to use learning strategies. The NCLRC will update these guides and convert them from static web documents into an interactive, user-friendly web resource.

- c. *Research Implemented in Classroom Practice.* Many language teachers feel that most research articles on second language acquisition and teaching in professional journals have limited direct application to the language classroom or connection to the practicalities of language teaching. However, current research in cognitive and social constructs underlying the second language acquisition process has important implications for teaching and learning. Each year, the proposed NCLRC will develop and post online four articles written by leading researchers in languages and linguistics on developments in research and their possible practical implications for foreign language teaching, learning, and course design. Making this information available to language teachers in a format that is comprehensible and truly practical can help teachers make instructional decisions based on research.
- d. *NCLRC Website Resources, Materials Collections, and Current Information.* Foreign language teachers of all levels and all languages constantly seek updated resources, materials, and information on pedagogy and professional development opportunities. The existing NCLRC website has become an important resource for meeting this need nationwide, currently receiving 135,000 page views each month. The proposed NCLRC will continue to update the site with current information and resources. In addition, it will improve the accessibility of the material and information to increase cohesiveness of the site and expand the site to increase awareness of, and access to, materials and resources available on other Title VI center websites, including Language Resource Centers

(LRCs), National Resource Centers (NRCs), and Centers for International Business Education and Research (CIBERs).

- e. *Monthly e-Newsletter, The Language Resource*. Since only a small proportion of foreign language teachers actually join and are active members of national and regional foreign language associations, they look to other sources of information to keep up with their field. The existing NCLRC has addressed this need through dissemination of *The Language Resource*, the only free monthly online general newsletter for teachers of world languages. *The Language Resource* currently has over 30,000 direct subscribers, with many of whom report resending the newsletter to other language teacher groups. Participants in workshops and conference attendees consistently praise the newsletter. The proposed NCLRC will continue dissemination of the e-newsletter 10 times per year. Additions will include expanding offerings for LCTL teachers by adding a new column that includes both reflections by teachers of critical languages and brief articles from LRCs and NRCs on teaching LCTLs. Another new column, The CIBER Business Language Connection, will include practical advice on business language instruction.
- f. *Website and Bimonthly e-Magazine, The Culture Club*. In order to succeed with others in a complex and interdependent world, students need to learn not only foreign languages but also foreign cultures; this need is particularly acute for LCTLs. However, feedback from subscribers reveals that teachers often feel underprepared when teaching culture. The NCLRC developed *The Culture Club* to meet this need. It includes collections of materials around a cultural theme, available free to teachers through the NCLRC website, and an e-magazine published six times each year. The proposed NCLRC will continue to publish six editions of the e-magazine each year via email and publication on the

webpage, and will expand the Culture Club collections to include more materials for LCTL teachers especially Arabic, Chinese, Hindi, and Russian.

## **2. Strengthening Teacher Expertise in the Uses of Assessment**

Several projects in this area will focus on increasing language teachers' understanding of the nature of assessment, the way assessment instruments are developed and scored, and the reciprocal relationship between assessment and instruction.

- a. *GU/CAL Research Internships*. Georgetown University M.S., M.A.T., M.A. and Ph.D. students have extensive theoretical knowledge of the relationship between assessment and effective teaching, but lack opportunities to apply that knowledge in ways that will enable them to become effective teachers and teacher trainers. The existing NCLRC addressed this need through a collaboration that has allowed GU graduate students to work at CAL as research interns on NCLRC-related projects. The proposed NCLRC will continue this highly successful program which will give interns practical experience and networking opportunities for real-world assessment activities.
- b. *Online Course—Assessment for In-service Language Instructors*. Accountability in teaching has increased in recent years; at the same time, many foreign language instructors lack a background in assessment. To address this issue, CAL has developed and piloted a free, five-module online course on the basics of assessment, with an emphasis on LCTLs. Course content includes an introduction to performance, proficiency and achievement-based assessment; descriptions of reliability, validity, practicality, and impact; and real-life scenarios to help foreign language teachers plan for, select, and develop performance and other assessments. The proposed NCLRC will make this course available to 40 teachers per year. Through the course, foreign language teachers will



learn how to improve assessment in their classrooms and will benefit from technical assistance via discussion boards, live course chats, and assignments.

- c. *Online Course—The Basics of Oral Proficiency.* In addition to needing broader knowledge of general assessment considerations such as reliability and validity, and in order to teach and assess their students effectively, classroom teachers need a deeper understanding of the nature of language proficiency itself. To meet this need, CAL will conduct a free online course on oral proficiency assessment that will be disseminated through the NCLRC. Course content will include an introduction to the principles of oral proficiency assessment; discussion of the four major levels of the *ACTFL Proficiency Guidelines—Speaking (1999)*; description of the nature and format of the Oral Proficiency Interview (OPI) and Simulated Oral Proficiency Interview (SOPI); descriptions of oral proficiency tasks; samples of oral proficiency tasks; and examples of students responding to authentic oral proficiency tasks. This online course will be available to 40 teachers per year.
- d. *SOPI Workshops.* Teachers of foreign languages need to be able to assess their students' progress effectively and at low or no cost, in order to obtain formative information that can guide instruction. Training in how to use and rate the SOPI can enable them to do this. The proposed NCLRC will provide one face-to-face SOPI workshop for up to 40 participants each year at cost. In the workshop, teachers of Arabic, Chinese, French, German, and/or Spanish will learn how to rate the SOPI according to the *ACTFL Proficiency Guidelines—Speaking*. This training will give them a cost-effective means for determining their students' oral proficiency levels via student performance on the SOPI so that they can tailor instruction to help students achieve higher levels of proficiency.

- e. *East Coast Organization of Language Testers (ECOLT) Conference*. Conferences provide invaluable opportunities for language teaching and testing professionals to develop their expertise through learning from one another and to improve language testing overall as they report on their work, progress, and challenges. The two-day ECOLT conference, attended by approximately 125 testing professionals each year, and featuring a plenary speaker who is a recognized expert in the field, provides a convenient and inexpensive forum for such interaction. The proposed NCLRC will provide support (meeting space, staffing, plenary speaker travel costs) for this annual conference, creating opportunities for language teaching and testing professionals throughout the mid-Atlantic region to network, learn, and professionalize.
- f. *Oral Performance and Proficiency Task Handbook*. Teachers assessing their students' communicative abilities need to be able to develop assessment tasks that meet their most important instructional and assessment needs. The NCLRC will revise the 1996 edition of CAL's *Oral Performance and Proficiency Task Handbook*, which provides a solid background on the development of oral performance and proficiency assessment tasks and instructing users on how to develop such tasks. Available online and in print, the research-based handbook will provide step-by-step guidelines on task development and provide teachers a needed tool for assessing their students' language proficiency.
- g. *Foreign Language Assessment Directory (FLAD) Update*. Originally developed under an International Research and Studies (IRS) grant (2005, P017A050033) to CAL, the FLAD is a searchable online index on foreign language tests available in over 120 languages. The accompanying tutorial provides a self-access, online guide to assessment selection to assist users in employing appropriate, valid, and reliable assessments. The FLAD

receives over 5,000 visits each month; return users are able to quickly conduct a search for the test they need; and almost half of the users come to the site from a direct reference. The proposed NCLRC will update the FLAD biannually to ensure that the content of entries and the tutorial are up to date and relevant for users, and will disseminate information about its availability broadly through its e-newsletters and other dissemination mechanisms.

### **3. Focus on Less Commonly Taught Languages**

Projects in this area will focus on addressing the needs of K-12 teachers of specific LCTLs: Arabic, Chinese, Russian, and South Asian languages (Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Pashto, Sinhala, Tamil, Telugu and Urdu).

- a. *Survey of U.S. Schools Teaching Arabic K-12 as a Foreign Language.* Since 2000, the existing NCLRC has collected qualitative data on who is teaching Arabic as part of the regular K-12 curriculum in their school. The resulting list, which currently includes over 300 public and private schools, is the only public list of schools that teach Arabic in the U.S., and is used by government agencies, publishers, and the media for information about Arabic K-12 education. The proposed NCLRC will continue to carry out the survey biannually; actively seek to expand to include all schools in the U.S. that teach Arabic as a foreign language in the core K-12 curriculum; collect descriptive information on all schools choosing to participate in the survey; and publish on the NCLRC Arabic K-12 website ([www.arabick12.org](http://www.arabick12.org)) the names and contact information for all schools willing to have this information made publicly available.
- b. *The Arabic K-12 Teachers' Network.* Support for teacher expertise and professionalism is critically needed in teaching Arabic as a foreign language in grades K-12. Since 2001, the

NCLRC has met this need by developing and supporting a teachers' network through an Arabic-English website, workshops, encouraging teachers to participate and present at conferences, and a weekly e-newsletter. The e-newsletter currently has over 800 subscribers and has become the central conduit of communication across the diverse community of teachers of Arabic K-12. The proposed NCLRC will maintain the website, and will continue to distribute the weekly e-newsletter. A new addition to the website will be the collection and dissemination of information on Arabic teacher certification in the U.S.

- c. *DesiLearn: The South Asian Languages K-12 Teachers' Network*. The South Asian languages of Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Pashto, Sinhala, Tamil, Telugu, and Urdu are spoken in some of the most volatile and geographically critical areas of the world. GWU has received a Title VI IRS grant (2009, P017A090374), to identify, survey, and catalog all current programs in South Asian languages for children, including heritage programs in the U.S. Funding does not cover creating a network such as the highly successful Arabic K-12 Teachers' Network. In response to requests from teachers, administrators, and parents, the proposed NCLRC will develop a website and a weekly e-newsletter for teachers of these languages, to help them develop a network for disseminating information. The website will accumulate materials, resources, and timely information, and the e-newsletter will include current announcements and links to extensive NCLRC materials.
- d. *Webcasts for Arabic, Chinese, and Russian*. Learners at intermediate levels of proficiency often have difficulty following language in the media because broadcast language is produced for native speakers and delivered rapidly with little context. Webcasts provide

input that is comprehensible to intermediate LCTL learners because delivery is slower with clearer diction, augmented by vocabulary lists and comprehension exercises.

Webcasts provide audio scaffolding to allow students to attune their comprehension to the vocabulary and syntax of authentic newscasts. The NCLRC's well-established Russian webcasts receive an average of 4450 page views per month, and the more recently created Arabic and Chinese webcasts, started in 2009, are already drawing a large following. The proposed NCLRC will continue producing biweekly webcasts in these three languages. Each webcast will include an Internet radio news summary recorded by native speakers trained in pedagogy, and related pre- and post-listening activities for students with listening skills at the American Council on the Teaching of Foreign Languages (ACTFL) Novice High and Intermediate levels.

- e. *Standards-based Essentials of Language Teaching for Teachers of Arabic, Chinese, and South Asian Languages.* Teachers of LCTLs need pedagogical materials that are written in the target language that provide language-specific examples and guidance for teaching, and incorporate links to resources for the target language. At the request of K-12 teachers of Arabic, the existing NCLRC developed a standards-based Arabic language adaptation of its highly popular online teacher resource guide, *The Essentials of Language Teaching*, with funding from a Title VI IRS materials development grant (2006, P017A060073). The proposed NCLRC will maintain and update *The Essentials of Language Teaching for Arabic* and, at their request, will develop an adaptation for teachers of Chinese as well as a version in English with examples and links for Hindi and other South Asian languages.

#### **4. Teacher and Teacher Educator Professional Development**

Projects in this area will focus on providing professional development opportunities that will enable teachers and teacher educators of foreign languages to strengthen their classroom teaching, materials development, assessment skills, and training methods.

- a. *Language Teacher Education Conference.* Research has identified the knowledge and skills that enable language teachers to put best practices to work in the classroom, and many teacher educators work hard to access this information. In 2009, the NCLRC collaborated with the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota to present The 6<sup>th</sup> International Language Teacher Education Conference (LTE) that attracted over 400 participants from 35 countries, giving them opportunities to share best practices and learn about recent research on teacher effectiveness. The proposed NCLRC will again collaborate with CARLA to host another LTE conference in 2013. Iowa State University's K-12 National Foreign Language Resource Center (NFLRC), along with the University of Arizona's Center for Educational Resources in Culture, Language and Literacy (CERCLL), will also contribute to the 2013 conference. The NCLRC proposes to publish the proceedings of the 2009 and 2013 conferences for the benefit of teacher educators who were/are unable to attend.
- b. *Summer Institutes.* Foreign language teachers are eager to increase their knowledge of the target languages, cultures, and best practices in teaching. Summer institutes provide an effective forum for professional development because they offer a focused atmosphere for learning and the opportunity to work with colleagues who bring new ideas and inspiration. The proposed NCLRC will build on the successful program of 10-12 summer

institutes, serving 250-300 teachers each year, initiated by the existing NCLRC. Immersion institutes in the culturally-rich atmospheres of the embassies of Côte d'Ivoire, France, and Spain will continue, and institutes that have attracted the greatest number of participants in recent years will be repeated and updated. New institutes will include collaboration with the National K-12 LRC on learning strategies and GWU's Sigur Center on K-12 Chinese language teaching (see section d). Other institutes will be conducted based on demand.

- c. *Presentations at Major Foreign Language Teaching Conferences.* Professional conferences are effective venues for networking with foreign language educators and providing them with innovative foreign language teaching methods and materials. The proposed NCLRC will present research findings, teaching methods, and new materials and resources to teachers at major regional, national, and international conferences, including the ACTFL, the Northeast Conference on the Teaching of Foreign Languages (NECTFL), the National Council of Less Commonly Taught Languages (NCOLCTL), ECOLT, and monthly Interagency Language Roundtable (ILR) meetings in Washington, DC. By presenting at these conferences, the NCLRC will continue to build and maintain strong collaborative relationships leading foreign language educators.
- d. *Improving K-12 Chinese Language Teaching.* A large number of Chinese teachers at the K-12 level have been brought to the U.S. to serve in short-term positions at schools with both established and developing Mandarin language programs. They are often unaware of current best practices in language pedagogy, ACTFL Standards, use of educational technology, and classroom management. The proposed NCLRC, in collaboration with GWU's Sigur Center NRC, will offer three language-specific summer institutes each year

on topics such as meeting ACTFL standards for Chinese, classroom management in communicative classrooms, and using technology. Follow-up will occur in NCLRC-Sigur Center sponsored pre-conference workshops each year at ACTFL and NECTFL. Up to 20 Chinese teachers per year will be sponsored by the Sigur Center to participate in the program, which will create a cadre of certified teachers prepared to meet the challenges of growing Chinese language programs with proven pedagogical methods tailored to U.S. students.

- e. *Online Course—Instructional Methods: Arabic as a Foreign Language.* Most second language instruction courses focus solely on methodological issues faced by teachers of the most commonly taught foreign languages. To address this issue, NCLRC will develop and GWU will offer for credit, an online course for pre- and in-service Arabic teachers on language teaching methodology specific to Arabic instruction. Consistent with the National Council for Accreditation of Teacher Education (NCATE) foreign language teacher standards, this online course will address the ACTFL Standards for Foreign Language Teacher Education Programs by providing students with: (a) an understanding of the development of Arabic language teaching methodology and current best practices; (b) a theoretical background on second language learning and teaching and how it applies to Arabic instruction; (c) practice with instructional approaches and materials that assist language learners in developing both social and academic communicative competence; and (d) a video observation experience in which to analyze teaching, curriculum, and learning in the Arabic language classroom. Accepted by most states as part of teacher certification requirements, the proposed NCLRC will make this course available to 40 teachers per year. This will become part of the GWU regular online course offerings.



f. *Online Course—Instructional Methods: Chinese as a Foreign Language.* This course will follow the same procedures as the course for Arabic and, with a focus on Chinese, will be available to 40 teachers per year and become part of GWU’s regular online course offerings. GWU will use these two courses as the basis for developing further course offerings and programs leading to certification for teachers of Arabic and Chinese.

## **b. Management plan**

The NCLRC will be managed for optimally effective cooperation among three participating institutions. It will be directed from GWU’s Center for Language Education, in partnership with GU and CAL. Direction will be shared by co-directors Dr. Anna Uhl Chamot (GWU), Dr. James E. Alatis (GU), and Dr. Margaret Malone (CAL). As a team, Drs. Alatis and Chamot have successfully run the NCLRC for the past five funding cycles through careful staff management and monitoring. The addition of Dr. Malone as a co-director will enhance the integration of activities across the three collaborating institutions.

Executive Director, Anup Mahajan, working under the supervision of the co-directors, will oversee all day-to-day management of NCLRC activities, facilitate coordination among the different projects, and ensure that necessary data is collected and provided to the external evaluator. Each of the four activity areas will have a manager who will ensure coordination of the various individual activities within that area and report to the co-directors. Each individual activity will have a coordinator, who may be an NCLRC staff person or a consultant. The activity coordinator will meet regularly with the area manager and the executive director to discuss and evaluate progress. Each activity will also be supported by and accountable to an advisory group. Table 1 lists the area managers and activity coordinators for each activity.

Appendix B, Table of Objectives, describes the activities in greater detail including performance goals and indicators.

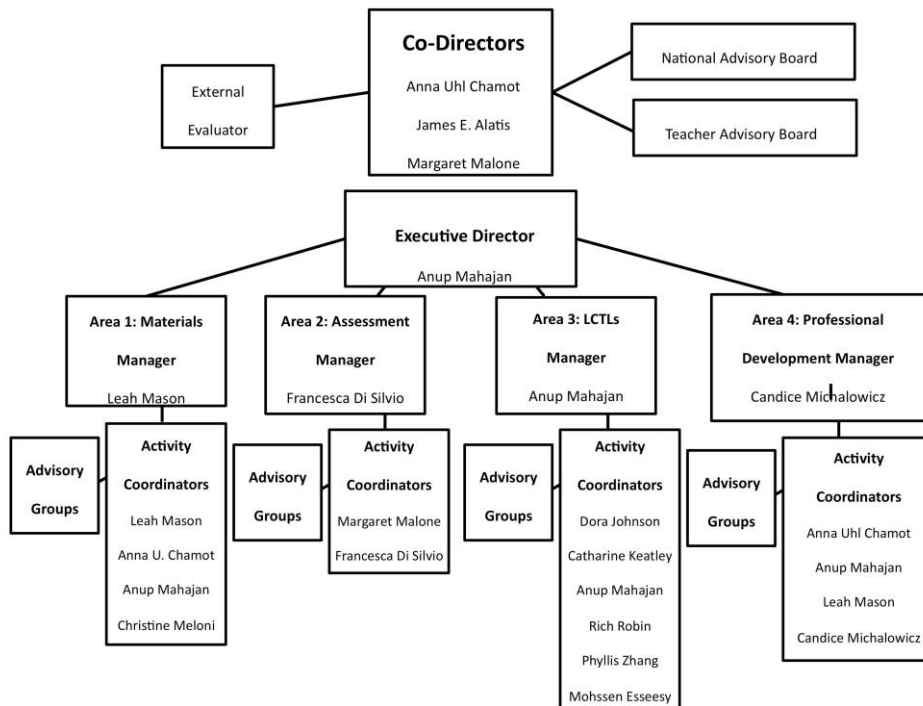
**TABLE 1. NCLRC AREA MANAGERS AND ACTIVITY COORDINATORS**

<b>ACTIVITY</b>	<b>COORDINATOR</b>
<b>1. Materials development/dissemination</b>	Manager: Leah Mason
a. <i>National Standards-based Essentials of Language Teaching</i>	Leah Mason
b. Teacher resources guides	Anna Uhl Chamot
c. Research into practice	Anup Mahajan
d. NCLRC website	Leah Mason
e. <i>The Language Resource</i>	Leah Mason
f. <i>The Culture Club</i>	Christine Meloni
<b>2. Strengthening teacher expertise in assessment</b>	(Manager: Francesca Di Silvio)
a. GU/CAL research internships	Margaret Malone
b. Online assessment course	Margaret Malone
c. Online oral proficiency course	Margaret Malone
d. SOPI workshops	Francesca Di Silvio
e. ECOLT conference	Margaret Malone
f. <i>Oral Performance and Proficiency Task Handbook</i>	Margaret Malone
g. Foreign Language Assessment Directory	Francesca Di Silvio
<b>3. Focus on LCTLs</b>	Manager: Anup Mahajan
a. Arabic K-12 survey	Dora Johnson
b. Arabic K-12 Teachers' Network	Catharine Keatley

<b>ACTIVITY</b>	<b>COORDINATOR</b>
c. South Asian Languages K-12 Teachers' Network	Anup Mahajan
d. Webcasts	Richard Robin (Russian) Phyllis Zhang (Chinese) Mohssen Esseesy (Arabic)
e. <i>The Essentials of Language Teaching: Arabic, Chinese, and South Asian languages</i>	Anup Mahajan
<b>4. Teacher/teacher educator professional development</b>	Manager: Candice Michalowicz
a. LTE conference	Anna Uhl Chamot Anup Mahajan Leah Mason
b. Summer institutes	Candice Michalowicz
c. Conference presentations	Anup Mahajan
d. Improving K-12 Chinese teaching	Anup Mahajan
e. Online Course Instructional Methods: Arabic as a Foreign Language	Leah Mason
f. Online Course Instructional Methods: Chinese as a Foreign Language	Leah Mason

The NCLRC overall will be accountable to a National Advisory Board (NAB) and will also be supported and evaluated by a Teacher Advisory Board (TAB). Figure 1 shows the organizational structure.

**FIGURE 1. NCLRC ORGANIZATIONAL CHART**



**c. Relation of project objectives to the purpose of the LRC program**

The Language Resource Center (LRC) Program funds projects that focus on improving the nation's capacity for teaching and learning foreign languages effectively. The proposed NCLRC will maintain this focus in all of its activities, which are designed to strengthen professional development and teaching resources for teachers and teacher educators.

Specifically, the activities to be carried out by the proposed NCLRC will address the priorities of the LRC Program in the following ways:

- ♦ Development and dissemination of new material for teaching foreign languages to reflect the results of research on effective teaching strategies: The proposed NCLRC will develop and disseminate teaching resources, including materials collections, webcasts, and *The Culture Club*, through its website and monthly e-newsletter. In addition, it will provide other reviewed resources for new materials, specifically for LCTLs.
- ♦ Training of teachers in the administration and interpretation of foreign language performance tests, the use of effective teaching strategies, and the use of new technologies. The proposed NCLRC will provide online and face-to-face training in oral proficiency assessment; testing resources for teachers, including the FLAD and the *Oral Performance and Proficiency Task Handbook*; and training in the nature and use of effective assessment practices through its website, summer institutes, and presentations.
- ♦ Significant focus on the teaching and learning needs of LCTLs: The proposed NCLRC will focus on the needs of Arabic, Chinese, Russian, and South Asian language K-12 teachers.
- ♦ Development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels: The proposed NCLRC will take K-12 language instruction as its primary focus, and all of its materials and activities will emphasize connections with the ACTFL *National Standards for Foreign Language Learning*, which address K-12 language teaching and learning.
- ♦ Operation of intensive summer institutes to provide professional development and to improve language instruction through pre- and in-service language training for teachers:

The proposed NCLRC will conduct 10 to 12 intensive summer institutes (1 to 5 days each) annually; topics will include Understanding Assessment, Developing Listening Comprehension Skills, Brain and Language, Spanish for Heritage Speakers, Using Backward Design, Planning Program Evaluation and language immersion programs for teachers in collaboration with the Embassies of Côte d'Ivoire, France, and Spain.

**d. Use of resources and personnel to achieve each objective**

The three co-directors will collaborate, communicating on a regular basis, to guide the activities of the NCLRC, work closely with the executive director and staff managers, and oversee all activities.

Of the four categories of activities to be carried out, Leah Mason will have overall responsibility for the management of Materials Development and Dissemination, Francesca Di Silvio for Assessment, Anup Mahajan for Focus on Less Commonly Taught Languages, and Candice Michalowicz for Professional Development Activities. The close collaboration among the three sponsoring institutions will allow program staff to work together to ensure the efficient completion of tasks across projects and institutions. Each individual activity will have a coordinator who will meet regularly with the manager of the relevant activity area. Each activity coordinator will possess expertise in the relevant field(s); NCLRC co-directors, the executive director, and area managers will serve as activity coordinators in some cases, and in other cases activity coordinators will be consultants. Graduate and undergraduate research assistants will be assigned to various projects depending on the project needs and their skills.

## **e. Provision of equal access and treatment for members of underrepresented groups**

The three institutions that will collaborate in forming the NCLRC and carrying out its activities are all equal opportunity institutions that prohibit discrimination against any person on the basis of race, color, religion, national origin, age, handicap, veteran status, or sexual orientation. Each actively encourages participation in its educational offerings by persons from all backgrounds. In the case of the proposed NCLRC, access to all face-to-face trainings and presentations will be open to all interested foreign language teachers and teacher trainers, and information about the offerings will be disseminated as widely as possible through the NCLRC's website and e-newsletters and through publicity mechanisms available through professional societies, other research and resource centers, and the other LRCs. The NCLRC will also ensure that all web material adheres to principles of universal design and is ADA compliant.

## **2. Quality of Key Personnel**

Qualifications of key personnel are presented here. Appendix D presents further biographical information on the key personnel and professional staff.

### **a. Qualifications of project director**

The NCLRC will be led by three foreign language education professionals, one from each of the three collaborating institutions. Each co-director has many years of experience in the fields of language teaching and assessment, as well as extensive experience with the current NCLRC. In addition, coordination for the project will be provided by an executive director.

**Anna Uhl Chamot** will serve as co-director representing GWU. Dr. Chamot has served the NCLRC and its predecessor since 1990. In addition to management, she will have primary responsibility for several of the professional development activities on effective teaching

strategies, and will serve on a number of activity advisory groups. A professor in the Graduate School of Education and Human Development (GSEHD) at GWU and Foreign Language Faculty Advisor, she holds a Ph.D. in Applied Linguistics from the University of Texas, Austin, and a Master degree in Foreign Language Education from Columbia University's Teachers College. Dr. Chamot's many years in teacher preparation and solid research background give the NCLRC the depth of expertise required to carry out its major initiatives. She has been a co-director of NCLRC for the past nine years. Dr. Chamot is also the Principal Investigator of the USDE IRS-funded South Asian Languages K-12 Research Study.

**James Efstathios Alatis** will serve as co-director representing GU. Dr. Alatis will be actively involved in the project's activity advisory groups. He has served as a director of the NCLRC since its inception in 1990. At GU, he is the senior advisor for International Language Programs and Research to the Dean of Georgetown College; Dean Emeritus of the Faculty of Languages and Linguistics; Director of the Master of Arts in Teaching program; and Distinguished Professor of Linguistics and Modern Greek. As chief of the Language Research Section (NDEA) for the U.S. Office of Education, he was instrumental in determining priorities for the U.S. government's funding of language programs. As former Executive Director of TESOL, Dr. Alatis brings a wealth of information and contacts in the language teaching field.

**Margaret Malone** will serve as co-director representing CAL. Dr. Malone holds a Ph.D. in Linguistics from GU and has 20 years of experience in developing tests and providing professional development to teachers on the use and development of tests and the impact of testing on teaching. Currently the NCLRC's director of assessment, Dr. Malone also directs projects related to evaluation, assessment, and teacher professional development. Her projects include working with the STARTALK summer language programs to teach students languages



critical to national security and provide professional development to current and aspiring teachers of these languages; developing a self-access program to provide training to Arabic teachers to rate oral proficiency tests according to the *ACTFL Proficiency Guidelines–Speaking*; and conducting a study of the efficacy of beginning-level tests for high school learners of Chinese and Arabic. A former NCLRC research intern (1990-1993), Dr. Malone has directed the CAL/GU NCLRC projects and research internship program since 2000.

**Anup P. Mahajan** will serve as executive director, with responsibility for managing all day-to-day activities of the NCLRC, including coordinating the work of the research assistants and collaborating with the NAB, TAB, co-directors, and external evaluator to ensure that all activities are conducted efficiently. Mr. Mahajan holds an M.S. in Sociolinguistics from GU and is currently pursuing a doctoral degree in public policy at GWU. He has over seven years of experience in the corporate financial sector, and currently directs the USDE IRS-funded South Asian Languages K-12 Research Study.

#### **b. Qualifications of other key personnel**

Dr. Catharine W. Keatley will serve as senior researcher for the project. Dr. Keatley was Associate Director of the NCLRC from 2001 to her retirement in 2009; she will continue to provide expertise on project activities. She holds a Ph.D. in Cognitive Psychology from the University of Hong Kong and an M.A. in Remedial Reading from New York University.

The NCLRC co-directors, executive director, and senior researcher will be supported by an outreach coordinator and two research assistants. The outreach coordinator, Leah Mason, is currently ABD at Columbia University's Teachers College; her field of study is Language Education Policy. She also holds a M.Ed. from the Department of International and Transcultural

Studies at Columbia University's Teachers College. Ms. Mason has completed research projects on small learning communities and inquiry-based instruction for the National Center for the Restructuring of Education, Schools, and Teaching (NCREST) and the Student Press Initiative. She has also taught ESL in Maryland and EFL in Austria as a Fulbright Teaching Assistant.

The first research assistant, Candice Michalowicz, holds a B.A. in Art History from GWU. Ms. Michalowicz worked as an intern with NCLRC for three years prior to her current position as research assistant, where she co-ordinates the summer institutes for language educators. Ms. Michalowicz also conducts research for the South Asian Languages K-12 Research Study. The second research assistant, Francesca Di Silvio, holds an M.A. in Linguistics from GU. A staff member in the Language Testing Division at CAL, Ms. Di Silvio is currently the research assistant for CAL's NCLRC projects with responsibilities including coordinating and co-presenting SOPI workshops, co-chairing the ECOLT Conference, and conducting summer institutes on language program evaluation and assessment.

This staff will be further supported by a webmaster who is a GWU student; student interns from GWU; research interns at CAL; and by appropriate and strategic use of consultants.

### **c. Time commitments of key personnel**

Two of the co-directors, Anna Chamot and Margaret Malone, will each commit 15% time to NCLRC activities. The third co-director, James Alatis, will commit 10% time, with half of that cost-shared by GU. The executive director, Anup Mahajan, will commit 50% time to managing the day-to-day activities of the NCLRC in Years 1 and 2 and 100% in Years 3 and 4. The senior researcher, Catharine Keatley, will commit 10% of her time to NCLRC activities. The outreach coordinator, Leah Mason, will devote 75% time to the project, one research assistant, Francesca

Di Silvio, will devote 50% time. A second research assistant, Candice Michalowicz, will devote 20% time in Years 1 and 2.

#### **d. Employment of persons from traditionally underrepresented groups**

The three institutions that will collaborate in forming the NCLRC and carrying out its activities are all equal opportunity employers that prohibit discrimination against any person on the basis of race, color, religion, national origin, age, handicap, veteran status, or sexual orientation. Each actively encourages applications from minorities and members of traditionally underrepresented groups in all publicly posted employment opportunities. Since its founding, the NCLRC itself has been noteworthy for the diversity of its staff and consultants; the personnel pool has included persons from a variety of ethnic backgrounds and faith traditions.

#### **e. Past experience and training of key personnel**

All of the personnel who will be associated with the NCLRC have educational backgrounds in applied linguistics and sociolinguistics, with a focus on the learning and teaching of language and culture. In addition, each of the three co-directors has extensive experience in teaching, teacher training, curriculum and materials development, assessment, and other areas relevant to the teaching and learning of languages. Dr. Chamot is an internationally recognized expert on learning strategies and student motivation and an experienced researcher and teacher trainer. Dr. Alatis brings depth of experience with both language teacher training and national language education policy. Dr. Malone is widely recognized as an authority on language proficiency and performance assessment; her experience includes test development, research on test efficacy, and evaluation of testing program effectiveness, and she serves on a national committee of experts that is developing standards for language test development. All three proposed co-directors have

also served as heads of programs or departments at their respective institutions; taken together, their expertise covers the full range of subjects related to language teaching and learning.

### **3. Adequacy of Resources**

The GWU is an independent academic institution chartered by the U.S. Congress in 1821, with libraries that contain more than 2 million volumes. The Columbian College of Arts and Sciences' Language Center provides access to innovative language technology and online materials, while the Elliott School of International Affairs supports foreign languages, including LCTLs, as a required part of its programs. Facilities of the GSEHD at GWU include the Instructional Services Center and the Institute for Education Studies. GSEHD offers programs leading to the Masters and doctoral degrees. The Department of Teacher Preparation and Special Education (DTPSE) enrolls about 400 teacher candidates each year in intensive M.Ed. and M.A. teacher preparation, including a secondary education program leading to initial licensure in content subjects including language education.

GU is a student-centered research university that attracts faculty, researchers, and students nationally and internationally. GU's strength in languages and linguistics is widely recognized. The NCLRC will draw on expertise and resources in the departments of Linguistics, Arabic and Islamic Studies, East Asian Languages, and German, and will collaborate with GU's NRC for Middle East Studies.

CAL is a private, non-profit 501(c)(3) organization located in Washington DC. CAL has an international reputation for the high quality of its work and its leadership in language education and assessment. CAL's multiethnic, multilingual, and multidisciplinary professional and support staff has broad expertise and training in language assessment, linguistics, foreign languages,

psychology, psychometrics, sociology, statistics, and education. In collaboration with GU and GWU, CAL has 20 years of experience operating the NCLRC/NFLRC projects in training, language assessment, best practices in language education, and information dissemination. CAL spearheads projects that include a foreign language test database, training in the use of foreign language performance tests, and training on different levels of foreign language teaching. In addition, CAL has collaborated with the NCLRC on the research internship program since 1990; this program allows graduate students to work on NCLRC assessment and teacher development programs at CAL while studying at GU. Alumni of this internship program include the proposed project co-director (Margaret Malone); the language testing manager for the Federal Bureau of Investigation; the Dean of the Graduate School of Translation, Interpretation, and Language Education of Monterey Institute of International Studies; and a number of tenured professors of foreign language education and linguistics throughout the U.S.

#### **a. Adequacy of facilities**

The offices of the proposed NCLRC will be housed on the GWU campus, in an office suite that contains workstations for the executive director, the outreach coordinator, one research assistant, and other support staff. GWU will offer the use of all university facilities to support project operations, including administrative support, a library, and IT services. The NCLRC office will have its own in-office library with records management capability. The NCLRC library also includes a collection of materials developed by all the LRCs which is open to visitors and frequently showcased for language faculty exchange groups.

GWU will make its professional conference center available for the 2013 LTE Conference, and GU will host the ECOLT conference each year. GWU's Language Center and Sigur Center

will provide meeting and classroom space for NCLRC summer institutes and workshops. GU's Language Learning and Technology Center will provide production of analog/digital materials and training in the uses of language-learning software and development tools.

CAL will provide a workstation for the co-director and research assistant, as well as workstations for the two GU research interns. CAL will offer a full range of services and facilities to support project operations, including administrative support, project accounting, materials preparation/processing facilities, a library, and IT services. CAL's offices include conference space and internet capabilities to support online course delivery and meetings.

#### **b. Adequacy of equipment and supplies**

Through GWU, the NCLRC will have all of the equipment and supplies required to carry out the proposed activities. Technology capabilities will include access to the university network system and use of computers, printers, a fax machine, and copying equipment. The NCLRC's existing computers are equipped with Adobe Creative Suite 4 software for creating and editing websites and e-newsletters. The NCLRC manages all websites through GoDaddy.com (hosting and domain names). Every computer has the complete Microsoft Office Suite including Publisher for brochure and outreach publications, and FileMaker Pro for management of surveys and databases. One Apple Mac Pro computer is equipped with Final Cut Pro software used to edit videos for online professional development courses. NCLRC subscribes to event management software for assistance with processing registrations for professional development institutes, and conferences. GWU provides all IT support necessary for online course delivery.

CAL has all of the equipment and supplies required to support the NCLRC in carrying out the proposed activities. CAL's computer capabilities include a networked system of Pentium-

based microcomputers with software including Macromedia DreamWeaver and Photoshop for HTML authoring, SoundForge for sound editing, and Microsoft Access for database programming. CAL uses eCollege as its platform for delivery of online courses. CAL is connected to the Internet over a Dedicated Leased-Line and protected by a firewall. CAL utilizes WEBEX for video-conferencing and online meetings. The technology needed to generate the proposed materials is already in use in other CAL projects.

#### **4. Need and Potential Impact**

In authorizing the LRCs, Congress recognizes the critical need for the federal government to take a role in improving the national capacity for teaching and learning foreign languages. The ultimate goal is to produce proficient and highly proficient speakers, listeners, readers, and writers of foreign languages, particularly of those languages critical to the national interest, which are often the least commonly taught of languages in educational programs across the country at all age and proficiency levels. The lack of proficient foreign language speakers in the U.S. threatens both national security and success in globalization. Further, it hinders economic development and ignores the needs of a multilingual domestic population. Finally, it decreases the U.S.' ability to compete in areas of academic scholarship and to work towards secure, successful, and peaceful international relations.

The development of high proficiency levels in foreign languages rests largely on foreign language educators. Student learners need highly competent instructors who are linguistic and cultural experts and who have training in best practices in teaching methodology and assessment. However, many world language teachers lack the required levels of training and professional development and are prevented by time, distance, availability, and cost from obtaining them.

Therefore, the proposed NCLRC will focus on developing and disseminating free training and teaching materials for these teachers and teacher educators, with a focus on LCTLs.

**a. Extent to which the proposed materials and activities are needed**

Great strides have been made in theory and best practices in foreign language education. Language instruction now sets communicative competence and proficiency as objectives and the *National Standards for Foreign Language Learning* provide comprehensive learning objectives and benchmarks as well as an approach to language instruction embedded in a commitment to learner-centered instruction and communicative goals. Recently, the field has begun to adopt the curriculum development strategy known as backward design, which provides a strong framework for planning for standards-based instruction with a focus on performance-based assessment.

However, observations conducted at schools and universities and data collected from teacher educators demonstrate that these ideas and approaches have had only a modest impact on actual foreign language classroom practice. This is true for classrooms that teach both commonly and less commonly taught languages, and of teachers at all levels of experience. Presentations from the 2009 LTE Conference reflect this difficult truth in documenting the struggles of teacher educators to try to develop better ways to communicate these new approaches.

Feedback from readers of the NCLRC's e-newsletter, website, and Culture Club materials, as well as participants in summer institutes and presentations, makes clear that concepts such as communicative competence and learner-centered are often not well understood, even when teachers are familiar with the expressions. Further, teacher education institutes and classroom observations at all levels demonstrate that teachers frequently think they are teaching with communicative goals and using learner-centered methods when they are not.



The NCLRC has asked teachers and teacher educators what would improve this situation, and they have responded unilaterally that they need more concrete examples, materials, lessons, activities, and sample assessments. In addition, they need increased awareness of the resources available from other sources (i.e. from NRCs, CIBERs, and the internet) and deeper understanding of how to apply them in their own classrooms.

The continuing popularity of the NCLRC's *The Essentials of Language Teaching* website, which describes concepts in accessible language and provides concrete examples, demonstrates that teachers are looking for practical guidance on teaching methods and suggests that this need can be met most effectively through online dissemination of quality information. By revising, expanding, and organizing its online resources and e-newsletters and linking them to language resource materials available from NRCs, CIBERs and LRCs, the proposed NCLRC will respond to the demonstrated needs of teachers and increase the impact of all of the federally funded resources developed to meet the objective of improving foreign language teaching in the U.S.

In addition, foreign language educators need training in the basic concepts of assessment: what it is, how it affects the curriculum, etc. Assessment provides accountability for language programs in addition to informing teachers and students on student progress in language learning. However, many language teachers possess only a limited understanding of how to effectively connect assessment with instruction. In the case of LCTLs like Arabic, Chinese, Russian, and South Asian languages, this need is even more pressing, as most teachers of these languages are typically native speakers with little formal training in language education.

LCTL educators have also articulated needs related to their languages. Teachers of Arabic and South Asian languages have asked that more materials for those languages be added to the NCLRC website and *The Culture Club*. Teachers of Arabic continue to evidence the need for

curricular materials and professional development. For several years, the NCLRC has been involved in developing a network for K-12 teachers of Arabic, developing materials, conducting teacher training, developing standards, professionalizing the field, and increasing the teaching of Arabic in U.S. schools. However, while the NCLRC currently has over 800 subscribers to the *Arabic K-12 e-newsletter*, many K-12 Arabic teachers have never heard of the national standards or communicative competence, and are unfamiliar with the idea of learner-centered instruction. The urgent need for dissemination of information, best practices, teacher education, and materials continues, as does the need to communicate the effectiveness of standards-based education to administrators of schools that teach Arabic, since many e-newsletter subscribers and institute and conference participants report that they would not be allowed to teach using standards-based methods and approaches in their schools.

For the South Asian languages of Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Pashto, Sinhala, Tamil, Telugu, and Urdu, very little public education takes place, but significant numbers of cultural and heritage language programs exist for students to keep these languages alive in heritage communities. With Title VI IRS funding, GWU initiated DesiLearn, a survey of K-12 South Asian language programs in U.S. schools and heritage centers. In the six months since the DesiLearn program began, the NCLRC has found that teachers of all South Asian languages are concerned that these programs are languishing due to the need for materials, curricula, and training for instructors. South Asian language instructors have begun urging the NCLRC to set up a mechanism that will allow networking among groups of teachers, and to provide teacher support and materials.

The NCLRC has also been approached by teacher educators working with teachers of Chinese with the request to provide an adaptation of *The Essentials of Language Teaching* in

Chinese with modification specific to Chinese language instruction. Chinese is now being taught widely in the U.S. However, few teachers of Chinese are accustomed to standards-based, learner-centered instructional methods. A number of teachers of Chinese argue that this methodology is appropriate for western languages, but not for Asian languages. There is an urgent need for the clear, straightforward description of the standards-based, learner-centered, proficiency-based approach to language instruction inherent in *The Essentials*, presented with text and examples that directly address the application of the approach to Chinese.

Teaching listening skills to intermediate learners of LCTLs is particularly challenging because they are sophisticated enough in the language and culture to want to understand authentic communication, but do not have the skills to understand authentic newscasts. The intermediate level is when many LCTL students drop out of language classes because they feel that the work is more difficult with fewer visible rewards. To counter this tendency, LCTL teachers need listening materials that are authentic in form but are designed to stimulate learners' interest and support their listening proficiency development. Webcasts – short semi-authentic radio newscasts broadcast on the web – are one way to meet this need. Their potential impact is demonstrated by the popularity of the Russian webcasts that the NCLRC has hosted for eight years. By providing webcasts in Arabic, Chinese, and Russian, the proposed NCLRC will meet teachers' need for authentic listening materials to use with their students, while saving them the time required to locate and prepare such materials themselves.

U.S. schools are hampered in their ability to provide instruction in Arabic and Chinese due to the lack of certified teachers. In addition, traditional language methodology courses often do not meet the needs of these teachers, because these languages provide challenges that are somewhat different from both each other and the more commonly taught languages. To meet this need, the

NCLRC will develop methodology courses; one specifically designed for Arabic and one for Chinese. The courses will be managed and delivered through the GSEHD at GWU in consultation with the Arabic and Chinese language departments. The courses will be incorporated into GWU regular offerings. In addition, GWU intends to use these courses to expand its program offerings that will lead to certification for teachers of Arabic and Chinese.

**b. Extent to which proposed materials can be used throughout the United States**

All NCLRC materials and resources are freely available and are designed to be easily accessible to teachers of all languages at all educational and proficiency levels across the U.S. The NCLRC strives to improve the quality of foreign language education and educational programs in the U.S. through language educator training and professional development. The activities and materials described in this proposal will help to meet this goal by being widely available and highly useful to foreign language instructors across the country.

The NCLRC's existing products and services are already in use throughout the U.S. through its extensive dissemination network that reaches foreign language teachers across the nation. All materials to be developed and disseminated by the proposed NCLRC, including teaching and assessment guides, student handbooks and exercises, research reports and applications, professional development articles, and language-specific cultural information and lessons, will be easily accessible on the NCLRC website. The monthly e-newsletter *The Language Resource*, currently has 30,000 direct subscribers nationwide and is interactive and searchable; the bimonthly e-magazine *The Culture Club*, distributed to all subscribers of *The Language Resource*, is archived on the website so that foreign language teachers throughout the country can have instant access to cultural materials for classroom use. The proposed NCLRC will also

offer two distance learning courses on assessment that will allow participation by up to 80 world language teachers. In addition two credit-bearing online courses for Arabic and Chinese language teachers on methodology will be made available to 40 teachers per language nationwide each year.

The proposed NCLRC will disseminate materials and methods through face-to-face workshops, summer institutes, and conference presentations. Annual SOPI workshops will allow up to 40 participants to learn to reliably rate oral proficiency in French, German, or Spanish in their own classroom settings. The NCLRC will offer ten to twelve summer institutes annually on effective foreign language teaching methods and topics requested by teachers in the field; national advertising of these institutes as well as a planned alumni network will encourage greater participation by and continued connection between foreign language instructors across the country. In collaboration with GWU's Sigur Center, the NCLRC will offer three additional intensive summer institutes annually on standards-based instruction to instructors of Chinese, utilizing outreach at the national level to reach a cadre of up to 20 Chinese teachers each year. Finally, presentations at regional, national, and international foreign language teaching conferences such as ACTFL, NECTFL, NCOLCTL, and ILR, as well as NCLRC's hosted LTE and ECOLT conferences, will introduce proposed materials to a diversity of audiences with far-ranging distribution resulting in knowledge-sharing by teaching colleagues.

The NCLRC will also work to expand dissemination channels for proposed materials throughout the U.S. through building and supporting networks of teachers. Both the Arabic and South Asian Languages K-12 Teachers' Networks will offer dedicated and continuously updated websites and regular e-newsletters to encourage information dissemination and sharing among teachers of these critical languages. Through the aggregation of materials, announcements, and

links specific to Arabic and South Asian languages, the NCLRC will provide a centralized and high-quality conduit for communication for teachers of these languages who may be otherwise isolated from language-specific professional development and exchange of materials.

**c. Contribution to strengthening, expanding, or improving programs of foreign language study in the United States**

The long-standing national need for proficient speakers of languages other than English is well described. This need may be met through the strengthening, expanding, or improving of foreign language programs in the U.S. The proposed NCLRC activities will contribute significantly to this goal and greatly improve foreign language study in the U.S. by concentrating efforts on foreign language educator training. NCLRC activities will focus on strengthening and expanding the linguistic, cultural, methodological, and assessment expertise of foreign language teachers of all educational and proficiency levels for all languages. This, in turn, will serve to improve programs of foreign language study across the U.S.

Proposed NCLRC activities focused on increasing the linguistic and cultural knowledge of language educators will include scholarly articles on languages and linguistics, the regular updating of the NCLRC website, the publication of the bimonthly e-magazine *The Culture Club*, webcasts in Arabic, Chinese, and Russian, summer institutes, and presentations at major conferences in the field. Each of these activities will aim to strengthen and expand the linguistic and cultural knowledge of instructors by providing them with research and materials in these areas. The dissemination of these activities and resources will be widespread, given the heavy use of the NCLRC website and its publications, as well as the national nature of the conferences at which NCLRC staff will present their research and practice. Exposure to NCLRC materials

allows educators to adapt this information for use in their classrooms. Thus, the activities to increase the linguistic and cultural expertise of language educators will lead to the strengthening, expansion, and improvement of programs of foreign language study in the U.S.

The NCLRC will also seek to increase foreign language educators' exposure to and knowledge of best practices in teaching methodology, which can then be used by teachers in their classrooms. Proposed NCLRC activities designed to increase methodological expertise include the publication of the standards-based *Essentials of Language Teaching*, the updating of teacher resource guides on learning strategies, the publication of the monthly e-newsletter *The Language Resource*, the published findings and professional network resulting from the survey of U.S. schools teaching Arabic as a foreign language, the Arabic K-12 Teachers' Network and e-newsletter and the South Asian K-12 Teachers' Network and e-newsletter, the LTE conference, various summer institutes, the Chinese K-12 teaching project (in collaboration with GWU's Sigur Center) and online courses on Arabic and Chinese language instruction. All of these activities and resources will aim to improve the methodological expertise of foreign language educators by providing them with training in, resources for, and networks in which to discuss best practices in language teaching. The scope of these activities is broad. *The Language Resource* alone reaches a wide audience, as do the Arabic and South Asian K-12 Teachers' Networks which will reach a large audience of commonly unconnected academic and heritage teachers. Through these activities and resources, teachers and teacher trainers will increase their expertise in teaching methodology. As this knowledge is put into practice and shared with other educators, these activities will truly help to strengthen, expand, and improve programs of foreign language study in the U.S.

The NCLRC has long been renowned for its expertise in assessment and will continue to share its knowledge in the coming years. Assessment expertise is a critical part of teaching expertise and thus the proposed NCLRC will continue to perform numerous activities and publish materials that lead to teacher training in assessment. Such activities include the two online courses on assessment basics and oral proficiency assessment, SOPI training workshops, the execution of the ECOLT conference, the publication of the *Oral Performance and Proficiency Task Handbook*, summer institutes on assessment, and the professional development each year of two graduate student interns in assessment. The assessment courses and resources will provide the necessary knowledge and skills to develop, rate and/or select appropriate assessments for teachers of foreign languages, especially LCTLs, who face a dearth of valid and reliable assessment materials and teacher training in assessment.

These assessment activities will have great breadth and depth in scope. The ECOLT conference regularly draws an audience of 125 language educators, assessors, and experts each year. The SOPI workshops offered in the past have trained teachers in rating oral proficiency assessment in language programs at universities and high schools in over 15 states. Summer institutes on assessment have drawn over 20 teachers to each workshop. The online assessment courses by their very nature make possible the participation of language instructors from anywhere within the U.S. and the *Oral Performance and Proficiency Task Handbook* will be widely disseminated to encourage national use. It is critical that language educators be trained in assessment, as instruction without assessment lacks any measurement of outcomes, success, and accountability. As language instructors make use of these assessment training experiences, they can incorporate the lessons learned into their classroom practices. The assessment activities of



the NCLRC will contribute to the strengthening, expanding, and improving of programs of foreign language study in the U.S.

## **5. Likelihood of Achieving Results**

The NCLRC has consistently achieved its proposed goals and objectives throughout its 20-year history. This LRC has a proven record of accomplishment, not only in serving the foreign language education community, but also in expanding delivery modes (paper/electronic resources, self-directed and formal workshops) to meet the needs of foreign language teachers.

### **a. Methods and procedures for preparing the materials**

Material developed by the NCLRC fall into two categories: materials developed directly by the NCLRC, and materials from collected resources that the NCLRC provides so readers can access further high-quality resources. All materials directly developed are created using a basic procedure: staff and consultants meet to shape the general outline of the material and its format for delivery. An extensive review of the literature is carried out and a bibliography generated. Staff and/or consultants write segments of the materials documenting sources, an editor aggregates the segments, checks sources, and makes final stylistic edits. Most NCLRC materials for teacher professional develop are carefully edited for clarity (with non-native English speakers in mind) as well as consistency with current theory and research. All materials are reviewed by experts in the field and then field-tested on teacher focus groups, often summer institute participants. All materials are regularly checked and reviewed. The NCLRC also provides numerous links to other resources for materials. All such resources are carefully reviewed by NCLRC staff or consultants to ensure their quality, currency, and usefulness. Specific language

teacher material development, such as webcasts, follows a similar procedure. Pilot-testing and student and teacher evaluations provide important feedback for revisions.

**b. Practicability of plans for carrying out activities; likelihood of producing anticipated results**

The NCLRC will utilize the diverse capabilities of its collaborating institutions to ensure that all initiatives are based on foreign language education needs, and that each activity succeeds and has a national impact. Its approach will integrate GWU's knowledge base in teacher preparation with CAL's experience and commitment to LCTLs and assessment and GU's language resources and materials. Both GU and CAL have extensive experience in developing foreign language materials and assessments. CAL's work in performance-based foreign language testing and development of materials for non-traditional teachers will contribute to professional development, use of technology, and assessment activities. GWU's experience in teacher education and educational research will support professional development at all levels, including the development of online materials, LCTL teacher and student materials, and language-specific online courses. GU's strength in the teaching of Arabic, the development of materials, and the use of technology to support foreign language teaching will also contribute to the success of NCLRC activities. The combined expertise, experience, and resources of the three institutions will ensure that all NCLRC goals and objectives will be met.

## 6. Description of Final Form of Results

### a. Specificity and appropriateness of description of expected results

The results of the proposed activities will take several forms: online resources; electronic and print publications; presentations and summer institutes; collaborations with university language programs and with other federally funded institutions that serve the foreign language field; and support networks for teachers and teacher educators. The results will include the following:

- ♦ Online resources: NCLRC website; Arabic K-12 website; DesiLearn website for South Asian languages; Culture Club; Essentials of Language Teaching website; Standards-based Essentials of Language Teaching K-12 website (English, Arabic, Chinese and South Asian versions); online courses in assessment and Arabic and Chinese instruction; webcasts; Foreign Language Assessment Directory.
- ♦ Electronic and print publications: *The Language Resource* e-newsletter; e-newsletters for K-12 teachers of Arabic and South Asian languages; *The Culture Club* e-magazine; *Elementary Immersion Learning Strategies Guides*; *Sailing the 5 Cs with Learning Strategies*; *Developing Autonomy in Foreign Language Learners*; four articles per year on research into practice; 2009 LTE Conference Proceedings; 2013 LTE Conference Proceedings; *Oral Performance and Proficiency Task Handbook*.
- ♦ Presentations and summer institutes: Provision of 10-12 summer institutes annually for K-12 language educators; establishment of an online summer institute alumni network; provision of three institutes and two pre-conference workshops each year for up to 20 teachers of Chinese; sponsorship of the LTE conference in 2013 and the annual ECOLT

conference; and 5-10 presentations annually at national and regional conferences attended by K-16 language educators, such as ACTFL, NECTFL, NCOLCTL, ECOLT, and ILR.

- ♦ Collaborations with other institutions: Collaborators will include GU's and GWU's NRCs (pending funding), GWU's Sigur Center, GWU's Institute for Education Studies and Institute for International Education, the NCOLCTL, other LRCs, and ACTFL.
- ♦ Support networks for foreign language teachers: Arabic K-12 Teachers' Network; South Asian K-12 Teachers' Network.

## **7. Evaluation Plan**

Evaluation will be crucial to the success of NCLRC activities, as it will provide the basis for continuous improvement and responsiveness to the needs of language teaching professionals.

The structure for the proposed NCLRC will incorporate both an internal accountability and evaluation mechanism and a formal external evaluation plan to ensure that all activities are reviewed regularly and thoroughly for quality and appropriateness of content and efficient use of personnel and other resources. Evaluation will include both quantitative and qualitative procedures in order to measure the success of each activity, identify strengths and challenges, and determine ways to maintain and increase efficacy.

### **a. Evaluation plan for the project**

The internal accountability and evaluation mechanism for the proposed NCLRC will involve a system of advisory committees that will provide guidance on materials development, review activity outcomes, and make suggestions for increasing efficacy and strengthening outreach.

- ♦ *National Advisory Board (NAB)*. The NCLRC will constitute a NAB of senior professionals with expertise in language education, language proficiency development

and assessment, language program administration, and language policy. The NAB will meet annually to review activities and outcomes, using rubrics developed by the external evaluator to assess how well each NCLRC activity is meeting its goals and objectives as well as to review each activity and outcome for efficient use of funds, staffing, and resources. NAB members will include Martha G. Abbott, Director of Education at the ACTFL; Richard Cronin, Associate Dean for Administration, GU; Dr. J. David Edwards, Executive Director, Joint National Committee for Languages; Dr. Vijay Gambhir, Professor of Hindi, University of Pennsylvania; Dr. Joel Gómez, Associate Dean for Research, GSEHD, GWU; Dr. Wafa Hassan, Outreach Academic Specialist, Arabic Language Instruction Flagship program, Michigan State University; Dr. Catherine Ingold, Director, National Foreign Language Center; Dr. Rebecca R. Kline, Executive Director, NECTFL; Dr. Scott McGinnis, Defense Language Institute; Dr. Joy Peyton, Vice President, CAL and Dr. Shuhan Wang, Deputy Director, National Foreign Language Center. Letters of support from select NAB members can be found in Appendix C.

- ♦ *Teacher Advisory Board (TAB)*. The NAB will invite eight practicing teachers/instructors to form the NCLRC TAB. This board of practitioners will meet biannually and will advise on projects and assist in evaluation. The TAB will include six highly experienced K-12 teachers, two of whom will be teachers of LCTLs. It will also include two university instructors, one of whom will be a LCTL instructor. The TAB will review, evaluate, and make recommendations to the NAB on products and programs designed for teachers such as *The Essentials of Language Teaching*, *The Language Resource*, *The Culture Club*, the updated teacher resource guides, the website, online courses on assessment and oral proficiency, *the Oral Performance and Proficiency Handbook*, the

FLAD, and summer institutes. TAB members will receive copies of all materials and will be invited to attend all institutes and summer institutes. TAB members' evaluation of NCLRC products and activities will be guided by rubrics and questionnaires designed by the external evaluator.

- ♦ *Individual activity advisory groups.* Each individual NCLRC activity will have an advisory group of professionals with expertise in relevant areas that will provide task-specific guidance related to that activity. Each activity advisory group will meet annually before the NAB meeting; members will review progress and outcomes using a rubric to be developed by the external evaluator and develop recommendations to be considered by the NAB. In addition, the advisory groups will evaluate the efficiency with which personnel and other resources are used to ensure that funding is maximized.

External evaluation for the proposed NCLRC will be conducted by Dr. Lorena Llosa (Ph.D., University of California-Los Angeles), a testing and evaluation specialist from New York University. Dr. Llosa has experience applying quantitative and qualitative methods in large-scale program evaluations in educational settings such as the Los Angeles Unified School District as indicated by her curriculum vitae (Appendix D); she has published and presented on program evaluation as well as language assessment both internationally and in the U.S. She also spent seven years working with the UCLA Language Resource Center as a language instructor and graduate research assistant. Dr. Llosa's independence as an external evaluator will be assured by the fact that she will not serve on the NAB or any of the activity advisory groups, and none of her colleagues at New York University will be connected with the NCLRC in any way. As external evaluator, Dr. Llosa will:

- ♦ Work with NCLRC co-directors and staff at the beginning of Year 1 to define qualitative and quantitative performance goals and performance indicators for each activity and develop annual benchmarks for evaluating progress toward goal achievement;
- ♦ Work with NCLRC co-directors and staff in Year 1 to develop procedures and instruments for collecting qualitative and quantitative data, as appropriate, on each NCLRC activity; evaluate the efficacy of the procedures and instruments annually and revise them as appropriate;
- ♦ Work with NCLRC co-directors and staff in Year 1 to develop evaluation rubrics for use by the NAB, the TAB, and the activity advisory groups; evaluate the efficacy of the rubrics annually and revise them as appropriate;
- ♦ On an annual basis, review individual activity reports developed by each activity coordinator; qualitative/quantitative data for each activity; and activity advisory group evaluations to assess the quality and efficacy of each activity and the efficiency of its use of personnel and other resources;
- ♦ Attend the annual meetings of the NAB to present findings and make recommendations for improvement; and
- ♦ Provide an annual written report that details progress against benchmarks, presents findings on quality and efficacy, and makes recommendations for improvement and expansion.

**b. Appropriate and objective evaluation methods**

The proposed NCLRC will use a multi-layered evaluation system that will include collection and analysis of quantitative and qualitative data as appropriate for each activity. The combination

of quantitative and qualitative methods will allow the co-directors, staff, NAB, and external evaluator to examine the impact of each activity and recommend changes that will result in continuous improvement.

Quantitative data collection will allow the NCLRC to evaluate its success in reaching the language teacher populations that it intends to serve. For the online materials and resources to be developed, including webcasts, quantitative data will include tracking information such as number of unique visitors to the website, number of pages viewed per visit, length of time on each page, number of downloads, and number of users who respond to online questionnaires or provide unsolicited feedback. For teacher and teacher educator professional development activities such as summer institutes and conference presentations, quantitative data will include number of applicants (for activities with a limit to the number of participants), number of attendees, and number of participants who attend as the result of a recommendation from a colleague who attended in the past. Participants in professional development activities will also fill out surveys, which will include Likert scale ratings that can be analyzed quantitatively. Quantitative data will enable the NCLRC to determine to what degree it is meeting its performance goals for increasing breadth of outreach each year. It will also, through measures such as length of time on each webpage provide an indication of the quality of users' experience.

Qualitative data collection will allow the NCLRC to evaluate its success in meeting the quality standards that it sets for its activities. For the online materials and resources to be developed, qualitative data will be collected using user surveys and/or focus groups conducted in connection with summer institutes. Survey and focus group respondents will provide feedback on the clarity, accessibility, and usefulness of the content, and also on the functionality of the website itself when appropriate. For online and face-to-face professional development activities,



qualitative data will be collected through participant questionnaires on the usefulness and quality of the content, presentation or instruction style, and instructional format. In addition, for online courses and summer institutes, the use of assessments will enable instructors and NCLRC staff to evaluate the degree to which participants have mastered concepts and are able to apply them. Finally, qualitative input will be provided by the activity advisory groups and the NAB, which will evaluate all activities annually using rubrics developed by the external evaluator.

The Table of Objectives in Appendix B lists the specific activities planned for the proposed NCLRC, with performance goals and qualitative/quantitative performance indicators for each.

## **8. Budget and Cost Effectiveness**

### **a. Adequacy of budget to support project activities**

The experience gained from several years of overseeing the NCLRC enables the project co-directors to estimate with confidence the staff and consultant time that will be required to carry out the project's various activities and accomplish its objectives. The time allocations proposed for NCLRC co-directors and staff will be sufficient to ensure that all activities take place on schedule and in accordance with the high standards that have characterized the NCLRC's work in past years. The combination of NCLRC staff experience with the judicious use of consultants and student assistants will ensure the efficient use of project personnel resources.

The proposed budget is based on a review of the current NCLRC project as well as costs for projects of similar scope; all estimates for telecommunications, reproduction, and printing costs are based on past experience, and all staff travel costs are based on federal per diem rates. The project's emphasis on electronic dissemination of materials and information will keep costs for reproduction and printing low.

## **b. Reasonableness of costs in relation to the objectives of the project**

By building on an existing well developed edifice of materials, projects, programs, networks, research, and collaborations, the NCLRC is able to maximize the impact of its funding by using it to maintain, and revise highly successful existing materials and resources, and adding new, important projects that meet current needs and utilize the expertise of staff.

Through its collaborative effort combining the strengths of GWU, GU, and CAL, the NCLRC also widens its impact through an extensive network of consultants and university faculty, working with NCLRC staff to develop and disseminate free resources.

Through their participation, NAB and TAB will further deepen the scope of funded activities and thereby recognize their contributions will have a strong national influence on language education.

While facility rental rates and other costs are high in the Washington, DC area, the proposed project will work to minimize these costs whenever feasible through the adoption of cost-saving measures. The proposed NCLRC will continue to use office space at GWU and equipment that has been donated by GWU over the years since its founding. GWU will also allow the NCLRC to host its summer institutes at a reduced rate.

GU will cost share 5% of co-director James E. Alatis' salary, and will contribute meeting space for ECOLT, GWU will cost share 5% of Dr. Chamot's. For ECOLT, annual costs will include the plenary speaker's honorarium and travel. Program printing for ECOLT will be covered through an annual donation from Second Language Testing International, and CAL will donate meeting space for pre-conference workshops.

The NCLRC will work to schedule (NAB) meetings immediately prior to ACTFL and NCOLCTL in order to reduce travel costs for the NAB. If the NAB cannot meet at ACTFL and NCOLCTL during any given year, CAL will donate meeting space for the NAB meetings as well as NCLRC team meetings, when necessary.

## **9. Competitive Preference Priority**

The activities outlined for the proposed NCLRC meet both the Competitive Preference Priority and the Invitational Priority. The NCLRC will meet the Competitive Priority by focusing on 18 of the priority languages: Arabic, Chinese, Russian, and 15 South Asian languages (Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Nepali, Panjabi, Pashto, Sindhi, Sinhala, Tamil, Telugu, and Urdu). It will meet the Invitational Priority through its collaborations with other institutions funded under Title VI of the Higher Education Act, particularly the other LRCs and the NRCs based at GWU and GU. The proposed NCLRC will collaborate with three LRCs (CARLA, Iowa State, and CERCLL) on the 2013 LTE Conference, with the Iowa State K-12 NFLRC on learning strategies summer institutes and with CERCLL on their 2011 Conference on Intercultural Competence. In addition, we will collaborate with GWU's Sigur Center NRC to provide language-specific training in standards-based instruction for K-12 teachers of Chinese.