

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**2014 Language Resource Centers (LRC) Program Application for New Awards CFDA 84.229A**

**CFDA # 84.229A**

**PR/Award # P229A140006**

**Grants.gov Tracking#: GRANT11697567**

OMB No. 1840-0808, Expiration Date: 05/31/2017

Closing Date: Jul 09, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1241-CLEAR\\_Appendix\\_C\\_Letters\\_of\\_Support.pdf](#)

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="07/07/2014"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--------------------------------------------------------	-------------------------------------------------------

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
-------------------------------------------------	-------------------------------------------------------

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="██████████"/>	* c. Organizational DUNS: <input type="text" value="██████████"/>
----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text" value="Ctr for Language Ed &amp; Research"/>	Division Name: <input type="text"/>
-------------------------------------------------------------------------------------	----------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.229

CFDA Title:

Language Resource Centers

**\* 12. Funding Opportunity Number:**

ED-GRANTS-060614-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

**13. Competition Identification Number:**

ED-229A2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

CLEAR\_Areas\_Affected\_by\_Project.pdf

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Center for Language Education and Research (CLEAR)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="759,334.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="759,334.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## AREAS AFFECTED BY PROJECT

- Michigan
- National

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  [Redacted]	TITLE  Manager, Sponsored Programs
APPLICANT ORGANIZATION  Michigan State University	DATE SUBMITTED  07/07/2014

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="NA"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
---------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--------------------------------------------------------------------	--------------------------------------------------------------

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name   
\* Last Name  Suffix

Title:  Telephone No.:  Date:

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

CLEAR\_GEPA\_Response\_Attachment.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA STATEMENT

### **CLEAR's Response to Section 427 of the General Education Provisions Act (GEPA)**

Michigan State University is a premier land-grant institution and as a public institution, we must comply with Executive Order 11246, as amended, and the Elliott-Larsen Civil Rights Act of the State of Michigan, both of which require non-discrimination against persons based on race, gender, color, national origin, age, disability and other characteristics. As a federal contractor, MSU, “[C]onsistent with its policies and governing law, promotes institutional diversity and pluralism through mechanisms such as affirmative action, within an over-arching strategy promoting equitable access to opportunity.<sup>1</sup>” In addition, MSU has an Anti-Discrimination Policy which applies to university community members, including faculty, staff, students, registered student organizations, student governing bodies, the University’s administrative units, and the University’s contractors in the execution of their University contracts or engagements. The Policy states that unlawful acts of discrimination or harassment are prohibited on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

CLEAR takes steps to ensure equitable access to, and participation in, its Federally-assisted activities for students, teachers and other program beneficiaries with special needs. For example, care is taken to ensure that events are wheelchair accessible and special parking permits are obtained for workshop participants who, while they may not have a state-issued permit to park in handicapped spaces, have requested special parking consideration. In addition, the building in

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<sup>1</sup> <http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/AntiDiscrimPolicy.htm>

which CLEAR holds its on-campus events, Wells Hall, features tactile room signage, motion actuated doors, grade level exit way discharges, handicapper accommodating restrooms, and passenger elevators with handicapper use/safety features.

In addition, when requested, CLEAR personnel travel to off-campus locations to provide professional development workshop and consultations for those who may not be able to come to MSU's campus for various reasons, including disability.

CLEAR also has access to MSU's Resource Center for Persons with Disabilities, with whom we can consult on matters regarding accommodations for people with disabilities (e.g., sign language interpreters, special transportation). This Center can help identify ways in which CLEAR can ensure equitable access to its programs and events.

As a part of the greater MSU community, and in accordance with Section 427 of the General Education Provisions Act, CLEAR will provide equal access to the center's programs, and equal treatment by the center's staff, of members of groups that face barriers that can impede equitable access or participation. CLEAR adheres to the MSU Anti-Discrimination Policy (1993, revised 2003 and 2007), which states that:

Unlawful acts of discrimination or harassment are prohibited. In addition, the University community holds itself to certain standards of conduct more stringent than those mandated by law. Thus, even if not illegal, acts are prohibited under this policy if they:

1. Discriminate against any University community member(s) through inappropriate limitation of employment opportunity, access to University residential facilities, or participation in educational, athletic, social, cultural, or other University activities on the basis of age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.<sup>2</sup>

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<sup>2</sup> <http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/AntiDiscrimPolicy.htm>

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>		
<input style="width: 100%;" type="text" value="Michigan State University"/>		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="██████████"/>	Middle Name: <input style="width: 150px;" type="text" value="██"/>
* Last Name: <input style="width: 300px;" type="text" value="██████████"/>		Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Manager, Sponsored Programs"/>		
<b>* SIGNATURE:</b> <input style="width: 200px;" type="text" value="██████████"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="07/07/2014"/>	

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

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.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## Introduction

### Overview

The Center for Language Education and Research (CLEAR) recognizes the pressing national need for broader access to quality language teaching and learning materials in today's increasingly global society. Michigan State University (MSU<sup>1</sup>) seeks funding to continue the operation of its Title VI Language Resource Center (LRC) in order to ensure a place for excellent language instruction in the K-16 educational landscape. In its many productive years of operation, CLEAR has developed an outstanding national reputation in its project focus areas (e.g., materials and professional development, research in the teaching and learning of foreign languages [FLs]). Since its inception in 1996, CLEAR has become a leader in the application of technology to the teaching and learning of FLs, particularly less commonly taught languages (LCTLs). It has responded to requests for materials from many diverse institutions including public school systems, two- and four-year colleges, and professional organizations. CLEAR has become a leading provider of professional development for the nation's FL teachers and, through the many faculty affiliated with CLEAR, has made important contributions to second language (L2) acquisition research. CLEAR has also collaborated on a wide variety of projects with other institutions, organizations, and Title VI centers, both regionally and nationally.

During its years of operation, CLEAR has developed and disseminated a broad spectrum of widely used language learning and teaching materials. Exemplary projects include: 1) *Video Assistance for Understanding Language Teaching Techniques (VAULTT)*, an online collection of short video clips and accompanying pedagogical materials that illustrate best practices in

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<sup>1</sup> See p. 50 for a list of key acronyms used in the narrative.

language teaching techniques; 2) *Celebrating the World's Languages: A Guide to Creating a World Languages Day Event*, a comprehensive guide to assist educators in planning FL promotion and advocacy events, 3) sponsorship of *Language Learning & Technology (LLT)*, a highly-regarded online journal with an excellent impact record in Journal Citation Reports®; and 4) Rich Internet Applications (RIAs) for Language Learning, a suite of online tools with which language teachers can easily create interactive multimedia activities for their students. Over 38,000 language educators are registered to use CLEAR's RIAs, with hundreds of additional users accessing our other web-based materials each month. In the 2012-13 reporting year alone, over 12,000 copies of our various hard copy materials were downloaded or purchased, and our website received tens of thousands of hits.

Through all project areas, CLEAR has been instrumental in developing cross-institutional and collaborative activities locally, regionally, and nationally. Locally, CLEAR has worked with the American Association of Teachers of Korean to organize an Oral Proficiency Interview training on campus in 2013 in conjunction with its annual conference. CLEAR personnel have also been involved in four Fulbright Foreign Language Teaching Assistant (FLTA) orientations held at MSU. Over sixty FLTAs come to MSU for a three-day orientation before they are placed in universities around the country. CLEAR supplies logistical support for the Michigan World Language Association (MIWLA) annual conference, and in recent years has provided substantial expertise to the organizers of the Second Language Research Forum and the Midwest Association of Language Testers for their locally-held conferences. On the national level, CLEAR collaborated, using a modified RIA tool, for five years with the American Council on the Teaching of Foreign Languages (ACTFL) to manage their student video contest as part of a national public awareness campaign to build public support for language education.

CLEAR has established collaborative relationships with other Title VI entities through MSU's various centers. CLEAR has worked closely with MSU's Asian Studies Center on its annual Chinese-Japanese-Korean Teachers Conference as either a co-host or sponsor for over a decade, and plans to elaborate on this collaboration in the new funding cycle (see *Professional Development Workshops for LCTL Instructors*, p. 32). CLEAR maintains ties with the Center for International Business Education and Research (CIBER) community through its cooperative development and dissemination of business language projects. Finally, CLEAR's collaboration with several Title VI centers and other campus units is also evidenced by CLEAR's leadership role in planning and implementing World Languages Day, held annually from 2005-2011. With its broad spectrum of activities CLEAR has gained a strong local, regional, and national reputation in the areas of materials development, research, and professional development.

### **Institutional Support**

CLEAR's ability to function as an LRC and to carry out its proposed projects has been and will continue to be supported by MSU's commitment to 1) FL education and research, 2) outreach, 3) technology infrastructure support, 4) instruction in LCTLs, and 5) collaborative teaching and research.

***FL Education and Research.*** Instruction in FLs, cultures, and literatures at MSU is located in two departments: the Department of Linguistics and Germanic, Slavic, Asian and African Languages and the Department of Romance and Classical Studies. Twenty languages are taught regularly, with up to 25 additional ones taught on demand.

MSU's commitment to FL education is evidenced through recent Provostial support for the establishment of the Center for Language Teaching Advancement (CeLTA), founded in 2008 to support language teaching and learning on campus and in the community. CLEAR and CeLTA

have similar missions although they reach different populations. They are housed in the same space, thereby creating synergy and mutual support for each other. In addition, CeLTA was recently (June 2014) informed that its proposal for a Language Flagship Proficiency Initiative has been recommended by an external panel of reviewers as a finalist for funding. Should the proficiency grant be awarded, there will be rich opportunities for collaboration with CLEAR.

CLEAR is fortunate to be housed in the College of Arts & Letters with its long-standing commitment to FL education and research. The Dean is an FL educator whose commitment to language, language learning research, and language teaching have permeated numerous College-level initiatives over her eight-year tenure as Dean. The Dean was instrumental in advocating for a new four-story building dedicated to FL teaching and learning, which was completed in 2012 and in which CLEAR is housed. A further commitment to FLs was the allocation of funds for the development of an online Master's degree in the teaching of FLs designed primarily for future LCTL teachers, which welcomed its first cohort in fall 2012.

MSU continues its strong support for the research area of L2 learning through an extensive commitment to the Ph.D. program in Second Language Studies, with eleven tenure track core faculty positions and fifteen graduate assistantships. This highly selective program continues to attract a large number of international students from a wide variety of language backgrounds – a pool of expertise from which CLEAR draws for its projects.

***Outreach.*** As a land-grant institution (also recently referred to as a world-grant institution by MSU's President, Lou Anna K. Simon), MSU's mission places a strong emphasis on widely disseminating innovative instructional techniques and research. MSU's insistence on a scholarly base for outreach efforts, and its emphasis on the integration of teaching and research, provides the philosophical foundation for many of CLEAR's dissemination efforts.

***Technology Infrastructure Support.*** MSU's extensive technology infrastructure (including an annual allocation from the state of Michigan of \$10.5 million in support of technology) supports CLEAR in accomplishing its proposed projects. CLEAR can rely not only upon its in-house technology staff, but also upon the considerable pool of technological expertise and large, well-equipped computer labs run by the university.

Two of the computer facilities in MSU's technology infrastructure are devoted to language teaching and learning and are located in the same area of our new building as CLEAR. CLEAR regularly takes advantage of these labs for workshops and other outreach activities, and enjoys a close working relationship with CeLTA, which manages these labs, where throughout the year, teachers of all languages from K-16 participate in workshops.

***Instruction in the LCTLs.*** In response to its own internal interests and to the national need to focus on LCTLs, MSU's Title VI National Resource Centers (NRCs) and the College of Arts & Letters collaborated in creating the dedicated position of LCTL Coordinator over a decade ago. The coordinator is responsible for developing LCTL programming and supervising LCTL instructors. For example, a LCTL initiative has brought 48 Fulbright FLTAs to MSU under the coordinator's supervision since 2008. MSU has consistently had a higher number of Fulbright FLTAs than other institutions (with as many as thirteen), due in large part to MSU's strong support of LCTL teaching. MSU has also been awarded grants to run Fulbright FLTA orientations taking place nationwide each summer since 2010. CLEAR's technology products are featured in this three-day training program and CLEAR personnel deliver sessions and supervise teaching demonstrations.

***Collaborative Teaching and Research.*** MSU encourages a culture of collaborative teaching and research drawing on its background of integrative, interdisciplinary education. CLEAR is a

model for such collaboration as evidenced by its joint projects with other colleges, centers, and offices within the university (e.g., World Languages Day, an effort supported by over twenty campus units; numerous projects jointly sponsored with other MSU Title VI centers). MSU is committed to collaborative interdisciplinary teaching and research, innovative instruction in LCTLs, technology infrastructure support and expansion, outreach, and FL teaching. These key factors have provided a solid foundation for CLEAR's emergence as a truly national FL resource center.

### **Summary**

CLEAR's history of successful activities and MSU's resource-rich environment provide evidence that CLEAR is well-positioned to continue its leadership role in improving FL teaching and learning in the United States, with particular attention to LCTLs. In this proposal, CLEAR envisions a new set of projects that will not only take advantage of the experience gained and expertise developed since its inception, but also the conceptual foundation that has served CLEAR so well to date, that is, its fundamental principle of collaboration across disciplinary and institutional boundaries. CLEAR's FL and technology experts will continue to work collaboratively on projects that meet the needs of many different constituent groups including: 1) innumerable FL educators and students at all levels from K-12 to community colleges and four-year institutions; 2) business language instructors and students through our projects with CIBER; 3) other LRCs; 4) NRCs; and 5) regional and national organizations such as ACTFL, the American Association of Applied Linguistics, the International Association for Language Learning Technology, the Computer-Assisted Language Instruction Consortium (CALICO), and the Central States Conference on the Teaching of Foreign Languages.

## I. Plan of Operation

### I.A. Plan of Management

#### I.A.1. Overview

Our proposed organizational structure and plan of management are similar to the ones CLEAR has had since its inception. CLEAR's remarkable productivity record (see *Likelihood of Achieving Results*, p. 41) is a result of CLEAR's effective and efficient plan of operation. This plan emphasizes not only meeting the objectives of each project, but also evaluating each one so as to ensure quality products and professional development activities.

While utilizing resources and expertise from units throughout the university and collaborating where appropriate with other institutions and organizations, CLEAR plays a leadership role by initiating, designing, and coordinating activities that respond to national needs. One of CLEAR's strengths has been in bringing together MSU FL faculty and Title VI center faculty and staff to discuss national needs while calling for project proposals. As a result, faculty often adjust their projects so that they are maximally responsive to national needs. This has resulted in projects that are not only needs-oriented, but also projects in which faculty themselves are invested, thus contributing to CLEAR's high project completion rate. Once the products are completed, CLEAR takes responsibility to see that products are appropriately evaluated and disseminated.

Serving as Co-Directors of the center, and reporting to the Dean of the College of Arts & Letters, are Drs. Susan Gass and Charlene Polio, the latter of whom has replaced Dr. Patricia Paulsell following her retirement. Dr. Polio is not new to CLEAR; she has served in a number of capacities including being the coordinator of project areas and being a key figure in our summer workshop offerings. They are supported by a full-time Executive Associate Director, an

information technologist, an administrative assistant, faculty project leaders, project team members (including faculty and graduate assistants), and a student assistant. The Executive Associate Director oversees the daily operation of the center (e.g., organizing and disseminating materials, managing conferences and workshops, overseeing all budgets and publicity). Faculty qualifications are given in Appendix A, *Curricula Vitæ of Key Personnel and Organizational Chart*. In addition, CLEAR personnel will be guided by a National Advisory Board (NAB) and Practitioner Advisory Committee (PAC) (see Appendix A).

### **I.A.2. NAB, PAC, and Project Leader Responsibilities**

The NAB brings together individuals of international reputation with a strong commitment to FL and LCTL education. Members, selected with attention to CLEAR's project areas and emphases, provide advice, evaluate CLEAR's activities, and ensure integration of national priorities. They receive minutes from staff meetings to keep them informed of all CLEAR activities. In the upcoming cycle, we will also solicit more formal input through teleconferences and an annual progress report.

New to CLEAR in this cycle is the PAC. This committee will be made up of a minimum of five members, including (at least) one elementary FL teacher, one secondary school FL teacher, one community college FL instructor, one university-level LCTL instructor, and one heritage language instructor, all of whom are active participants in their respective professional contexts. We will convene the PAC at least annually, likely at the MIWLA conference each fall, to solicit members' feedback on current and planned projects and to provide suggestions of areas of need where CLEAR can assist.

Additionally, the Co-Directors and the Executive Associate Director communicate regularly with project leaders to ensure that all projects are being carried out efficiently and in a timely

fashion (see Appendix B, *Timeline of Project Activities*). The full CLEAR staff meets on a monthly basis, allowing for an exchange of information to avoid duplication of efforts, facilitate collaboration, and guarantee that staff members are aware of the status of all projects.

## **I.B. Description of Projects**

### **I.B.1. Primary Objective of CLEAR: Meeting National Needs**

CLEAR's primary objective is to help meet the need for improving the nation's capacity for teaching and learning FLs effectively. This national need is clearly reflected in the Title VI authorizing legislation itself, as well as in the competitive and invitational priorities for this cycle, namely, an emphasis on priority languages and broad access to traditionally under-served communities. Given the successful history of its productivity, CLEAR proposes to continue to function in the most effective and efficient manner possible, as outlined below.

### **I.B.2. Projects**

The proposed projects build upon the considerable strengths of our past successes as well as the institutional strengths at MSU in language teaching and learning and FL teacher training. The projects have many elements in common, among which are the following:

1. **Less Commonly Taught Languages.** For many years MSU has provided leadership in teaching LCTLs. With a full-time LCTL Coordinator (see p. 5), MSU boasts a strong LCTL program. Not only is there a wide range of LCTLs being taught, but MSU's pioneering efforts in teacher support, teacher training, and assessment bring much needed strength to the teaching of LCTLs. The Language Flagship Proficiency Initiative grant for which MSU is a finalist will also bolster the LCTL program (specifically Chinese and Russian) if it is awarded.

2. **Evaluation/Assessment.** CLEAR regularly consults with in-house specialists (e.g., a tenured faculty member who is a CLEAR project leader, the Testing Director of the English Language Center) in evaluation and assessment. These faculty members assist with specific evaluation criteria for each project (see Section VII, p. 44 and Appendices D and E). In addition, each of CLEAR's NAB members is associated with and provides feedback on specific project areas.
3. **National Needs and Collaboration.** By maintaining close contact with both the language teaching community and governmental and professional organizations, CLEAR has established a record of identifying national needs and responding with appropriate products and professional development opportunities. Through communication with national leaders, active research, and participation at national conferences, CLEAR proposes to continue this plan of action to ensure that it meets national needs and demands.
4. **Educational Technology.** Most of CLEAR's projects are technology-based and/or are distributed electronically. This is made possible in many instances by CLEAR's association with CeLTA's language labs and by MSU's commitment to innovative technology based on sound language teaching methodology.
5. **Professional Development/Teacher Training.** Mindful of the need to help teachers develop professionally and implement pedagogically appropriate materials in their classrooms, CLEAR offers workshops and webinars to teachers from around the US.
6. **Dissemination.** CLEAR's current emphasis on dissemination of products to the widest audience possible will continue to be a high priority (see Section VI, p. 43).

7. **Building upon Past Successes.** While many of the proposed projects in this funding cycle are new, in order to make our LRC as cost-efficient as possible, some projects, particularly technology-based ones, take advantage of successful models created in past cycles.

### **I.B.3. Project Areas**

CLEAR has dedicated itself to a philosophy of supporting all language teachers at all levels as they move their students toward increased levels of proficiency. CLEAR's professional development workshops, webinars, and technology-based products are designed so that teachers of any language or level can take advantage of them. For example, CLEAR was on the forefront of creating tools that allow teachers of right-to-left (e.g., Arabic, Hebrew) languages to develop computer-based classroom activities. Similarly, CLEAR products such as the RIAs provide teachers of a wide range of LCTLs the opportunity to create materials for non-Roman alphabet languages (e.g., Arabic, Chinese, Japanese, Korean, Hindi, Russian). CLEAR bases its proposed projects for 2014-18 on the same philosophical foundation.

CLEAR's proposed projects fall into four main areas: 1) Materials Development Projects, 2) Professional Development and Outreach Projects, 3) Research Projects, and 4) Collaborative Projects. These divisions are mainly for expository purposes and do not capture the overlap between and among them. Following are descriptions of proposed projects. Evaluation methods for the projects are explained in Section VI below (p. 43), and in Appendix D (*Table of Project Objectives*) we provide detailed objectives for each project. Further evaluative measures are presented in Appendix E, *Performance Measure Forms*. Where relevant, CLEAR will seek the permission of MSU's Institutional Review Board; no research involving human subjects will be initiated until permission has been granted.

### **I.B.3.a. MATERIALS DEVELOPMENT PROJECTS**

(Project Category Leader: Charlene Polio; NAB Consultant: Steven Thorne)

#### **I.B.3.a.1. Rich Internet Applications (RIA) Showcase and Sharesite (Kraemer)**

**Background:** The RIA initiative is unquestionably one of CLEAR’s most successful projects to date, with over 38,000 registered users. The RIA suite of applications is comprised of free tools that teachers of any language can use to create cloud-based language teaching materials – or have their students themselves create activities. The applications provide functionality that is aligned with mainstream language instruction, L2 acquisition theory, current practices in assessment, and they allow teachers to perform activities that are not possible or practical in conventional classrooms. The twelve current RIAs include a dropbox for audio files, a program to create asynchronous conversations for language practice, a video repository with functionality such as subtitling, and a character formation tool that allows teachers of non-Roman script languages to teach stroke order and character elements to their students. Users need no programming skills to use these tools, and are able to enter their own content for any language (including character-based and right-to-left languages) and any level. Thousands of teachers use these tools regularly; for example, there are over 20,000 “mashups” (multimedia activities such as a YouTube video combined with comprehension activities for students), nearly 22,000 “conversations” in which a teacher asks video questions and students respond online (over 180,000 responses so far), and over 42,000 “audio dropboxes,” which allow teachers to collect audio recordings from their students (with well over 1.2 million speech samples to date).

**Project:** In this funding cycle, CLEAR will improve upon the RIAs in a three-step process. The RIAs were initially programmed using a then-state-of-the-art Flash Media Server; Flash technology is no longer the best tool to use, as this limits the availability of RIAs on mobile

platforms. In the first step, CLEAR will undertake the significant task of reprogramming the RIAs using HTML5 technologies, providing a platform which will make the applications more accessible via web browsers to the variety of devices used by teachers and students, including mobile devices. This is in direct response to requests from educators whose schools, for example, provide iPads to their students and who want to be able to have their students submit recordings from these mobile devices. New documentation will be written for the new platform, and the FAQs and YouTube videos on CLEAR's website and YouTube channel will be updated to reflect the changes.

The second step to increase access to the RIAs will be to create a RIA Showcase. This will be a curated collection of end-product best practices for the use of RIAs, representing a broad range of languages, levels, and activities. Experienced RIA users will be able to submit their activities to be considered for the Showcase, which will in turn allow novice RIA users to see some of the many ways other educators are using these tools in their classrooms every day. Showcase submissions will be able to be viewed as final products, and will not be modifiable.

Finally, a "Sharesite" will serve as a free library from which RIA users can take basic activities already created for their language and level and place that activity in their own RIA account for modification. For example, a teacher could transfer a mashup which already has a video clip and comprehension questions, then customize it with an audio dropbox to collect his or her own students' responses to the video. As with the Showcase, which will serve as a user-generated repository, the Sharesite will enable sharing among users. This is especially valuable in situations such as team teaching, when partnered teachers may want to co-develop activities and then customize them for their individual classes. It will also be effective in exposing students to more than one speaker (their teacher) in terms of gender, age, and dialect.

Throughout the cycle, CLEAR personnel will continue to promote the RIAs through conference presentations, onsite workshops and other professional development venues, and through its website and YouTube channel. CLEAR will partner with MSU's Title VI African and Asian Studies Centers to identify RIA users to submit materials for the Showcase and Sharesite in order to assure representation from the LCTLs.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.a.2. Online Modules for Language Educator Training (OMLET) (Baker)**

**Background:** With the growth of online learning, webinars and other online learning resources have become regular sources of continuing education. Language teachers no longer need to travel to a conference to participate in high quality workshops delivered by experts in their field. However, a simple video recording of a face-to-face session or a recorded webinar is not always an engaging or interactive experience. Furthermore, graduate and undergraduate students, as well as the new generation of incoming faculty members, are mostly from a generation that has different expectations regarding learning. Attention spans have decreased (Tapscott, 1998; Grimley, 2012) and learners increasingly demand multimedia, interactivity, and instant feedback. Opportunities for online professional development for language teachers should meet these demands, and currently do not always do so.

**Project:** CLEAR will partner with MSU's CeLTA to develop a model that applies these evolving expectations about learning to a series of online workshops delivered by L2 acquisition researchers and practitioners. These workshops will be accessible by secondary or post-secondary language teachers of any language, in any location, for their own enrichment. They can be used as the content of a face-to-face teacher workshop in K-12 school districts,

community colleges, or other institutions wishing to offer continuing education units to their teachers. The workshops will also be linked to an optional badge system<sup>2</sup> to allow users to earn badges and certificates of achievement in various competencies in the realm of language teaching.

CeLTA has already started to develop some of these virtual workshops<sup>3</sup>. Additional support from CLEAR will be leveraged to improve and expand upon the initial offerings, in order to increase the national impact. Speakers will be invited based on needs assessments conducted with our PAC and other stakeholders (see *Assessment Literacy of K-16 Foreign Language Teachers*, p. 20) and will address topics such as fundamentals of second language acquisition, educational technology, assessment, needs of heritage language learners, and other topics in the field. The online modules will include the following components: 1) A short content overview and agenda, so groups using the materials as the basis for face-to-face professional development will have the basic structure needed to satisfy continuing education requirements; 2) video content, edited and broken into segments of no longer than fifteen minutes; 3) self-graded quiz questions to check understanding; 4) discussion questions which can be answered asynchronously via posts to the website, or discussed in a moderated group in face-to-face workshops; and 5) accompanying text documents and a materials list for further reading or understanding.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

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<sup>2</sup> MSU has already developed a badge system that is integrated with Mozilla Backpack. See <http://badges.msu.edu/>

<sup>3</sup> An example workshop is available at <http://learninglanguages.celta.msu.edu/sla-vanpatten/>

### **I.B.3.a.3. Culturally Speaking in Chinese (Li)**

**Background:** It is not uncommon for L2 learners, after years of classroom language learning experiences, to struggle to produce appropriate speech and follow native speaker behavioral norms in different authentic situations. One of the reasons is that learners lack the knowledge of target language invisible culture (e.g., values, beliefs) and the training to perform appropriately.

**Project:** This project aims to compile materials that focus on teaching Chinese invisible culture and how to perform appropriately in authentic situations. The goal is threefold: 1) to cultivate students' cross-cultural awareness and competence in general; 2) to help students understand and explain Chinese norms of behavior and value systems so they can make informed choices when interacting with the Chinese, including interactions in business contexts; and 3) to improve students' sociopragmatic competence and language ability in Chinese to an advanced level. The target audience of the final product will be high-intermediate and advanced level Chinese L2 learners and people who interact with the Chinese regularly or who plan to live and/or work in China.

The final product will include eleven units that use Chinese cultural themes as the main thread. Each unit will contain some or all of the following components: objectives, warm-up activities, main text (listening, video, text, anecdotes, examples), culture reflected in language, socio-pragmatic issues, business context/exercises/activities, and multimedia components. Planned units include topics such as face, collectivism, power distance, indirectness, education, and institutional decision making. MSU's CIBER will collaborate with CLEAR on this project as its inclusion of business pragmatics is a unique and valuable aspect of the proposed text.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.a.4. LCTL Downloadable Online Open Resources (LCTL DOOR)**

**(Steider/Sibanda/Baker)**

**Background:** In 2000, CLEAR produced a print-version *African Languages Tutorial Guide*, subsequently adding several Asian and South Asian language guides using the same model.

These guides provide a foundation for those individuals who are called upon to teach a language because they are native or fluent speakers of that language but who do not have teaching experience. The publications then give these individuals, often called tutors, something to aid them in the creation of appropriate language lessons. The guides are comprised of self-contained lessons organized into the categories of: 1) lessons for beginners, 2) task-based lessons, and 3) cultural lessons. While these guides have served hundreds of instructors and students over the years, the format (print or PDF) and organization has become outdated and their use has waned in recent years.

**Project:** Aided by the feedback of users of these publications, and in close collaboration with MSU's Title VI African and Asian Studies Centers, CLEAR will revise the content of the guides and present it as *LCTL Downloadable Online Open Resources* (LCTL DOOR) in a modular, searchable, online, and downloadable format that focuses on individual activities for any LCTL. These activities can then be used to form the building blocks for a lesson, or to supplement an existing curriculum. While open electronic resources exist for many LCTLs, this project is unique because any LCTL teacher can easily select, download, and adapt the materials presented in a modular format. To make these materials non-language specific, materials will be presented in English and will include visual components. Samples of activities in specific LCTLs will be included as the project progresses, but the focus will be on creating materials for use with any language.

Videos illustrating how these activities are presented and used in classrooms will be cross-referenced by adding content from and linking to short video demonstrations on CLEAR's current VAULTT website, which contains short videos demonstrating varied language-teaching techniques. Thus, users of the website would be able to search for an activity with specific qualities or content, see an example of that activity in a LCTL, download a template for creating that activity (when applicable), and see a video example of the implementation of the activity in a language class.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Materials Development Projects.** The products developed in the projects above will all be accessible online, both from CLEAR's website and via other websites (e.g., LRC web portal). Product launches will be done via CLEAR's website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites and print materials when appropriate (e.g., CALICO, ACTFL's *The Language Educator*).

### **I.B.3.b. PROFESSIONAL DEVELOPMENT AND OUTREACH PROJECTS**

(Project Category Leader: Joy Campbell; NAB Consultant: Martha Abbott)

#### **I.B.3.b.1. Invited Professional Development Workshops (Kraemer)**

**Background:** The positive response to CLEAR's Onsite Professional Development Workshops during previous funding cycles is impetus for the continuation of this activity. CLEAR staff travel to institutions around the country (ranging from school districts to community colleges and large universities) to train FL teachers on topics requested by the host institution. The impact on FL instructors and students has been noted through surveys and follow-up workshops. This project continues to provide high quality professional development to FL teachers across the US.

**Project:** Over the course of this funding cycle, CLEAR’s facilitators will continue to travel to various institutions (K-12 schools, community colleges, and four-year institutions) throughout the US to conduct workshops. Recently requested topics have included: using technology to enhance teaching; using communicative grammar activities in a grammar-based curriculum; and FL assessment. CLEAR will continue to work closely with host institutions to tailor the content to meet local needs. Given the demand for these workshops and our increased offerings over the past few years we have determined that it is appropriate to increase the number of onsite workshops. Host institutions pay a modest fee for these workshops, in addition to travel expenses. In addition to the off-campus workshops, CLEAR will expand its instructional efforts by conducting local workshops for MSU faculty and students, partnering with CeLTA on drop-in language “help rooms” for LCTL students, and supporting weekly language and technology walk-in hours.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.b.2. Summer Professional Development Workshops (Campbell)**

**Background:** For the past seventeen summers, CLEAR has presented workshops on MSU’s campus for K-16 FL teachers. These workshops have focused on using technology in FL teaching, pedagogical issues such as the teaching of writing, using communicative activities in grammar-based curricula, and appropriate assessments for FLs. The workshops have been well-received and serve a broad community of FL teachers of all levels from across the country. In the current funding cycle, nearly 96% of respondents answered “strongly agree” or “agree” to questions with respect to presenters’ accessibility and preparedness; length of workshop; meta-level organization; computer facilities; the extent to which the workshop met their expectations;

and if they would recommend the workshop to colleagues. Over the years, participants have also provided helpful qualitative feedback that CLEAR has taken into consideration in its continuous formative evaluation of its workshop offerings.

**Project:** For this funding cycle, CLEAR proposes approximately four workshops each summer, to be led by CLEAR-affiliated faculty along with selected guest presenters. Topics will vary from year to year based on feedback from the participants, continuing needs analyses among CLEAR's constituents, and input from the PAC. In this cycle, CLEAR will partner with MSU's Title VI Asian and African Studies Centers, who will identify and support LCTL teachers to attend the workshops. In addition, CLEAR has been in contact with past workshop participants from community colleges and will work with them to promote these workshops among community college language teachers. CLEAR will provide one fellowship in each workshop each summer to a community college instructor to strengthen this connection and to further promote excellence in language teaching in community colleges.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.b.3. Assessment Literacy of K-16 Foreign Language Teachers (Zhang)**

**Background:** Assessment is arguably an integral part of teachers' – including FL teachers' – everyday professional life. Standards for preparation of L2 teachers and teacher professional competencies almost all have stipulations that teachers attain assessment literacy, and enhance this proficiency through professional development in diverse assessment-related concepts. They are also expected to apply knowledge of those concepts to improve teaching and student learning (i.e., assessment literacy). In K-12 settings where educational accountability is essential in this era of standards-based assessment, satisfactory professional competence in assessment is even

more urgently needed of teachers. Existing research on language assessment literacy has so far largely focused on teachers of English as a Second/Foreign Language; very few studies have directly investigated FL teachers' assessment literacy. A study is thus warranted to examine teachers' assessment-related perceptions and competencies, as well as practice so that professional development can be subsequently provided to teachers.

**Project:** A collaboration between MSU's College of Education and CLEAR, this mixed methods study aims to examine the assessment literacy of K-16 FL teachers and subsequently provide targeted professional development. The project will enable CLEAR to better serve the needs of a wide variety of teacher populations, particularly in professional development workshop offerings and OMLET topic choices (see p. 14). The quantitative component will be based on questionnaire survey data. In accordance to the stipulations of the ACTFL Program Standards for the Preparation of Foreign Language Teachers (Standard 5: Assessment of Languages and Cultures—Impact on Student Learning; hereafter ACTFL Standards), a Likert-Scale questionnaire will be developed to elicit teachers' self-reported competencies in assessing the respective language they teach. In addition, they will also be asked to report on their assessment practices and perceived challenges to their development of competencies highlighted in the ACTFL Standards. The qualitative part of the project will include observations of a random sample of teachers' classroom assessment practices and interviews with those teachers about their assessment beliefs in relation to their actual practices. This study will target a wide range of teachers with a particular focus on LCTL and community college instructors because they often operate in relative isolation and are not always able to collaborate with other instructors on the creation of appropriate assessments. For example, preliminary discussions with community college instructors, in particular, suggest that they would like assistance with placement testing

because they do not typically have a deep familiarity with various assessment models. Findings of this study are expected to enrich the knowledge base on L2 teachers' assessment literacy and shed light on the professional development needs of K-16 FL teachers. In addition, this collaboration with the College of Education will inform the professional development of pre-service FL teachers through both ad hoc workshops and curricular revisions.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### **I.B.3.b.4. CALICO Conference 2016 (Campbell)**

**Background:** CALICO is an international organization dedicated to research and development in the use of technology in language learning. Its focus on computer-assisted language learning (CALL) makes CALICO a logical complement to CLEAR, with its history of web-based materials development. CLEAR has long been involved with CALICO's annual conference as an exhibitor, presenter, and host, last hosting in 2005. After that successful conference, the Executive Director of CALICO praised CLEAR in a letter to MSU's Provost and Vice President for Academic Affairs, saying,

This year's CALICO ran more smoothly than any before. [...] Attendees specifically told me at the conference that they thought the technical details had never run so smoothly.

[...] This letter cannot begin to express how pleased CALICO and its attendees are with the outstanding help given by CLEAR and MSU. [...] I'm certain that our over 300 attendees from across the US and fourteen other countries left MSU with nothing but good thoughts and praise for your people and institution.

**Project:** CLEAR and MSU have been selected to host CALICO's annual conference in 2016.

This will allow CLEAR to showcase its work to hundreds of language educators, administrators,

researchers, programmers, and others interested in CALL. CLEAR has significant experience in organizing and hosting conferences, and has developed a logistical system for providing support before, during, and after conferences. CLEAR will work closely with CALICO's staff to provide campus support for the conference, including liaising with the Kellogg Hotel and Conference Center, Information Technology Services, and the Greater Lansing Convention and Visitors Bureau. In addition, MSU's Title VI Asian and African Studies Centers will sponsor a pre-conference workshop on the use of CALL in the Arabic language classroom. This workshop will serve as a pilot for future professional development for teachers of Arabic, especially those from Michigan's eight community colleges that teach Arabic, with a series similar to that supporting teachers of Chinese, Japanese, and Korean (see *Professional Development Workshops for LCTL Instructors*, p. 32) envisioned. Stipends will be available to support community college Arabic instructors to attend this pre-conference workshop.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Professional Development and Outreach Projects.** Information on the projects detailed above will all be accessible online, both from CLEAR's website and other partner websites. Summer workshops are carried out on MSU's campus; invited workshops take place at various host institutions. Workshops informed by the results of the assessment literacy project will be incorporated into our other professional development offerings. The CALICO conference will be held at MSU's Kellogg Hotel and Conference Center. Workshop and conference advertising will be done via CLEAR's website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites and print materials when appropriate (e.g., CALICO, *Language Magazine*).

### **I.B.3.c. RESEARCH PROJECTS**

(Project Category Leader: Susan Gass; NAB Consultant: John Norris)

#### **I.B.3.c.1. Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages (Polio/Malone)**

**Background:** Claims about language difficulty are made both in print and, anecdotally, in particular by teachers of the so-called difficult languages. These claims are based on the Foreign Service Institute categorizations of languages that appear on many websites (e.g., <http://www.effectivelanguagelearning.com/language-guide/language-difficulty>, <http://aboutworldlanguages.com/language-difficulty>). Many studies, wanting to support the claim that a language is difficult, cite Stevens (2006), who cites Liskin-Gasparro (1982). None of these authors, however, provides any details about a study that shows that certain languages truly take longer to learn. In fact, the author of the second website above states:

The data compiled is based on experience, rather than on empirical research which is almost impossible to conduct given the large number of individual and environmental variables involved in language acquisition, as well as difficulty of conducting research in ongoing government programs.

Methods of teaching different languages vary and without details on the original claims, researchers cannot replicate the results to determine if specific languages indeed take longer to learn and are, in fact, more difficult for English speakers. In addition, it may not be appropriate to extend results found in the Foreign Service Institute setting, which includes intensive study by adults whose time to study is part of their professional duties, to K-12 and university contexts. In sum, claims about language difficulty may do more harm than good in that they can either lower teacher and student expectations or set unreasonably high expectations.

**Project:** This study will have two phases. The first phase, to be completed in Year 1 of the grant cycle, will involve a citation search and literature review. Project leaders will first explore how authors have used the Foreign Service Institute categorizations in their studies and do a critical analysis of the claims. Second, they will review the literature related to claims that different languages are not only more difficult but need to be taught differently (e.g., Leaver, Rifkin, & Shekhtman, 2004). From this, they intend to write a commentary and research agenda piece and propose a panel for the 2015 ACTFL conference. Phase 2 (Years 2-4) will include an empirical study conducted most likely in partnership with the Middlebury Summer School. Progress of students will be examined over the course of a summer in three languages: Chinese, Russian, and Spanish. The rationale for conducting the study at Middlebury is threefold. First, the Middlebury program takes place during a fixed summer term, thus making it possible to standardize the amount of classroom time across languages. Second, Middlebury enforces a Language Pledge® to ensure that students use only the target language. The Language Pledge® will also help to keep consistent the amount of language that students use and have exposure to across languages. Third, we expect that the Middlebury program will draw a more diverse set of students than can be found in any one university's language program, thus making conclusions more generalizable than if the study were conducted in any given university's program (e.g., at MSU). To further illuminate the language learning process, project staff will observe the classes and administer pre- and post-tests in the different skills.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.c.2. Less Commonly Taught Languages Database (LCTLBase) (Spinner/Winke)**

**Background:** L2 researchers and instructors have called for more research on the acquisition of LCTLs to aid in the improvement of materials for LCTL instruction (e.g., Ingold & Hart, 2010; Spinner, 2011; Winke, Goertler & Amuzie, 2010). Students are enrolling in LCTLs in greater numbers (Furman et al., 2007), and there is recognition that many of these languages are of strategic importance, yet compared to commonly taught languages (such as Spanish or French), there are far fewer materials available for the instruction of LCTLs. LCTL materials are based less on research, and there is a much poorer understanding of how LCTLs are learned by English speakers (Spinner, 2011).

**Project:** *LCTLBase* will be a powerful resource for researchers and LCTL materials developers around the world, enabling research on (and empirical evidence related to) the acquisition of these languages that was not possible before. The goal is to make available to the public a database with oral production data from students of LCTLs. These data will be collected twice a semester, with students logging into online accounts and providing one- to three-minute oral responses to four questions. The questions are designed to elicit linguistic material that is useful to language researchers and instructors, including a variety of pragmatic, lexical, and grammatical structures. *LCTLBase* will be searchable by various criteria (such as age, proficiency, first language, second language, etc.) that will make it valuable for researchers and pedagogues investigating the acquisition of these languages, who would otherwise not have access to the linguistic output of these learners. In the future, the database will be expanded to accept submissions from students from other institutions and a greater diversity of LCTLs. It is hoped that the project can be linked to the Language Flagship Proficiency Initiative grant for which MSU is currently a finalist by including speech samples in the Flagship-targeted LCTLs

(i.e., Chinese, Russian). Protocols to integrate the evaluation of Foreign Language and Area Studies (FLAS) Fellows in MSU's Title VI Asian and African Studies Centers with *LCTLBase* will be designed and implemented in this cycle. A long-term goal of this collaboration will be to use *LCTLBase* as an eventual national model for FLAS evaluations. The groundwork for the database is currently complete, thanks to a portion of a 2010 Department of Education International Research and Studies grant (with co-investigators Daniel Reed and Dennie Hoopingarner). The materials have been developed and vetted. Construction of the electronic database has begun and the general framework outlined. Pilot testing of the database materials is scheduled for numerous LCTL classes (Hindi, Thai, Turkish, and Persian in Year 1; Year 2 will include these and more, e.g., Korean, Bengali, Uzbek, Japanese, and Tamil), and further courses will be added as the project progresses. After pilot testing is completed and data have been collected, the data will become available to the public. The proposed project will enable the continued development of the technology for the database and the student and teacher interfaces.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.c.3. Benefits of Foreign Language Study: A View from Early Learners, Heritage Learners, and Late Learners (Gass)**

**Background:** As universities and K-12 programs in the US face challenges to program existence, funding levels, and student interest, much has been written about the benefits of studying a FL. Some of the claims relate to leading students to a better understanding of the world and other cultures (i.e., claims important to being a well-educated and well-rounded citizen) and better employment possibilities. In fact, Berman (2012) makes these ideas clear: “Learning another language will open the door to another culture and enhance your career

opportunities in the increasingly global economy. Having strong skills in another language may give you an edge when applying for a job.” Other assertions, however, relate to claims of personal and intellectual growth. For example, there appears to be evidence that knowing a language besides one’s native language leads to better verbal and even mathematical skills and generally to better analytical and critical capabilities. For example, Mårtensson et al. (2012) found increased brain size with adult language learners after intensive language study, suggesting an effect for late learning, although participants already knew two languages (English and Swedish). Craik, Bialystok, and Freedman (2010) present evidence of bilingualism and the delay of dementia, but their participants had learned language early. Morales, Calvo, and Bialystok (2013) show working memory differences between monolingual and bilingual speakers, but this evidence is based on child language learning. Other advantages are seen in the ability to multitask (Gold et al., 2013) and attentional control (Bialystok & Craik, 2010). What is little known, however, is how these increased skills are impacted by different ages of onset and prior learning experience. There are two populations of concern in this research: heritage language learners with late learning of the L2 and FL learners who begin language study in late high school and/or college.

**Project:** Partners in this study are the American Councils for International Education and the Language Science Lab headed by Professor Maria Polinsky (Harvard University). The first phase of this project is an extensive literature review to locate empirical studies that address two basic issues: 1) language gains comparing heritage learners, late language learners, and early language learners (i.e., who began their language learning in grades K-8 or earlier) following a significant study abroad experience (three months, one semester, one year); and 2) cognitive benefits of language learning in the same three categories of learners (heritage, late, early). In the second

phase of the study, researchers will make use of the extensive database maintained by American Councils to consider language gains in the three categories listed for languages available in American Councils' database (as of this writing, Arabic, Chinese, Russian). Project leaders will also consider the data obtained from the Language Utilization Reports maintained by American Councils, which provide detailed information about student learning including the time spent on a variety of activities. The third part of the project will be the collection of original data. The researchers will design a project that will specifically measure linguistic and cognitive gains (e.g., working memory, attentional control) by groups of learners based on onset of learning. This study will be based on both study abroad and domestic learning experiences. Polinsky has already conducted a pilot project, with a small number of participants, tracking the linguistic gains of heritage learners after a semester of language instruction (eight Spanish speakers, ten Russian speakers, and five Mandarin speakers). Her lab has developed a number of testing instruments and pilot lessonware, which can be built upon and expanded in the proposed project. Her lab has also developed an experimental testing platform (ExperigenRT), which will allow us to conduct original data collection without extensive preparation.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**I.B.3.c.4. An Update of *Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity* (Polio/Torres/Prieto Botana)**

**Background:** In 1998, the National Foreign Language Resource Center (NFLRC) at the University of Hawai'i published a monograph reviewing measures of fluency, accuracy, and complexity (*Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity* [Wolfe-Quintero, Inagaki, & Kim, 1998, NFLRC]). The goal of the volume was to

determine which measures best showed language development in L2 writing. The authors reviewed 39 studies to determine which measures best correlated with proficiency level, writing quality, or different points in time. This volume was and continues to be an important reference for L2 writing researchers despite the limited conclusions. Limitations resulted not from the volume itself but from the studies reviewed. For example, many did not report reliability, and there were very few longitudinal studies. In addition, all of the studies focused on English. Because this volume served as such a useful resource and continues to be widely cited, it is important to revisit because of the amount of research on L2 writing development that has been published since 1998.

**Project:** The organization of the revised volume will be similar to the original volume in that it will focus only on language development and not on other areas of writing development. There will be chapters on fluency, accuracy, complexity, and lexical development, and it will cover studies done after 1998. The project leaders will describe the measures, the reliability of the measures, and their potential as developmental indices. It is expected that the new volume will cover more measures, given that new ones have been used since 1998, and a wider range of languages. In addition, the research will be situated within the context of what is currently known about L2 development in general (e.g., that it is not linear and that there is much individual variation). Charlene Polio, whose research focus is language development in L2 writing, will collaborate with two other faculty members interested in L2 writing research, Julio Torres, a faculty member who directs the Spanish Heritage Language Program at UC Irvine and studies the language of heritage speakers, and Goreti Prieto Botana, who directs the Spanish Language Writing Center at Franklin and Marshall College. The NFLRC has agreed to publish the volume as a technical report, pending external review. NB: Wolfe-Quintero and her co-

authors (the authors of the first edition) have been approached and are not interested in pursuing this project.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Research Projects.** The results of the projects and studies above will be shared through scholarly publications and presentations at conferences aimed at teachers, curriculum developers, language program administrators, and fellow researchers, among others. Product launches (e.g., *LCTLBase*, published articles or monographs) will be done via CLEAR’s website, newsletter, social networking sites, listservs, and conference presentations, as well as via partner websites when appropriate.

#### **I.B.3.d. COLLABORATIVE PROJECTS**

(Project Category Leaders: Susan Gass/Charlene Polio; NAB Consultant: Dorothy Chun)

##### **I.B.3.d.1. *Language Learning & Technology (LLT)* (Wilson-Duffy)**

**Background:** Since July 1997, CLEAR has co-sponsored and co-funded *LLT* with the University of Hawai’i’s LRC. This refereed online journal disseminates research to FL and L2 educators in the US and around the world on issues related to technology and language education. A December 2009 article in the *Modern Language Journal* states, “There was wide consensus among [computer-assisted language learning] experts that [*LLT*] stands out as our field’s top journal.<sup>4</sup>” *LLT* is ranked twelfth among linguistics journals in Journal Citation Reports®, a notable achievement, as all the higher-ranked journals are older, subscription-based, hard copy publications. It is ranked nineteenth among education journals based on the most

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<sup>4</sup> Smith, B., & Lafford, B. (2009). The evaluation of CALL scholarly activity. *The Modern Language Journal*, 93, 868-883.

recent impact factor (2012). There are currently 21,224 *LLT* subscribers. The University of Hawai'i is responsible for the editorial content and CLEAR is responsible for preparation of the journal, distributing offprints, and hosting the website.

**Project:** CLEAR will continue to co-sponsor and co-fund *LLT* by hosting its website, preparing issues for publication, offering editorial support, providing a graduate assistant, and contributing toward the cost of subscription management software and the annual board meeting. In-kind MSU support will include a GA from the Second Language Studies program. In addition, in this funding cycle a special issue of *LLT* will be proposed, to focus on the use of technology to further the study of critical Asian and African languages. MSU's Title VI Asian and African Studies Centers will collaborate with CLEAR and *LLT*'s editorial board to propose this issue.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### **I.B.3.d.2. Professional Development Workshops for LCTL Instructors (Polio)**

**Background:** MSU's Title VI Asian Studies Center has offered professional development opportunities for K-16 teachers of Chinese, Japanese, and Korean for nearly twenty years.

CLEAR has frequently collaborated on these workshops, providing pedagogical expertise and speakers. These sessions address topics specific to each language and allow teachers of particular LCTLs to come together to address issues unique to each language. The workshops are free to participants and draw groups of up to 80 teachers (and over 200 when run in conjunction with national conferences, as was the case when the workshops coincided with the American Association of Teachers of Korean conference in 2013).

**Project:** In this funding cycle, the centers will broaden their collaborative effort, with CLEAR adding a one-day workshop to the already existing language workshops run by the Asian Studies

Center. These additions will specifically address topics such as the use of authentic materials or technology in the language classroom, and will be especially effective because each subset of teachers is already focused on the same target language. One of these add-on workshops will be held in each year of the funding cycle (e.g., Chinese in Year 1), with MSU's Title VI African Studies Center joining the collaborative effort to sponsor an Arabic technology workshop in conjunction with the CALICO conference in Year 2 (see p. 22).

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

### **I.B.3.d.3. World Languages Day (Campbell)**

**Background:** The record of low high school and college/university enrollments in FLs in the US in contrast to other industrialized nations has been cited frequently for at least the last 30 years, since the now-famous *Nation at Risk* document. However, the Modern Language Association survey of 2009 shows that post-secondary FL enrollments have grown tremendously in the past decade. In this time of increasing globalization, it is in the best interest of the US to capitalize on this growing enthusiasm to raise its citizens' level of awareness and knowledge of world languages and cultures. WLD has served as a successful model for creating interest and enthusiasm around the study of world languages, particularly LCTLs, and cultures. The program, designed for students, teachers, and parents, brought 1,600 participants, many of them from disadvantaged schools, in its last two years alone. The main focus is on broadening students' world view, which is accomplished by offering over 90 session choices, led by MSU faculty and guest speakers on topics of international interest. In addition, parents learn about the value of language education and international study and teachers attend sessions on how to incorporate languages and cultures into their classrooms. In a previous CLEAR funding cycle the WLD

coordinators at MSU, the University of Wisconsin-Madison, and the University of Minnesota created a best practices guide for the development of WLD events, which has subsequently become CLEAR's most popular download.

**Project:** While Title VI funding cuts placed the WLD program on hiatus for three years (after seven increasingly successful years of running the event), CLEAR will revive it in this funding cycle with already-pledged support from all other Title VI centers on campus. There has been past interest on the part of community college personnel, and WLD organizers will capitalize on this to invite language students to campus to learn more about articulation to four-year programs and the international opportunities available on a larger campus. High school and community college students will be integrated so the high school students are able to learn not only about MSU's offerings but also about the possibilities for language study available through community colleges. Furthermore, presenters from community colleges (nominated by PAC members and/or other CLEAR constituents) will be sought to complement the sessions offered by MSU faculty and community members.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

#### **I.B.3.d.4. Collaboration on Joint LRC Publicity (Campbell)**

**Background:** CLEAR has been instrumental in efforts to promote the LRCs collectively. In 2006, CLEAR created the common LRC web portal, where FL educators and other constituents can search for products and professional development opportunities offered by all LRCs. Due to funding-related personnel cuts, the management of the website was assumed by another LRC in 2013. CLEAR personnel also played a crucial role in the creation of a 50-page brochure overview of the LRCs, first published in 2008 and distributed to constituents nationwide and on

Capitol Hill, then revised and reissued in 2011, with 9,000 copies distributed in the funding cycle ending in 2014. The LRC Pavilion at ACTFL 2013 was coordinated by CLEAR personnel, who have also initiated joint LRC advertising in trade publications such as *Language Magazine*.

CLEAR has also recently acted on behalf of the LRCs in contributing to a review of the International Resource Information System in 2013, and in representing the LRC program at the International and Foreign Language Education Joint Technical Assistance Workshop in 2013.

**Project:** CLEAR will continue to add to the LRC website, collaborate on a revision of the joint brochure to reflect the LRCs' 2014-18 funding cycle, and continue to partner with other LRCs on other publicity and appearances at regional and national conferences. A session titled "Free Standards-Based Language Teaching Resources from the LRCs," submitted by personnel from CLEAR and three other current LRCs, has already been accepted for presentation at the ACTFL conference in 2014.

**Objectives and evaluation:** See Section VII, *Evaluation Plan*, p. 44, and Appendices D and E.

**Resources and personnel:** See *Itemized Budget and Narrative*; **Timeline:** See Appendix B.

**Dissemination of Collaborative Projects.** The journal *LLT* is available online, as is the collaborative LRC web portal. Information on all collaborative projects with other entities will be available on their websites as well as CLEAR's. Workshop and WLD advertising will be done via CLEAR's website, newsletter, social networking sites, listservs, and conference presentations and exhibit booths, as well as via partner websites when appropriate (e.g., MSU's Title VI Asian and African Studies Centers).

### **I.C. Center Objectives and Purposes of Authorizing Legislation**

CLEAR's model for bringing together respected L2 acquisition and FL professionals from a broad spectrum of interests and a wide variety of institutional types and levels has created a rich

cross-fertilization environment that has resulted in high quality innovative products and professional development activities that support the strengthening, improving, and expanding of FL education in the US. CLEAR's objectives and activities presented in this proposal are congruent with the statute in terms of strategic language needs, audiences targeted, activities and programs offered, Title VI collaborative engagement, and materials and services disseminated. All of CLEAR's proposed projects meet one or more of the LRC authorized activities. By building on past successes, by utilizing the strengths already in existence at MSU, and by capitalizing on MSU's generous support, CLEAR is well-positioned to continue and augment its strong national presence in the fields of language learning and language teaching.

#### **I.D. Efficient and Appropriate Use of Resources**

CLEAR will draw on the abundant human and material resources available at a large land-grant Association of American Universities (AAU) institution such as MSU. CLEAR has accumulated the necessary physical equipment (e.g., copier, furniture); general resources are amply available at MSU and are further described in Section III of this document (see p. 40). The university will supplement the federal assistance (see *Itemized Budget and Narrative*) and has the physical plant and support systems to create a scale of operations essential to this agenda. Lastly, MSU's College of Arts & Letters will continue to provide appropriate space for CLEAR.

#### **I.E. Non-Discriminatory Selection of Participants**

MSU is committed to principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to age, color, gender, disability, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight. The university is an equal opportunity employer. The quality and effectiveness of the university's affirmative action program are validated

through review by external agencies as well as by internal monitoring processes, which include an annual report to the MSU Board of Trustees. As a part of the greater MSU community, and in accordance with Section 427 of the General Education Provisions Act, CLEAR will provide equal access to the center's programs, and equal treatment by the center's staff, to members of groups that have been traditionally underrepresented.

## **II. Quality of Key Personnel**

CLEAR's projects are designed by CLEAR personnel and MSU faculty who provide the pedagogical and methodological foundations for each project. Project leaders are assisted by native speaker graduate assistants (Ph.D. students in Second Language Studies) with extensive language teaching backgrounds.

### **II.A. Center Directors**

Susan M. Gass (MA, Middlebury [Italian]; MA, UCLA [Linguistics]; Ph.D., Indiana University [Applied Linguistics]) is a University Distinguished Professor in the Department of Linguistics and Germanic, Slavic, Asian and African Languages, which she also currently chairs, and which houses MSU's LCTL Program. She directs the English Language Center, the Second Language Studies Ph.D. program, CeLTA (Co-Director), and has served as CLEAR's Co-Director since its founding. She has extensive experience in the development and maintenance of a strong language program in her role as Director of the English Language Center since 1990. She is an accomplished researcher, having published more than 100 articles and approximately 30 books on topics related to language teaching and learning. Her awards include the Distinguished Faculty Award (MSU), the Ralph Smuckler Award for Advancing International Studies and Programs (MSU), the Paul Pimsleur Award for Research in Foreign Language Education from ACTFL-NFMLTA/MLJ, the Michigan Association of Governing Boards Award, and the

American Association of Applied Linguistics Distinguished Service and Scholar Award. She serves on numerous editorial boards and is the current Associate Editor of *Studies in Second Language Acquisition*.

Charlene Polio (MS, University of Pennsylvania [TESOL]; Ph.D., University of California, Los Angeles [Applied Linguistics]) is a Professor and Associate Chair in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. She is acting co-director of the Chinese program and directed the MA TESOL program for ten years. She is co-editor of the *Modern Language Journal*, outgoing editor of the *Annual Review of Applied Linguistics*, and has served on the editorial boards of *TESOL Quarterly* and the *Journal of Second Language Writing*. Polio has published both in the areas of L2 writing and classroom discourse with an emphasis on how teachers focus on language in advanced FL classes. These publications include articles in journals such as *Studies in Second Language Acquisition*, *Language Learning*, the *Modern Language Journal*, and the *Journal of Second Language Writing*, as well as in many edited volumes. She has given over 50 workshops for language teachers at universities, K-12 settings, and national conferences.

## **II.B. Other Key Personnel**

The key faculty and administrators whose time commitments to CLEAR are listed below represent a unique pool of professionally active individuals with a broad spectrum of experiences and expertise. All are thoroughly committed to collaboration across disciplinary and institutional boundaries. Biographical sketches and an organizational chart are provided in Appendix A.

CLEAR demonstrates a wide range of language expertise in affiliated personnel who will be instrumental in conducting the proposed projects. In addition, CLEAR will continue to draw on the language backgrounds and expertise of faculty and students in relevant programs at MSU.

## II.C. Time Commitment of Key Personnel

Below is a chart showing the time commitment of key personnel on CLEAR projects.

Susan Gass, Co-Director, CLEAR	15%
Charlene Polio, Co-Director, CLEAR	15%
Joy Campbell, Executive Associate Director, CLEAR	100%
Christopher Howie, Information Technologist, CLEAR	60%
Marianne Triponi, Administrative Assistant, CLEAR	25%
<b>Other Contributing Personnel</b>	
Anne Baker, Associate Director, CeLTA	10%
Angelika Kraemer, Executive Associate Director, CeLTA	10%
Xiaoshi Li, Associate Professor, Dept. of Linguistics & Languages	10%
Galen Sibanda, Assistant Professor, Dept. of Linguistics & Languages	10%
Patricia Spinner, Assistant Professor, Dept. of Linguistics & Languages	10%
Danielle Steider, LCTL Coordinator, Dept. of Linguistics & Languages	10%
Paula Winke, Associate Professor, Dept. of Linguistics & Languages	10%
Carol Wilson-Duffy, Associate Director, English Language Center	10%
Dongbo Zhang, Assistant Professor, College of Education	10%

## II.D. Non-Discriminatory Employment Practices

As explained in Section I.E. (see p. 36), MSU strictly pursues nondiscriminatory employment practices. In accordance with this strong MSU tradition, and with Section 427 of the General Education Provisions Act, CLEAR will ensure that its personnel are selected for employment

without regard to age, color, gender, gender identity, disability status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

### **III. Adequacy of Resources**

MSU holds the distinction of being both a land-grant and an AAU “Research I” institution. As such, it is committed to intellectual leadership and to excellence in both developing new knowledge and sharing that knowledge with its students and the public. As a land-grant institution, MSU strives to discover practical uses for theoretical knowledge and to speed the distribution of information to residents of the state, the nation, and the world.

CLEAR’s mission as an LRC fits well into MSU’s AAU and land-grant mission and allows it to tap into the teaching, research, outreach, and technology resources of the university. MSU, as is obvious from the degree of match in this application, has been generous in its support. Beyond financial support, MSU provides CLEAR with nearly 5,000 square feet of shared space in the heart of MSU’s campus, which includes several offices, a dedicated conference room, and workshop space. The state-of-the-art CeLTA language labs have also figured in CLEAR’s development and dissemination efforts; while these facilities are managed by CeLTA, they are available to all programs dealing with FL instruction.

### **IV. Need and Potential Impact**

CLEAR is dedicated to being responsive to national needs in strategic languages, language learning and teaching, and in tools and systems which support that learning. It assesses national needs by communicating with the language teaching community nationally through its own surveys and by paying close attention to and participating in the discussions carried out by national professional organizations, the NRC community, and federal government constituencies. New this cycle is CLEAR’s PAC, which will help us ensure that we are meeting the needs of a

broader group of stakeholders, thus expanding CLEAR's impact. CLEAR will strive to meet the specific needs of these constituencies by designing, developing, and implementing a broad spectrum of activities that focus primarily on LCTLs, application of cutting-edge technology to language teaching, and teacher training. The languages selected for CLEAR projects are ones in which MSU has both the student and faculty capacity, as well as the national and international reputation in research and teaching, to support the objectives of the center.

There is a need to ensure that there is sufficient national capacity for the teaching and learning of all languages, but, given the current geo-political situation, there is an even greater need to ensure that there are trained professionals with the pedagogical skills required to provide competent instruction in LCTLs. That competency must be based on increased research in the area of LCTL learning and teaching. CLEAR addresses these needs in a multitude of ways, from the readily available technology tools that it makes available to teachers of all languages at all levels, to its professional development workshops and webinars, to its materials specifically designed for LCTL teachers, to its research projects designed specifically for LCTLs.

Throughout its existence, CLEAR has demonstrated its ability to 1) bring a wide variety of L2 acquisition and language professionals together to work on nationally significant projects; 2) complete quality projects consistent with the expectations for a national LRC; and 3) disseminate the products widely. In the Introduction, CLEAR demonstrated its growing impact during the past eighteen years. The likelihood of CLEAR continuing to achieve tangible results is very high and CLEAR is dedicated to maximizing its impact.

## **V. Likelihood of Achieving Results**

The likelihood of achieving CLEAR's stated objectives may be seen in its previous project completion record as described in the International Resource Information System in CLEAR's

semiannual reports. We are confident in CLEAR's ability to continue to meet its goals for reasons given below:

1. CLEAR has shown remarkable success in the completion and dissemination rates of projects, as evidenced through qualitative and quantitative data;
2. CLEAR's Co-Directors have been with CLEAR since its inception, one as Co-Director and the other in varying roles as a project leader and workshop presenter throughout the years. Both are well-respected researchers, materials developers, and teacher trainers and both have demonstrated the ability to ensure successful completion of their own projects and to provide the leadership necessary for successful completion of others;
3. CLEAR's Executive Associate Director has demonstrated capability and efficiency during over ten years with CLEAR in organizing the center's activities, overseeing its projects, and managing their dissemination;
4. There is strong monetary and personnel commitment from MSU's Office of the Provost, Office of the Vice President for Research and Graduate Studies, and the College of Arts & Letters;
5. Proposed projects are based on faculty interests and expertise;
6. CLEAR's support staff consists of talented and experienced individuals who are committed to CLEAR's success and to their own professional development;
7. All members of CLEAR's NAB have national reputations in CLEAR's project areas; and
8. The addition of a PAC will enable CLEAR to ensure that it is meeting the needs of its diverse stakeholders.

## VI. Description of Final Form of Results

CLEAR's activities will continue to result in products and services designed to support, strengthen, and improve the teaching and learning of FLs in the US. The activities will focus on developing materials and providing professional development for instructors of LCTLs. A large number of the projects will utilize innovative technology in the development of the materials and also in the training of teachers through workshops and outreach activities. CLEAR will also continue to build on its foundation of collaborative activities and dissemination strategies both at MSU (particularly with its NRCs and CIBER) and with the other LRCs.

Dissemination of CLEAR's activities will continue to be multifaceted; the audiences we reach are diverse and diverse methods of contact are necessary. Written publications, conference presentations and exhibits, workshops, and the Internet (including CLEAR's proposed RIA Sharesite and its social media presence) will be the main methods of dissemination. CLEAR will work with its collaborative units to promote its activities in that manner. CLEAR will also utilize professional listings obtained through national directories and associations in order to reach unique populations of language professionals. Through CLEAR's newsletter and website, as well as through the common LRC web portal, information about CLEAR, its products, and services will continue to be made known to a wide audience. Conference presentations and maintaining booth space at state, regional, and national conferences (e.g., MIWLA, the Central States Conference on the Teaching of Foreign Languages, ACTFL, and CALICO) put CLEAR in contact with active members of professional groups. In addition, CLEAR will continue to distribute informational brochures and pamphlets as well as complimentary products to interested groups through mailings.

## VII. Evaluation Plan

### VII.A. Evaluation of CLEAR

CLEAR recognizes the critical importance of carrying out systematic evaluation of its projects and products during all stages of their development, as well as in follow-up phases. CLEAR's ongoing implementation of evaluation tools and CLEAR's NAB and PAC play crucial roles in this regard.

The plan for the evaluation of projects, products, and services employs a multiplicity of approaches in order to assess the full range of associated outputs and outcomes. By outputs we mean products/services that can be counted (e.g., materials, program activities, and numbers of workshop participants). By outcomes we mean changes and benefits to individuals, such as teachers teaching better (e.g., due to their use of CLEAR language teaching materials and methods) and learners learning more (e.g., attaining higher levels of proficiency). The assessment and evaluation techniques in CLEAR's evaluation plan include tabulations and surveys.

#### VII.A.1. Specific Evaluation Techniques

*Measuring Outputs.* As in the past, CLEAR will continue to undertake tabulations that track outputs such as the numbers of copies of language-learning materials created and disseminated, the numbers of participants in workshops, the numbers of users of web-based and other products, the numbers of published reports and journal articles, and the approximate circulation of published materials. Users of web-based products are and will continue to be tracked through Google Analytics and an electronic reporting component established through CLEAR's server.

CLEAR's administrative staff will continue to monitor and evaluate outputs of the projects and to compile quantitative data of professional development services, presentations given,

accounts created for RIAs, subscriptions to the online journal *LLT*, and materials produced and disseminated. These findings will be reported to MSU's Contract and Grant Administration as well as the Title VI International Education Programs Service (i.e., through required reports) on a semiannual or as-needed basis.

*Measuring Outcomes.* CLEAR is proposing the expansion of its observation and survey techniques to effectively evaluate outcomes such as the extent to which CLEAR products, services, and teaching methods are actually implemented in language programs and classrooms, and the degree of satisfaction of the end-users. These evaluations will apply uniformly to web-based materials, downloads such as PDF files, and products distributed in response to orders. In the case of professional development activities, follow-up surveys (beyond the satisfaction surveys carried out at the end of workshops, for instance) will also be conducted to document the impact that CLEAR products have on teaching practices after a period of time.

Finally, CLEAR's performance will also be evaluated qualitatively by its NAB, with whom regular contact is maintained. CLEAR will continue its practice of providing monthly written reports to the NAB members in order to keep them updated on recent activities and will solicit more formal input from the NAB based on teleconferences and annual progress reports.

## **VII.B. Evaluation of Each CLEAR Project**

Each of the four project areas has its own set of evaluative criteria, as follows:

1. *Materials Development.* Prior to accessing the materials, users will be asked to volunteer contact information that is automatically sent to CLEAR. In some projects (e.g., RIAs) CLEAR will ask users to complete a quantifiable evaluation of the product, in the spirit of the "reviews" by users that one typically sees on web pages that link to books, movies, and other web pages. Quantifiable results and users' comments will help guide

subsequent updates of these CLEAR materials. Google Analytics will also be used to track usage and visitors' progress through the sites.

2. *Professional Development and Outreach.* Participants will fill out evaluations at the end of summer and outreach workshops in order to determine participant satisfaction and whether learning objectives have been achieved. In addition, follow-up surveys of participants will be conducted during the subsequent school year to ascertain the ways in which the new knowledge and skills are applied. For the survey project on assessment literacy, in addition to providing online (e.g., OMLET video) or face-to-face (e.g., invited workshop) support based on survey responses, the project leader will present the results in various professional venues. The success of the CALICO conference will be assessed on the basis of common post-conference evaluation surveys.
3. *Research.* The accepted criteria of peer-reviewed articles, publications, and conference presentations will be the markers of evaluation for these projects.
4. *Collaboration.* These diverse projects will be evaluated with their own criteria, appropriate to the type of project.
  - a. CLEAR will continue to monitor *LLT*'s readership in terms of new subscribers and website visitors, as well as the citations of *LLT* articles, a standard measure of evaluation for peer-reviewed journals.
  - b. As with other professional development activities above, participants in the professional development workshops for LCTL instructors will fill out evaluations. Results will be used to make continued improvements each year for the next set of workshops.

- c. Teacher, student, and parent participants in the WLD event will be asked to fill out surveys (as they have in past years) rating their satisfaction with the event as a whole and with individual sessions. Survey results are carefully reviewed each year to make improvements to the next year's event, and to maintain activities and sessions that receive positive feedback.
- d. *Collaboration on Joint LRC Publicity* will be evaluated through guided discussions at annual LRC Directors' meetings, typically held at the ACTFL conference.

An important feature of the overall evaluation plan is that assessment and evaluation aspects are built into all phases of projects, including the design stages. For example, in terms of technology, advance planning includes the use of an electronic reporting component that will be utilized to track web-based products. In addition, each NAB member was selected because of his or her expertise in a particular project area, and each PAC member will be chosen based on his or her experience in differing educational contexts. Their feedback will be instrumental in providing formative feedback as the projects progress.

### **VIII. Budget and Cost Effectiveness**

The *Itemized Budget and Budget Narrative* for the operation of CLEAR for each year of the four-year grant cycle is presented immediately after the project narrative. This budget is recommended in view of the comprehensive nature and scope of the proposed projects and activities. MSU will provide funds that go beyond the usual in-kind contributions; they include monetary contributions for CLEAR salaries, and material and human resource support, thereby maximizing the use of human and material resources already available through MSU. Criteria used in selecting projects ensure that faculty strength is utilized effectively. Because initial capital expenditures are not necessary, the bulk of the budget is for human resources to carry out

the various projects. Further, CLEAR has made an effort 1) not to duplicate strengths of other LRCs, when known, and 2) to collaborate with other Title VI NRCs, CIBERs, and LRCs.

## **IX. Priorities**

### **IX.A. Competitive Priorities**

CLEAR's proposed projects, as well as its track record, show that CLEAR is responsive to national needs by developing materials for numerous LCTLs. In the current grant proposal, CLEAR plans research and materials development projects dealing with several languages of focus, namely Arabic, Chinese, Japanese, Korean, Russian, as well as other African and Asian LCTLs to be determined (e.g., RIA Showcase and Sharesite, special issue of *LLT* journal, *LCTLBase*, LCTL Downloadable Online Open Resources). CLEAR has been successful in using its template methodology to transpose materials developed in one language into similar materials for other languages and cultures, drawing upon MSU's broad base of expertise in world languages and cultures. Thus, in principle, instruction in all languages is potentially impacted. In addition, all of CLEAR's proposed technology projects are adaptable for use by teachers of any language, including LCTLs with non-Roman logographic fonts or languages that read from right to left.

Addressing the priority of collaborative activities with one or more community colleges, CLEAR has proposed a number of projects that will increase community college instructors' and students' access to quality language learning and teaching materials and opportunities. Through informal needs analyses with numerous community college instructors statewide in preparation for this narrative, CLEAR has determined that it can best serve this population by creating opportunities for instructors to learn about CLEAR materials and projects (e.g., through targeted advertising), identifying teachers to participate in professional development both online and face-

to-face through subsidized invited workshops (e.g., devoting one fellowship for each of CLEAR's summer workshops to a community college teacher), and inviting instructors and students to attend and present at events such as WLD. This bottom-up approach, including feedback, needs analyses, and consultation with our PAC during this funding cycle, will give CLEAR a firm foundation on which to build further and deeper collaboration with the community college population nationwide.

### **IX.B. Invitational Priorities**

Many of the proposed activities, though not explicitly designed for heritage language speakers, nonetheless serve that population. The RIA tools and proposed Showcase and Sharesite could be used to support heritage language classrooms, for example. Additionally, the *Culturally Speaking in Chinese* project (see p. 16) could be instrumental for assisting heritage Chinese speakers in learning appropriate pragmatics.

Several of CLEAR's proposed projects can serve to support the language maintenance and development of heritage language speakers. For example, within the professional development videos made available through the OMLET project (see p. 14), we plan to include a lecture by a noted heritage language specialist. Additionally, two of the proposed research projects (*Benefits of Foreign Language Study* [see p. 27] and *An Update of Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity* [see p. 29]) may provide valuable insights into heritage language learning that can be used to inform future materials and program development. The results of the latter project, in particular, will inform further research comparing heritage and non-heritage learners' writing.

## X. List of Key Acronyms

<b>AAU</b> Association of American Universities	<b>LCTL DOOR</b> LCTL Downloadable Online Open Resources
<b>ACTFL</b> American Council on the Teaching of Foreign Languages	<b>LLT</b> <i>Language Learning &amp; Technology</i>
<b>CALICO</b> Computer-Assisted Language Instruction Consortium	<b>LRC</b> Language Resource Center
<b>CeLTA</b> Center for Language Teaching Advancement	<b>MIWLA</b> Michigan World Language Association
<b>CIBER</b> Center for International Business Education and Research	<b>MSU</b> Michigan State University
<b>CLEAR</b> Center for Language Education and Research	<b>NAB</b> National Advisory Board
<b>FL</b> Foreign Language	<b>NFLRC</b> National Foreign Language Resource Center (University of Hawai'i)
<b>FLTA</b> Fulbright Foreign Language Teaching Assistant	<b>NRC</b> National Resource Center
<b>L2</b> Second Language	<b>OMLET</b> Online Modules for Language Educator Training
<b>LCTL(s)</b> Less Commonly Taught Language(s)	<b>PAC</b> Practitioner Advisory Committee
<b>LCTLBase</b> Less Commonly Taught Languages Database	<b>RIA(s)</b> Rich Internet Application(s)
	<b>VAULTT</b> Video Assistance for Understanding Language Teaching Techniques
	<b>WLD</b> World Languages Day

## Other Attachment File(s)

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## APPENDIX A

### Curricula Vitæ of Key Personnel and Organizational Chart

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

#### MSU Administrative Leadership

Karin Wurst..... *iii*

#### Center Co-Directors

Susan Gass ..... *v*

Charlene Polio..... *xvii*

#### Project Area Coordinators

*Materials Development Projects* – Charlene Polio..... *xxviii*

*Professional Development and Outreach Projects* – Joy Campbell..... *xxix*

*Research Projects* – Susan Gass ..... *xxxix*

*Collaborative Projects* – Susan Gass and Charlene Polio ..... *xl*

#### Additional Project Team Members

Anne Baker ..... *xlii*

Angelika Kraemer ..... *xlii*

Xiaoshi Li..... *xlii*

Margaret Malone..... *xlii*

Goreti Prieto Botana ..... *xliii*

Galen Sibanda ..... *xliii*

Patricia Spinner ..... *xliii*

Danielle Steider..... *xliii*

Julio Torres ..... *xliii*

Carol Wilson-Duffy ..... *xliv*

Paula Winke ..... *xliv*

Dongbo Zhang ..... *xliv*

#### National Advisory Board

Martha Abbott..... *xlvi*

Dorothy Chun..... *xlvi*

John Norris..... *xlvi*

Steven Thorne ..... *xlvii*

**Organizational Chart..... *xlviii***

## **MSU Administrative Leadership**

As Dean of the College of Arts & Letters, **Karin A. Wurst** is responsible for all aspects of the academic administration of one of MSU's largest colleges, with executive oversight of more than twenty departments, schools, and affiliated programs.

Prior to her appointment as Dean, Wurst was professor of German in the Department of Linguistics and Germanic, Slavic, Asian and African Languages, and served as acting chairperson in 2005. She has been chairperson of the University Graduate Council since 2005. Wurst is a founding member of the Global Literary and Cultural Studies research cluster, and is recognized nationally for her expertise in graduate student mentoring and engaged learning.

Dean Wurst received a Ph.D. in German from Ohio State University in 1985 and joined MSU in 1988. Her academic interests include 18<sup>th</sup>- and 19<sup>th</sup>-century German literature and culture. She is the author of books and articles on the writers J.M.R. Lenz and Gotthold Ephraim Lessing, and on German fashion, entertainment, and consumption during the Classical and Romantic periods. She is past president of the Society for German Renaissance and Baroque Literature and active in the American Association of Teachers of German and the Modern Language Association.

## Center Co-Directors

**Susan M. Gass** (MA, Middlebury [Italian]; MA, UCLA [Linguistics]; Ph.D., Indiana University [Applied Linguistics]) is a University Distinguished Professor in the Department of Linguistics and Germanic, Slavic, Asian and African Languages, which she also currently chairs, and which houses MSU's LCTL Program. She directs the English Language Center, the Second Language Studies Ph.D. program, CeLTA (Co-Director), and has served as CLEAR's Co-Director since its founding. She has extensive experience in the development and maintenance of a strong language program in her role since 1990 as Director of the English Language Center. She is an accomplished researcher, having published more than 100 articles and approximately 30 books on topics related to language teaching and learning. Her numerous awards include the Distinguished Faculty Award at MSU, the Ralph Smuckler Award for Advancing International Studies and Programs at MSU, the Paul Pimsleur Award for Research in Foreign Language Education from ACTFL-NFMLTA/MLJ, the Michigan Association of Governing Boards Award, and the American Association of Applied Linguistics Distinguished Service & Scholar Award. She serves on numerous editorial boards and is the current Associate Editor of *Studies in Second Language Acquisition*.

*(CV follows)*

**ABBREVIATED CURRICULUM VITÆ**  
**Susan M. Gass**

**EDUCATION**

MA	1967	Middlebury College Italian
MA	1973-76	UCLA Linguistics
Ph.D.	1979	Indiana University Dissertation title: An investigation of syntactic transfer in adult second language acquisition

**HONORS/AWARDS**

- 1995 Department of English/College of Arts & Letters nominee for Teacher-Scholar Award
- 1995 MSU Outstanding Research Award
- 1995 Golden Key Honor Society
- 1996 Paul Pimsleur Award for Research in Foreign Language Education, ACTFL
- 1998 Distinguished Faculty Award, Michigan State University
- 1998 Ralph Smuckler Award for Advancing International Studies and Programs, Michigan State University
- 1999 Michigan Association of Governing Boards Award
- 2002 Distinguished Scholarship and Service, American Association for Applied Linguistics
- 2012 *Language Learning* outstanding article of the year (with Luke Plonsky) for “Quantitative research methods, study quality, and outcomes: The case of interaction research”
- 2012 ACTFL-NFMLTA/MLJ Paul Pimsleur Award for Research in Foreign Language Education (with Luke Plonsky) for “Quantitative research methods, study quality, and outcomes: The case of interaction research”
- 2013 Kenneth W. Mildener award for *The Routledge Handbook of Second Language Acquisition*

**OTHER RECOGNITION**

- 2009 *Multiple Perspectives on Interaction: Second Language Research in Honor of Susan M. Gass*. Ed. By Alison Mackey & Charlene Polio. New York: Routledge.
- 2009 *Selected Works of Susan Gass on Applied Linguistics* (vols 1 & 2). Beijing: Foreign Language Teaching and Research Press.

## ACADEMIC POSITIONS & ADMINISTRATIVE APPOINTMENTS

1979-80	Visiting Lecturer, English Language Institute, University of Michigan
1980-83	Lecturer, English Language Institute, University of Michigan
1984-87	Assistant Professor, Department of Linguistics, University of Michigan
1987-89	Assistant Professor, Department of English, Michigan State University
1989-90	Associate Professor, Department of English, Michigan State University
1990-2001	Professor, Department of English, Michigan State University
1990-present	Director, English Language Center
1996-present	Co-Director (with P. Paulsell until 2013), Center for Language Education and Research (CLEAR), supported by federal funds (Department of Education)
1997-present	University Distinguished Professor, Michigan State University
2001-present	Professor, Department of Linguistics & Languages, Michigan State University
2004-present	Director, SLS Ph.D. Program
2006-14	Director (PI), Arabic Flagship
2008-present	Co-Director (with D. Prestel), Center for Language Teaching Advancement (CeLTA)
2010-11	Acting Chair, Department of Spanish and Portuguese
2010-11	Acting Chair, Department of French, Classics, and Italian
2013-15	Chair, Department of Linguistics and Germanic, Slavic, Asian and African Languages

## VISITING APPOINTMENTS

1980	Department of Linguistics, University of Minnesota (summer)
1986	TESOL Summer Institute, University of Hawaii
1988	University of Wisconsin-Madison (summer)
1988	Distinguished Visiting Professor, American University in Cairo, December
1990	Distinguished Lecturer, Temple University Japan, Tokyo and Osaka, March and April
1992	Visiting Faculty, Finnish Summer School of Linguistics, Jyvaskala, June
1994	Iowa State University, TESOL Institute, June-July
1995	Distinguished Lecturer, Temple University Japan, Tokyo and Osaka, January
1995	University of New Mexico, Linguistic Institute, June-July
2002	Penn State University, Applied Linguistics Institute, July
2005	Penn State University, Applied Linguistics Institute, July

**PUBLICATIONS (SINCE 2000)**

**Books**

<b>Year</b>	<b>Name</b>	<b>Translations</b>
2013	Gass, S., Behney, J., & Plonsky, L. (2013). <i>Second Language Acquisition: An Introductory Course</i> (4 <sup>th</sup> edition). New York: Routledge.	Annotated version in Chinese in preparation
2012	Gass, S., & Mackey, A. (2012). <i>Handbook of Second Language Acquisition</i> . London: Routledge. Gass, S., & Mackey, A. (2012). <i>Research Methodologies in Second Language Acquisition</i> . London: Blackwell.	
2009	Gass, S. (2009). <i>Selected works of Susan Gass on Applied Linguistics</i> (vols 1 & 2). Beijing: Foreign Language Teaching and Research Press.	
2008	Gass, S., & Selinker, L. (2008). <i>Second Language Acquisition: An Introductory Course</i> (3 <sup>rd</sup> edition). New York: Taylor & Francis.	Translated into <b>Chinese</b> , Peking University Press; translated into <b>Arabic</b> by the Translation Center of King Saud University in Riyadh
2007	Gass, S., & Mackey, A. (2007). <i>Data Elicitation for Second and Foreign Language Research</i> . Lawrence Erlbaum Associates.	Translated into <b>Chinese</b> , Foreign Language Teaching and Research Press
2005	Gass, S., & Mackey, A. (2005). <i>Second Language Research: Methodology and Design</i> . Lawrence Erlbaum Associates.	
2004	Gass, S., & Makoni, S. (Eds.). (2004). <i>World Applied Linguistics</i> . Amsterdam: John Benjamins.	
2002	Gass, S., Bardovi-Harlig, K., Magnan, S., & Walz, J. (Eds.). (2002). <i>Pedagogical Norms for Second and Foreign Language Learning and Teaching: Studies in Honour of Albert Valdman</i> . Amsterdam: John Benjamins.	
2001	Gass, S., & Selinker, L. (2001). <i>Second Language Acquisition: An Introductory Course</i> (2 <sup>nd</sup> edition). Lawrence Erlbaum Associates	Translated into <b>Korean</b> , Hanshin Press
2000	Gass, S., & Mackey, A. (2000). <i>Stimulated Recall in Second Language Research</i> . Lawrence Erlbaum Associates.	

## Monographs

- 2011 Winke, P., Gass, S., & Myford, C. The relationship between raters' prior language study and the evaluation of foreign language speech samples. *TOEFL iBT Research Report*.

## Journals Edited

- 2013 Gass, S., Godfroid, A., & Winke, P. Eye-tracking methodology. *SSLA*.
- 2006 Gass, S., & Mackey, A. Expanding methodological boundaries. *SSLA*.

## Articles

- in press **Gass, S.** Second language acquisition and applied linguistics. In K. Allen (Ed.). *Handbook of Linguistics*. New York: Routledge.
- in press Sterling, S., Winke, P., & **Gass, S.** Training in research ethics among SLA researchers. In P. De Costa (Ed.). *Ethics in Applied Linguistics Research: Language Researcher Narratives*. New York: Routledge.
- in press **Gass, S.** Second language acquisition and applied linguistics. In K. Allen (Ed.). *Handbook of Linguistics*. New York: Routledge.
- in press **Gass, S.** Experimental research. In B. Paltridge & A. Phakiti. *Second Language Research Methods*.
- in press **Gass, S.** & Mackey, A. Input, interaction and output in second language acquisition. To appear in VanPatten & Williams (Eds.). *Theories in second language acquisition* (2<sup>nd</sup> edition). New York: Routledge.
- in press **Gass, S.** Comprehensible input and output in classroom interaction. In N. Markee (Ed.). *Handbook of Classroom Discourse and Interaction*. Boston: Wiley-Blackwell.
- in press **Gass, S.** Methodologies of second language acquisition. In M. Bigelow (Ed.). *The Routledge Handbook of Educational Linguistics*.
- 2014 **Gass, S.**, & Polio, C. Methodological Influences of *Interlanguage* (1972): Data then and data now. In Z-H. Han & E. Tarone (Eds.). *Interlanguage 40 Years Later*. Amsterdam: John Benjamins.
- 2014 Abhul, R., **Gass, S.**, & Mackey, A. Experimental design. In *Research Methods in Linguistics*. D. Sharma and R. Podesva (Eds.), pp. 116-134. Cambridge: Cambridge University Press.
- 2013 Winke, P., & **Gass, S.** The Influence of L2 Experience and Accent Familiarity on Oral Proficiency Rating: A Qualitative Investigation. *TESOL Quarterly*, 47(4), 762-789.
- 2013 Winke, P., **Gass, S.**, & Myford, C. Raters' L2 Background as a Potential Source of Bias in Rating Oral Performance. *Language Testing*, 30, 231-252.
- 2013 Spinner, P., **Gass, S.**, & Behney, J. Ecological Validity in Eye-Tracking: An Empirical Study. *Studies in Second Language Acquisition*, 35(2), 389-415.
- 2013 Behney, J., & **Gass, S.** Interaction and the Noun Phrase Accessibility Hierarchy: A study using syntactic priming. In J. Schwieter (Ed.), *Innovative research and practices in second language acquisition and bilingualism*. (pp. 43-61). Amsterdam: John Benjamins.

- 2013 Spinner, P., **Gass, S.**, & Behney, J. Coming eye-to-eye with attention. In J. Bergsleithner and S. Frota. *Studies in honor of Richard Schmidt* (pp. 235-254). NFLRC Press, Honolulu, Hawaii.
- 2013 **Gass, S.**, Behney, J., & Uzum, B. Inhibitory control, working memory, and L2 interaction gains. In K. Drożdżiał-Szelest & M. Pawlak, *Psycholinguistic and sociolinguistic perspectives on second language learning and teaching: Studies in honor of Waldemar Marton* (pp. 91-114). Heidelberg-New York: Springer.
- 2013 Winke, P., **Gass, S.**, & Sydorenko, T. Factors Influencing the Use of Captions by Foreign Language Learners: An Eye-tracking Study. *The Modern Language Journal*, 97 (1), 254-275.
- 2012 Thompson, A., Li, S., White, B., Loewen, S., & **Gass, S.** Preparing the future professoriate in SLA. In G. Gorsuch (Ed.), *Working Theories for Teaching Assistant and International Teaching Assistant Development*. (pp. 137-168).
- 2012 Robinson, P., Mackey, A., **Gass, S.** & Schmidt, R. Attention and awareness in second language acquisition. In S. Gass & A. Mackey (Eds.), *Handbook of Second Language Acquisition* (pp.247-267). New York: Routledge.
- 2012 Mackey, A., Abbuhl, R., & **Gass, S.** Interactionist approach. In S. Gass & A. Mackey (Eds.), *Handbook of Second Language Acquisition* (pp. 7-23). New York: Routledge.
- 2012 **Gass, S.** Comments on Stimulated Recall as a Data-Elicitation Tool. In A. Burns & R. Barnard (Eds.), *Language teacher cognition and practice: International case studies to illuminate methodological issues* (pp.154-158). Clevedon: Multilingual Matters.
- 2011 **Gass, S.** Comments on Handbooks: A non-believer or a convert? *The Modern Language Journal*, 95(4), 635-638.
- 2011 **Gass, S.**, Mackey, A., & Ross-Feldman, L. Task-based interactions in classroom and laboratory settings. *Language Learning* (reprint). Pp. 189-220.
- 2011 Plonsky, L., & **Gass, S.** Study quality in interactionist research. *Language Learning*, 61(2), 325-366.
- Winner of Language Learning “Outstanding Article of the Year”.**  
**Winner of ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education.**
- 2011 **Gass, S.**, & Reed, D. English Language Testing: A case study of test development in Greece. In A. De Houwer & A. Wilton (Eds.), *English in Europe today* (pp. 31-50). Amsterdam: John Benjamins.
- 2011 **Gass, S.**, & Lee, J. Working Memory Capacity, Stroop Interference, and Proficiency in a Second Language. In M. Schmid & W. Lowie (Eds.), *From structure to chaos: twenty years of modeling bilingualism* (pp. 59-84). Amsterdam: John Benjamins.
- 2010 Winke, P., **Gass, S.**, & Sydorenko, T. The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, 14(1), 65-86.
- 2010 **Gass, S.** Experimental Research. In B. Paltridge & A. Phakiti *Second Language Research Methods* (pp. 7-21). Continuum Press.
- 2010 **Gass, S.** Relating L2 input and L2 Output. In E. Macaro (Ed.), *Continuum Companion to Second Language Acquisition*, Continuum Press.
- 2009 **Gass, S.** A survey of SLA research. In W. Ritchie & T. Bhatia. *Handbook of SLA* (pp. 3-28). Emerald.

- 2009 **Gass, S.** Second Language Acquisition. In S. Foster-Cohen (Ed.), *Handbook of Acquisition* (pp. 109-139). Palgrave.
- 2009 Loewen, S., & **Gass, S.** Research Timeline: Statistical Rigor in SLA. *Language Teaching*, 42 (2), 181-196.
- 2008 **Gass, S.**, & Glew, M. Second Language Acquisition and Bilingualism. In J. Altarriba & R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 265-294). Lawrence Erlbaum Associates.
- 2008 Zyzik, E. & **Gass, S.** Epilogue: A tale of two copulas. In *Bilingualism: Language, & Cognition*, 11, 383-385.
- 2007 **Gass, S.**, & Lewis, K. Perceptions of interactional feedback: Differences between heritage language learners and non-heritage language learners. In Mackey, A. (Ed.), *Conversational interaction in second language acquisition: A series of empirical studies* (pp. 173-196). Oxford, UK: Oxford University Press.
- 2007 **Gass, S.**, Lee, J., & Roots, R. Firth and Wagner: New ideas or a new articulation? *Modern Language Journal*, 91, 788-799.
- 2007 **Gass, S.**, & Lee, J. Second Language Acquisition of Relative Clauses: A Commentary. *Studies in Second Language Acquisition*.
- 2007 **Gass, S.**, & Mackey, A. Input, interaction and output in second language acquisition. In J. Williams and B. VanPatten (Eds.), *Theories in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 2006 **Gass, S.**, & Mackey, A. Input, Interaction and Output: An Overview. *AILA Review*. (pp. 3-17). Amsterdam: John Benjamins.
- 2006 Mackey, A., & **Gass, S.** Introduction. *SSLA*, 28, 169-178.
- 2006 Polio, C., **Gass, S.**, & Chapin, L. Using stimulated recall to investigate native speaker perceptions in native- nonnative speaker interaction. *SSLA*, 28(2), 237-267.
- 2006 **Gass, S.** Models of Second Language Acquisition. In K. Wahba & L. England. A *Handbook for Arabic Language Teaching Professionals in the 21<sup>st</sup> Century* (pp. 21-33). Mahwah, NJ. Lawrence Erlbaum Associates.
- 2006 **Gass, S.** Generalizability: What are we generalizing anyway? In M. Chalhoub-Deville, C. Chapelle, & P. Duff (Eds.), *Generalizability in Applied Linguistics: Multiple Research Perspectives* (pp. 209-220). Amsterdam: John Benjamins.
- 2006 **Gass, S.** Fundamentals of Second Language Acquisition. In H. Luria, D. Seymour, & T. Smoke (Eds.), *Language and Linguistics in Context* (pp. 43-60). Reprint of an article published in 2000. Lawrence Erlbaum Associates
- 2006 **Gass, S.**, Mackey, A., & Ross-Feldman, L. Task-based interactions in classroom and laboratory settings. *Language Learning*. **Reprinted in Best of Language Learning, June, 2011.**
- 2005 **Gass, S.**, & Alvarez Torres, M. Attention when? An investigation of the ordering effect of input and interaction. *Studies in Second Language Acquisition*, 27(1), 1-31.
- 2004 **Gass, S.** Conversation analysis and input-interaction. *The Modern Language Journal*, 88(4), 597-602.
- 2004 **Gass, S.** SLA: Where are we and where are we going? *Korean Journal of Applied Linguistics*, 20(2), 1-27.
- 2004 **Gass, S.** Context and second language acquisition. In S. Rott, J. Williams, B. VanPatten, & M. Overstreet. *Form-Meaning Connections* (pp. 77-90). Mahwah, NJ: Lawrence Erlbaum Associates.

- 2003 **Gass, S.**, Svetics, I., & Lemelin, S. Differential effects of attention. *Language Learning*, 53(3), 495-543.
- 2003 **Gass, S.** Input and interaction. In C. Doughty and M. Long (Eds.), *Handbook of second language acquisition* (pp. 224-255). Oxford: Blackwell Publishers.
- 2003 **Gass, S.** Apples and Oranges: Or, Why Apples are Not Orange and Don't Need to Be. *Modern Language Journal*, 82(1) 83-90. Reprinted in *Controversies in Applied Linguistics* (pp. 220-231). Oxford: Oxford University Press.
- 2002 **Gass, S.**, & Mackey, A. Frequency effects and second language acquisition: A complex picture? *Studies in Second Language Acquisition*, 24, 249-260.
- 2002 Bardovi-Harlig, K, & **Gass, S.** Introduction. In S. Gass, K. Bardovi-Harlig, S. Magnan, & J. Walz (Eds.), *Pedagogical Norms for Second and Foreign Language Learning and Teaching*. (pp. 1-12). Amsterdam: John Benjamins.
- 2002 **Gass, S.** Interactionist perspectives in SLA. In R. Kaplan (Ed.), *Handbook of Applied Linguistics* (pp. 170-181). Oxford: Oxford University Press.
- 2001 **Gass, S.** Sentence Matching: A Reexamination, *Second Language Research*, 17 (4), 421-441.
- 2001 **Gass, S.** Innovations in L2 research methods. In M. McGroarty (Ed.), *Annual Review of Applied Linguistics* (pp. 221-232). Cambridge: Cambridge University Press.
- 2001 **Gass, S.** Changing views of language learning. In H. Trappes-Lomax (Ed.), BAAL Proceedings. Multilingual Matters. *Change and Continuity in Applied Linguistics*, (pp. 51-67. British Studies in Applied Linguistics 15.
- 2000 **Gass, S.** The Fundamentals of Second Language Acquisition. In J. Rosenthal (Ed.), *Handbook of Undergraduate Second Language Education* (pp. 29-46). Lawrence Erlbaum Associates.
- 2000 Mackey, A., **Gass, S.**, & McDonough, K. How do learners perceive implicit negative feedback? In *Studies in Second Language Acquisition*, 22(4) 471-497. Reprinted in M. Evans (Ed.), *Second Language Education: Major themes in education*. Routledge.

### Encyclopedia Articles

- 2013 Variables. *The Encyclopaedia of Applied Linguistics*, ed. Chapelle, C.A. Oxford, UK: Wiley-Blackwell, John Wiley.
- 2012 Stimulated Recall. *The Encyclopaedia of Second Language Acquisition*, ed. P. Robinson. New York, Routledge.

<b>KEYNOTE/FEATURED PRESENTATIONS (SINCE 2000)</b>
----------------------------------------------------

- 2013 Connecting Interaction-based Research with Other Disciplines. Japan-Second Language Acquisition Conference, Tokyo.
- 2013 Corrective feedback: what is it, how do we do it and does it work? Presentation at American College of Greece, Athens.
- 2012 Interlanguage 40 Years Later: A look at data and research methods over time. Interlanguage Symposium, Columbia University (with C. Polio).
- 2012 Who can be and who cannot be a good “interactionist” learner? Fifth National Symposium on SLA, Wuhan, China.

- 2011 Interaction and language learning: recent trends and classroom practices, Conference at Southeast University, Nanjing.
- 2011 Applied Linguistics, SLA, and language teaching: A complicated relationship. International conference on foreign language teaching and applied linguistics. Sarajevo, Bosnia & Herzegovina.
- 2011 Foreign Language Teaching and Applied Linguistics: The intersection. The 9<sup>th</sup> Asia TEFL International Conference, Seoul, Korea.
- 2011 Applied Linguistics, Language Learning, and Language Teaching: Creating a Research Link. NTUT Applied Linguistics Conference. Taipei, Taiwan.
- 2010 Issues of quality in SLA: Finding our own brand of acceptable standards. Plenary at Australian Applied Linguistics Association, Brisbane, July.
- 2009 Oh what a tangled web we weave. SLRF, Michigan State University, East Lansing, October.
- 2008 Interaction Research: From description to explanation. 33rd International LAUD Symposium: Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy, March, Landau, Germany.
- 2008 Learning to talk like a teacher. English Education for Internationalization and Intercultural Understanding in 2008: Innovations and Challenge, Taipei, Taiwan, March.
- 2007 Teacher Talk: From Novice to Experienced, Plenary, Applied Linguistics Association of Brazil, Brasilia, July.
- 2006 Learning to talk like a teacher. Plenary, Pan-Pacific Association for Applied Linguistics. Chuncheon, Korea, July.
- 2006 Attention: When, where and for whom. University of Wisconsin.
- 2005 Task Design and Talk in Tasks, Washington University, St. Louis, November.
- 2005 From Research to the Classroom, Washington University, St. Louis, November.
- 2004 Language Teaching: Environment, Presentation & Complexity, 4<sup>th</sup> International Conference on English Language Teaching in China, Beijing, May.
- 2004 The role of attention in SLA: A tale of two studies, University of South Carolina.
- 2003 SLA: Where are we and where are we going?, ALAK, Seoul, December.
- 2003 SLA: What's it good for anyway?, SLRF, Tucson, October.
- 2002 The perception of feedback by learners, February, Emory University.
- 2002 The role of context in SLA. Conference on Form-Meaning Connections, University of Illinois, Chicago, February.
- 2001 2001 SLA Odyssey: Where do we go from here?, Plenary, American Association for Applied Linguistics (AAAL), February.
- 2001 Learning and Teaching: What is the intersection? TESOL Conference, Mar del Plata, Argentina.
- 2001 Perceptions and misperceptions of feedback in NS-NNS Interactions. Perth Round Table, Perth, Australia.
- 2000 The perception of feedback, University of California, Davis, April.
- 2000 Second language learners' perception of feedback: Is all feedback created equal?, University of California, Berkeley, April.

<b>REFEREED CONFERENCE PAPERS (SINCE 2000)</b>
------------------------------------------------

- 2014 Training in Research Ethics among SLA Researchers Portland, Oregon, AAAL, March (with S. Sterling & P. Winke).
- 2014 Eye movements in grammaticality judgments: The relationship between accuracy and online grammatical sensitivity. Portland, Oregon. AAAL, March (with A. Godfroid, S. Loewen, S. Jung, J. Park, & R. Ellis).
- 2014 How ethical are we?: Ethics and research in the SLA community, AILA, Brisbane, Australia (with S. Sterling & P. Winke).
- 2014 The role of interlocutor training and orientation in interactive task performance, AILA, Brisbane, Australia, August (with C. Polio).
- 2014 Discussant: Research Synthesis & Meta-analysis, AILA, Brisbane, Australia, August.
- 2012 The acquisition of gender and number in L2 Italian: An eye-tracking study. EUOSLA, Poznań, Poland (with P. Spinner & J. Behney).
- 2011 Ecological validity in SLA eyetracking research. Paper presented at EUOSLA, Stockholm, Sweden (with P. Spinner & J. Behney).
- 2010 The Use of Captions during Video-based Listening Tasks by Learners of Arabic, Chinese, Russian and Spanish: An Eye-tracking Study. Presented at AAAL, Atlanta (with P. Winke & T. Sydorenko).
- 2010 *L2 syntactic priming of direct object relative clauses. Presented at the International Society of Applied Psycholinguistics Association, Bari, Italy. June. (with J. Behney).*
- 2010 Assessing Study Quality in Primary L2 Research: The Case of Interaction. SLRF, University of Maryland, October (with L. Plonsky).
- 2010 Eye-tracking for SLA Research: Applications, Outcomes, and Methodological Considerations. SLRF, U. of Maryland, October (with P. Winke et al.).
- 2010 Syntactic and morphophonological cues to gender in L2 Italian. Presented at EUOSLA, Reggio Emilia, Italy, September (with P. Spinner & J. Behney).
- 2009 The effect of task instructions on learners' task performance, language production, & task perception. Presented at Task-based language teaching conference, Lancaster, England, September (with C. Polio and S. Kim).
- 2008 The Effects of Captioning on Video-based Listening Activities in the Second Language Classroom, to be presented at AILA Congress, Essen, Germany, August (with P. Winke and T. Sydorenko).
- 2007 Getting students to talk: preservice teacher intervention and learner output. Paper presented at the Fifth International Conference on Language Teacher Education, University of Minnesota (with Charlene Polio).
- 2007 The Effect of Rater Background on the Evaluation of Speech Samples. Paper presented at Language Testing Research Colloquium, Barcelona, Spain (with P. Winke and D. Reed).
- 2006 Inhibition and working memory capacity in a second language, EUOSLA, Antalya, Turkey (with R. Roots & J. Lee).
- 2005 Preservice and Experienced Teachers' Perceptions of Feedback during Interaction. Paper presented at Voice and Vision in Language Teacher Education Conference, University of Minnesota, June (with C. Polio and L. Chapin).
- Perceptions of interactional feedback: Differences between heritage and non-heritage language learners. EUOSLA, Dubrovnik, Croatia (with K. Lewis).

- 2003 Input and Interaction: When and in what order? Applied Linguistics Association of Korea, Seoul, December.  
 Input and interaction: Combination and Ordering Effects, BAAL, Leeds, UK. September.  
 The role of setting in classroom and laboratory interaction. SLRF, October. Tucson, Arizona. With Alison Mackey and Lauren Feldman.  
 Reconsidering essays as IEP placement tools. TESOL, Baltimore, March (with P. Walters and L. Zwier).
- 2002 Attention when? Paper presented at AILA (International Association of Applied Linguistics), Singapore. With M. Alvarez-Torres.

### SERVICE TO THE PROFESSION

- |           |                                                                        |
|-----------|------------------------------------------------------------------------|
| 2010-2011 | Distinguished Scholarship and Service Award selection committee        |
| 2002-08   | President, Association Internationale de Linguistique Appliquée (AILA) |
| 2008-2011 | Past-president, AILA                                                   |
| 2002-03   | Distinguished Scholarship and Service Award selection committee        |
| 2002-03   | Ad hoc Committee for “Applied Linguistics as a Discipline”             |
| 2000-01   | Distinguished Scholarship and Service Award selection committee        |

### EDITORIAL POSITIONS

#### **Board Member**

*Studies in Second Language Acquisition* – Cambridge University Press  
*Pan-Pacific Association of Applied Linguistics (PPAAL)*. Seoul, Korea  
*Applied Linguistics* – Oxford University Press. AILA representative  
*International Journal of Applied Linguistics* – Blackwell  
*Porta Linguarum* – Granada, Spain (a consortium of 13 universities)  
*Eurosla Yearbook*  
*Spanish Journal of Applied Linguistics* – RESLA  
*The Journal of Asia TEFL*  
*Iranian Journal of Language Teaching Research*

#### **Editor**

*Studies in Second Language Acquisition* – Cambridge University Press – Associate Editor

### EXTERNAL BOARDS

Georgetown University, Center for Language Education and Development  
 Georgia Institute of Technology, Distance Learning and Professional Education  
 IGERT Board, University of Maryland

## GRANTS

- 1981 Rackham funds for Language Transfer Conference
- 1982 CRLT grant for curriculum development of MA program in Applied Linguistics  
(with D. Keller-Cohen and J. Lawler)
- 1983 Rackham funds for Language Input Conference
- 1984 American Council of Learned Societies grant for conference travel to Brussels  
Rackham funds for travel to conferences in Edinburgh and Brussels
- 1987 Rackham Grant/Fellowship  
Rackham funds for Variation in Second Language Acquisition Conference
- 1989-1990 AURG, College of Arts & Letters, MSU
- 1989-1990 TESOL Summer Institute
- 1990 National Science Foundation, Travel Grant
- 1993 Fund for international travel (MSU)
- 1996-2014 Title VI, Department of Education, National Foreign Language Resource Center  
(with P. Paulsell).
- 2001-2003 South African Research Institute (with G. Smitherman). Spencer Foundation.  
Provides outreach to South African faculty at University of North-West.
- 2006-2007 ETS Grant with P. Winke to examine listener bias for new TOEFL
- 2006-2014 National Arabic Flagship

**Charlene Polio** (BA, University of Pennsylvania [Linguistics]; MS, University of Pennsylvania [TESOL]; Ph.D., University of California, Los Angeles [Applied Linguistics]) is a Professor and Associate Chair in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. She is acting co-director of the Chinese program and directed the MA TESOL program for ten years. She is co-editor of the *Modern Language Journal*, outgoing editor of the *Annual Review of Applied Linguistics*, and has served on the editorial boards of *TESOL Quarterly* and the *Journal of Second Language Writing*. Polio has published both in the areas of second language writing and classroom discourse with an emphasis on how teachers focus on language in advanced FL classes. These publications include articles in journals such as *Studies in Second Language Acquisition*, *Language Learning*, the *Modern Language Journal*, and the *Journal of Second Language Writing*, as well as in many edited volumes. She has given over 50 workshops for language teachers at universities, K-12 settings, and national conferences.

*(CV follows)*

**ABBREVIATED CURRICULUM VITÆ**  
**Charlene G. Polio**

Michigan State University



**EDUCATION**

UNIVERSITY OF CALIFORNIA, Los Angeles, CA  
Graduate Division - Ph.D. in Applied Linguistics, September 1992.

UNIVERSITY OF PENNSYLVANIA, Philadelphia, PA  
Graduate School of Education - Master of Science in Teaching English to Speakers of Other Languages, May 1984.

**UNIVERSITY TEACHING EXPERIENCE**

Professor, MICHIGAN STATE UNIVERSITY, Department of Linguistics & Germanic, Slavic, Asian & African Languages. July 2013-present.

- Associate Chair. August 2008-present.
- Co-director of the Chinese program. August 2013-present.

Associate Professor, MICHIGAN STATE UNIVERSITY, Department of Linguistics & Germanic, Slavic, Asian & African Languages. August 2001-2013. English Department, July 1998-July 2001.

- Director of MA TESOL program. July 1998 - August 2008.

Assistant Professor, MICHIGAN STATE UNIVERSITY, English Department. August 1992-1998.

- Director of MA TESOL program. August 1994 - 1997.

Visiting Instructor, THAMMASAT UNIVERSITY, Bangkok, Thailand. English Department. May 2013.

Visiting Instructor, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION/UNIVERSITY OF TORONTO, Department of Curriculum, Learning, and Teaching. July-August 1999; July-August 2000; September-December, 2007.

Visiting Instructor, TEACHERS COLLEGE AT COLUMBIA UNIVERSITY, Department of Arts and Humanities. July - August 2001.

Lecturer, CALIFORNIA STATE UNIVERSITY, LOS ANGELES - January 1992 - June 1992.

## RESEARCH

### Edited volumes

Polio, C. (Ed.). (2013). *Annual Review of Applied Linguistics: Topics in Multilingualism, Volume 33*. Cambridge: Cambridge University Press.

Polio, C. (Ed.). (2012). *Annual Review of Applied Linguistics: Topics in Formulaic Language, Volume 32*. Cambridge: Cambridge University Press.

Polio, C. & Shi, L. (2012). *Perceptions and beliefs about textual appropriation and source use in second language writing*. Special issue of *Journal of Second Language Writing*, 21.

Polio, C. (Ed.). (2011). *Annual Review of Applied Linguistics: Topics in Second Language Pedagogy, Volume 31*. Cambridge: Cambridge University Press.

Polio, C. (Ed.). (2010). *Annual Review of Applied Linguistics: A Survey of Selected Topics in Applied Linguistics, Volume 30*. Cambridge: Cambridge University Press.

Mackey, A. & Polio, C. (Eds.). (2009). *Multiple perspectives on interaction: Second language research in honor of Susan M. Gass*. New York: Routledge.

### Selected journal articles and book chapters

Polio, C. & Park, J.H. (in press). Language development in second language writing. In R. Manchón & P. Matsuda (Eds.), *Handbook of L2 writing*. New York: Routledge.

Gass, S. & Polio, C. (in press). Methodological Influences of *Interlanguage* (1972): Data then and data now. Han, Z.H. & Tarone, E. (Eds.), *Interlanguage: 40 year later*. Amsterdam/New York: John Benjamins.

Polio, C. (2012). The relevance of second language acquisition theory to the written error correction debate. *Journal of Second Language Writing*, 21, 375-389.

Polio, C. & Shi, L. (2012). Perceptions and beliefs about textual appropriation and source use in second language writing: Introduction. *Journal of Second Language Writing*, 21, 95-101.

Polio, C. (2012). Replication in published applied linguistics research: An historical perspective. G. Porte, (Ed.), *Replication in applied linguistics: A practical guide*, pp. 47-91. Cambridge: Cambridge University Press.

Polio, C. (2012). How to research second language writing. Mackey, A. & Gass, S., (Eds.) *Second language research methods*, pp. 139-157. New York: Routledge.

- Polio, C. (2012). The acquisition of second language writing. Gass, S. & Mackey, A., (Eds.) *Handbook of second language acquisition*, pp. 319-334. New York: Routledge.
- Mackey, A. & Polio, C. (2009). Introduction. In Mackey, A. & Polio, C. (Eds.). *Multiple perspectives on interaction: Second language research in honor of Susan M. Gass*, pp. 1-10. New York: Routledge.
- Polio, C. & Williams, J. (2009). Teaching and testing second language writing. In C. Doughty & M. H. Long (Eds.). *Handbook of second language pedagogy*, pp. 486-517. Blackwell.
- Polio, C. & Zyzik, E. (2009) Don Quixote meets *ser* and *estar*: Language-focused instruction in university Spanish literature classes. *Modern Language Journal*, 93, 550-569.
- Zyzik, E. & Polio, C. (2008). Incidental focus on form in Spanish literature classes. *Modern Language Journal*, 92, 50-73.
- Sachs, R. & Polio, C. (2007). Learners' uses of two types of written feedback on an L2 writing revision task. *Studies in Second Language Acquisition*, 29, 67-100.
- Polio, C. (2007). A history of input enhancement: Defining an evolving concept. In C. Gascoigne (Ed.), *Assessing the impact of input enhancement in second language education*, pp. 1-17. Stillwater, OK: New Forums Press.
- Polio, C., Gass, S., & Chapin, L. (2006). Using stimulated recall to investigate native speaker perceptions in native-nonnative speaker interaction. *Studies in Second Language Acquisition*, 28, 237-267.
- Mackey, A., Polio, C., & McDonough, K. (2004). Classroom interaction and opportunities for attention to form: The effects of teacher experience. *Language Teaching Research*, 8, 301-327.
- Polio, C. (2003). Research on second language writing: An overview of what we investigate and how. In B. Kroll (Ed.), *Exploring the dynamics of second language writing*, pp. 35-65. Cambridge: Cambridge University Press.
- Polio, C. (2001). Research methodology in second language writing research: The case of text-based studies. T. Silva and P. Matsuda, (Eds.), *On second language writing*, pp. 91-116. Mahwah, NJ: Erlbaum.
- Polio, C. & Wilson-Duffy, C. (1998). International students' perspective on a North American MA TESOL practicum. *TESOL Journal*, 7, 24-29.
- Polio, C. & Gass, S. (1998). The effect of interaction on the comprehension of nonnative speakers. *Modern Language Journal*, 82, 308-319.
- Polio, C., Fleck, C. & Leder, N. (1998). "If I only had more time:" ESL learners' changes in linguistic accuracy on essay revisions. *Journal of Second Language Writing*, 7, 43-68.

Polio, C. & Gass, S. (1997). Replication and reporting. *Studies in Second Language Acquisition*, 19, 499-508.

Polio, C. (1997). Measures of linguistic accuracy in second language writing research. *Language Learning*, 47, 101-143.

Polio, C. (1996). Issues and problems in reporting classroom research. S. Gass & J. Schachter, (Eds.), *Second language classroom research: Issues and opportunities*, pp. 61-80. Hillsdale, NJ: Lawrence Erlbaum.

Polio, C. & Glew, M. (1996). ESL writing assessment tasks: How students choose. *Journal of Second Language Writing*, 5, 25-50.

Polio, C. (1995). Acquiring nothing?: The use of zero pronouns by nonnative speakers of Chinese and the implications for the acquisition of nominal reference. *Studies in Second Language Acquisition*, 17, 353-377.

Polio, C. (1994). Nonnative speakers' use of nominal classifiers in Mandarin Chinese. *Journal of the Chinese Language Teachers Association*, 29, 51-66.

Polio, C. & Duff, P. (1994). Teachers' language use in university foreign language classroom: A qualitative analysis of English and target language alternation. *Modern Language Journal*, 78, 313-326.

Polio, C. (1994). A response to Auerbach's "Reexamining English only in the ESL classroom." *TESOL Quarterly*, 28, 153-157.

Duff, P. & Polio, C. (1990). How much foreign language is there in the foreign language classroom? *Modern Language Journal*, 74, 154-166.

## **Recent Presentations**

Polio, C. A research agenda for second language writing development. Second Language Research Forum, Provo, UT. October 2013. (invited colloquium speaker)

Polio, C. Revising a writing rubric based on raters' comments: Does it result in a more reliable and valid assessment? Midwest Association of Language Testers. Michigan State University. September 2013.

Polio, C. The relevance of second language acquisition theory to the written error correction controversy. TESOL/Applied Linguistics Graduate Student Conference. Eastern Carolina University, Greenville, NC. February 2013. (invited plenary speaker)

Polio, C. & Shea, M. Accounting for the lack of change in linguistic accuracy over time. Second Language Research Forum, Pittsburgh. October 2012. (invited colloquium speaker)

Gass, S. & Polio, C. Interlanguage: What counts as data? Symposium on Interlanguage. Teachers College of Columbia University, New York. October 2012. (invited)

Polio, C. & Shea, M. Evaluating measures of second language writing research. Georgetown University Roundtable on Linguistics and Languages, Washington, DC. March 2012. (invited colloquium speaker)

Polio, C. Written error correction and theories of second language acquisition. Washington University in St. Louis. September 2011. (invited)

Polio, C. & Sutton, E. Pedagogical versus authentic genres: The case of second language textbook reviews. Symposium on Second Language Writing. Taipei, Taiwan. May 2011.

Polio, C. Graduate students' motivations for citing sources. American Association for Applied Linguistics. Chicago, IL. March 2011. (invited colloquium speaker)

Polio, C. Written error correction and theories of second language acquisition. Symposium on second language writing. Murcia University, Murcia, Spain. May 2010. (invited colloquium speaker)

Polio, C. & Wood, S. Graduate students writing from sources: The case of MA TESOL students. Symposium on second language writing. Murcia University, Murcia, Spain. May 2010. (invited colloquium speaker)

Polio, C. What North Americans might learn from European experimental research. Symposium on second language writing. Murcia University, Murcia, Spain. May 2010. (invited colloquium speaker)

Polio, C. Responding (or not) to students' written language. Cornell University, March 2010. (invited lecture)

Polio, C. Issues in using introspective methods in second language reading and writing research. Hong Kong University, December 2009. (invited lecture)

Polio, C. What does second language acquisition theory say about the effectiveness of written error correction? Symposium on second language writing, Arizona State University, November 2009. (invited colloquium speaker)

Polio, C., Gass, S., & Kim, S. The effect of task instructions on learners' task performance, language production, and task perception. Conference on task-based language teaching, Lancaster University, September 2009. (invited colloquium speaker)

Polio, C. Writing for acquisition in content-based classes. Council on language instruction, Northwestern University, April 2009. (invited keynote speaker)

Polio, C. Teaching advanced ESL writers to write from sources. Georgia State University, November 2008. (invited lecture)

Polio, C. & Wood, S. Teaching advanced ESL writers to write from sources: Moving beyond plagiarism and paraphrasing. Presented at MITESOL Annual Conference, October 2007.

Polio, C. The conflict between language learning and task completion: The case of preservice teachers and learner output. OISE/University of Toronto Colloquium Series. October 2007. (invited lecture)

## **NATIONAL PROFESSIONAL ACTIVITIES**

### **Offices in professional organizations**

- Executive committee member (ex officio) as newsletter editor of the American Association for Applied Linguistics, 2007-12
- Distinguished scholarship and service award committee for the American Association for Applied Linguistics, 2006-07
- Nominating Committee of the American Association for Applied Linguistics (elected), 2002
- Chair-Elect of TESOL Research Interest Section, 1998-99

### **Selected editorial and refereeing activities**

- Co-editor of *Modern Language Journal*, 2013-present
- Editor of *Annual Review of Applied Linguistics*, issues 2010-2015
- Editor of *American Association for Applied Linguistics Newsletter*, 2007-2012
- Editorial board of *TESOL Quarterly*, 2004-2007
- Editorial board of *Journal of Second Language Writing*, 1997-2007
- Referee for *Second Language Research*, 2012
- Referee for *English for Specific Purposes*, 2012
- Referee for *Japanese Language and Literature*, 2008
- Referee for *Language Teaching Research*, 2007, 2011
- Referee for *Assessing Writing*, 2007, 2013
- Referee for *Modern Language Journal*, 1995-2003, 2005-2008, 2012
- Referee for *Language Learning & Technology*, 2003
- Referee for *Applied Linguistics*, 2002, 2006, 2008
- Referee for *TESOL Quarterly*, 1999-2009, 2011
- Referee for *Canadian Modern Language Review*, 1999, 2007, 2009, 2010, 2014
- Referee for *Studies in Second Language Acquisition*, 1998, 2000, 2001, 2006, 2007, 2008, 2010, 2011, 2013, 2014
- Referee for *System*, 2014
- Referee for *Journal of Second Language Writing*, 1997-2014
- Referee for *Language Learning*, 1995-2003, 2006, 2009, 2010, 2012
- Editor of *TESOL Research Interest Section Newsletter*, 1995-1998

## WORKSHOPS AND TALKS FOR LANGUAGE TEACHERS

- Workshop on teaching writing at the 300 and 400 levels. CeLTA, MSU, January 2014.
- Workshop on what to do the first week of class. CeLTA, MSU, August 2013.
- Three-day workshop on teaching writing. CLEAR, MSU, July 2013.
- Presentation on using literature, English Language Center, MSU, July 2013.
- Workshop on teaching writing. University of Michigan, Flint, July, 2013.
- Workshop on written feedback. East Carolina University and North Carolina State, February, 2013.
- Workshop on speaking activities. Oakland University, Oakland, MI, October 2012.
- Three-day workshop on speaking activities. CLEAR, MSU, July 2012.
- Presentation on teaching reading for South American teachers, English Language Center, MSU, August 2012.
- Workshop (with M. Shea) on using measures of linguistic accuracy. Georgetown University Roundtable, Washington DC, March 2012.
- Workshop on using games in the language classroom. Michigan World Language Teachers' Association, Lansing, October 2011.
- Workshop on written error correction. Washington University in St. Louis, September 2011.
- Presentation on communicative and task-based teaching for Fulbright foreign language TAs, Michigan State University, August 2011, 2012, 2013.
- Three-day workshop on teaching reading and vocabulary. CLEAR, MSU, July 2011.
- Presentation on teaching reading for South American teachers. ELC, Michigan State University, August 2011.
- Presentation at World Languages Day. MSU, April 2011.
- Workshop on teaching vocabulary. Michigan World Language Teachers' Association, Lansing, October 2010.
- Presentation on communicative and task-based teaching for Fulbright foreign language TAs. Michigan State University, August 2010.
- Two presentations on teaching writing for Korean teachers. English Language Center Michigan State University, August 2010.
- Presentation at World Languages Day. MSU, April 2010.
- One-day workshop on using the target language. Livonia, MI School District, August 2009.
- Workshop on using the target language. Ann Arbor, MI School District, August 2009.
- Two presentations on teaching writing for Korean teachers. Michigan State University, July 2009.
- One-day workshop on teaching writing. Southern University, Baton Rouge, LA, June 2009.
- Presentation at World Languages Day. MSU, April 2009.
- One-day workshop on teaching writing. Lenape Regional School District, Tabernacle, NJ, November 2008.
- One-day workshop on using the target language. Moon Township, PA School District, August 2008.

- Two presentations on teaching writing for Korean teachers. MSU, July 2008.
- Three-day workshop on communicative speaking activities. CLEAR, MSU, July 2008.
- Half-day workshop on using the target language. Lansing Community College, May 2008.
- Half-day workshop on task-based grammar teaching. University of Missouri at St. Louis, April 2008.
- Two presentations for teachers at World Languages Day. MSU, April 2008.
- Half-day workshop on teaching second language writing. Georgetown University, October 2007.
- Three-day workshop using the target language. CLEAR, MSU, August 2007.
- Three-day workshop on SLA, teaching writing, and communicative grammar activities for Arabic teachers (STARTALK grant). Dearborn, MI, August 2007.
- Three-day workshop using the target language. South Asian Language Summer Institute, Madison, WI, June 2007.
- Half-day workshop for teachers of less commonly taught languages. MSU, January 2007.
- One-day workshop on using the target language. Academy of the Sacred Heart, Bloomfield Hills, November 2006.
- One-day workshop on teaching vocabulary. Troy, MI school district, August, 2006.
- One-day workshop on teaching foreign language writing. University of Wisconsin-Milwaukee, April 2006.
- One-day on using the target language. Delta College, University Center, MI, March 2006.
- Two-and-a-half-day workshop on teaching foreign language writing. CLEAR, MSU, July 2005.
- Presentation at World Languages Day. MSU, April 2005.
- One-day on using the target language. Greenville, MI school district, April 2005.
- One-day workshop on communicative speaking activities. Chicago Public Schools, January 2005.
- Presentation on communicative grammar activities. Jackson, MI school district, October 2004.
- Three-day workshop on communicative grammar activities. CLEAR, MSU, August 2004.
- One-day workshop on grammar and vocabulary teaching. Bloomfield Hills, MI school district, March 2004.
- One-day workshop on teaching foreign language writing. Troy, MI school district, August 2003.
- Three-day workshop on teaching foreign language writing. CLEAR, MSU, June 2003.
- Presentation on teaching foreign language writing. Lansing MI school district, February 2003.
- Two-day workshop, Teaching foreign languages in the 21<sup>st</sup> Century. Troy MI, school district, August 2001.
- Four-day workshop on communicative grammar activities. CLEAR, MSU, July 2001; June 2002.
- Four-day workshop on using authentic materials. CLEAR, MSU, June 2001.
- Five-day workshop on teaching foreign language writing. CLEAR, MSU, June 1998; June, 1999; June 2000; June 2002, June 2005.

- Three-day workshop for African language teachers. MSU, May, 1999.
- Presentation at Swahili instructors' orientation, MSU, June 1997.

**CENTER FOR LANGUAGE TEACHING ADVANCEMENT, Michigan State University**

- Professional development coordinator. Fall 2008-Spring 2012.
  - Organized talk and workshop series each semester; organized college-wide language TA orientation each fall; conducted classroom observations.
- Organized language TA orientation and presented two workshops. Fall 2012.
- Academic coordinator for the Chinese business language program. Fall 2011-Spring 2012.
- Workshop on incorporating grammar and content for English Language Center instructors. Fall 2011.
- Workshop on focusing on language in meaning-based activities. Fall 2011.
- Organized language TA orientation and presented two workshops. Fall 2011.
- Workshops on working with readings and adapting textbook activities. Fall 2010.
- Workshop on vocabulary teaching for English Language Center instructors. Spring 2010.
- Workshop on teaching listening. Spring 2010.
- Organized workshop series. Fall 2009 and Spring 2010.
- Workshop on communicative speaking activities. Fall 2009.
- Workshop on vocabulary teaching for French and Spanish instructors. Fall 2009.
- Conducted needs assessment. Spring 2009.

## **Project Area Coordinators**

## **Project Leader for Materials Development Projects**

**Charlene Polio** (see biographical information and CV above in “Center Co-Directors,” beginning p. *xvii*)

## **Project Leader for Professional Development & Outreach Projects**

**Joy M. Campbell** (B.A. [French and International and Area Studies], Kalamazoo College, M.A. [TESOL], Monterey Institute for International Studies) has been the Executive Associate Director of CLEAR since 2004. She has taught in France (teaching assistantship), Morocco (Peace Corps), and most recently as a full-time faculty member at Michigan State University. She has also done teacher training for EFL and ESL teachers. Aside from her daily administrative responsibilities at CLEAR, she works closely with other CLEAR personnel on several projects, oversees and organizes summer and onsite workshops, chairs MSU's World Languages Day committee, coordinates joint LRC publicity efforts, and conducts workshops about CLEAR and its products at regional and national conferences.

*(CV follows)*

## JOY M. CAMPBELL

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### EDUCATION:

#### **Monterey Institute of International Studies**

M.A., Teaching English to Speakers of Other Languages  
Peace Corps Master's International Program

Monterey, CA  
2001

#### **Kalamazoo College**

B.A., Double major in French and International & Area Studies  
Phi Beta Kappa, *magna cum laude*, departmental honors

Kalamazoo, MI  
1996

### ADMINISTRATIVE & TEACHING EXPERIENCE:

#### **Executive Associate Director**

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

January 2004 – present  
East Lansing, MI

- Oversee daily and long-term operations of a US Department of Education Title VI Language Resource Center grant; responsibilities include:
  - Coordinate the writing, editing, and submission of grant narratives and budgets
  - Write and submit reports to both federal granting agency and campus entities
  - Manage center budgets (approximately \$500,000 annually)
  - Write and commission all publicity, advertising, and publications (print, online, social media), including sole editorship of semiannual newsletter
  - Supervise and oversee all of the center's simultaneous projects coordinated by faculty members (projects change with each four-year funding cycle, approximately twelve separate projects per cycle)
  - Supervise and evaluate of the center's administrative assistant, information technologist, and student assistants (includes posting and interviewing)
  - Coordinate on- and off-campus professional development workshops, including annual summer workshop series
  - Conference and other event planning (including statewide and national conferences, notably committee chair for statewide World Languages Day conference 2005-2011, site chair for Computer-Assisted Language Instruction Consortium [CALICO] conference 2005 and 2016 [planned])
  - Conference presentations about CLEAR and its activities
  - Communication with language educators and other constituents at local, regional, and national conferences, via phone, and by email
  - Communication with directors and advisory boards

**English as a Second Language Substitute Instructor**  
English Language Center, Michigan State University

August 2006 – present  
East Lansing, MI

- On-call substitute teacher in Intensive English and English for Academic Purposes programs for both planned and unexpected instructor absences
- Prepare own lessons or use one provided by instructor to teach all levels (false beginner through advanced) and all skills (reading, writing, speaking, listening, as well as grammar and content), sometimes with only a few minutes' notice
- Rate standardized tests of writing skills, oral skills, and teaching ability of international students and teaching assistants (i.e., MSU-ELT, SPEAK, and ITAOI)
- Content and copy editing for MSU English Language Test, Certificate of English Language Proficiency, and Certificate of English Language Competency exams, as well as English Language Center's Commission on English Language Program Accreditation documents for both IEP and EAP

**Copy Editor**  
Compass Media, Inc.

July 2004 – present  
Seoul, South Korea

- Copy edit English as a Foreign Language textbook manuscripts and readers at all levels, beginner to advanced
- Provide content and pedagogy suggestions and corrections as necessary

**Associate Director**  
Center for Language Teaching Advancement (CeLTA)  
Michigan State University

August 2012 – May 2013  
East Lansing, MI

- Transitional position as CLEAR moved into administrative and physical proximity with CeLTA
- Managed publicity and student recruitment for the Masters in Foreign Language Teaching degree program
- Supervised four student assistants
- Coordinated conferences and other events
- Managed fellowship program and supervised four faculty and graduate student fellows for semester-long project
- Assisted with writing and editing of in-house publications
- Assisted with publicity and advocacy efforts
- Assisted with daily operations and special events

**English as a Second Language Instructor**  
English Language Center, Michigan State University

August 2002 – August 2006  
East Lansing, MI

- Taught in nationally accredited Intensive English and English for Academic Purposes programs, all levels from beginner through advanced, all skills as well as content-based courses, including Drama and Varieties of English. Responsible for 20 contact hours in up to four courses each semester (August 2002-December 2003, then fewer hours as transition to new position began).

- Rated standardized tests of writing skills, oral skills, and teaching ability of international students and teaching assistants (i.e., MSU-ELT, SPEAK, and ITA-OI)
- Conducted complete inventory and overhaul of 3,000-volume resource library, commissioned and oversaw development of website and online circulation system, maintained collection and ordered new books as requested by teachers

**English as a Second Language Teacher**  
Michigan Language Center

September 2001 – August 2002  
Ann Arbor, MI

- Taught full-time in Intensive English Program at well-established private language school
- Planned classes in several skill areas, including Writing & Grammar, Speaking & Listening, and Reading & Discussion
- Students ranged from false beginner to advanced level

**Writing Workshop Instructor**  
Monterey Institute of International Studies

September 1997 – April 1998, February – May 2001  
Monterey, CA

- Assessed needs of graduate and undergraduate students assigned to English studies courses
- Held weekly individualized tutoring sessions to foster English writing skills.
- Instructed students in process-oriented writing activities
- Reinforced skills taught in other English courses

**English Teacher & Community Developer**  
Peace Corps Morocco

June 1998 – September 2000  
Rich, Morocco

- Taught English and French classes to adults and teens at a community center, multiple levels from novice to advanced
- Worked with local authorities to plan, fund (via grants), and construct latrines in three village primary schools, then provided hygiene training for teachers and pupils
- Completed several map mural projects in various locations (e.g., schools, community centers)
- Co-wrote manual of lesson plans for use by other community center volunteers
- Served as regional emergency coordinator for Peace Corps Morocco

**Teacher Trainer for Incoming Volunteers**  
Peace Corps Morocco

June – September 1999, 2000  
Rabat, Morocco

- Developed and instituted three-month new teacher training curriculum for over 30 incoming community center volunteers, many with no prior teaching experience
- Conducted over 40 session hours on diverse teaching topics each summer
- Supervised teacher trainees in three-week student teaching, including observations and feedback sessions
- Facilitated trainees' curriculum design, lesson planning, and classroom management

**English Teaching Assistant**  
*Lycée Jean Monnet* (high school)

September 1996 – June 1997  
Saint Etienne, France

- Prepared and conducted twelve hours of English conversation courses weekly, addressing topics on pronunciation as well as American culture
- Recorded audio tapes for in-class and testing use
- Chaperoned 40 students on two-week school trip to England

**PUBLICATIONS:**

Campbell, J. (2010). Celebrate the world's languages: Begin a tradition at your school. *CLEAR News 14*(1), 1-5.

Campbell, J., & Reiland, C. (2007). *Celebrating the World's Languages: A Guide to Creating a World Languages Day Event*. East Lansing, MI: Center for Language Education and Research, Michigan State University.

Campbell, J. (2003). Watching for signs of cultural differences. *Home Health Aide Digest 9*(3), 5-6.

Campbell, J. (2000). *Teacher Training for Incoming Peace Corps Volunteers*. Rabat, Morocco: Peace Corps Morocco.

Campbell, J., & del Canto, T. (2000). *Cross-Sectoral Lesson Plan Manual*. Rabat, Morocco: Peace Corps Morocco.

**REFEREED CONFERENCE PRESENTATIONS:**

Kraemer, A., Campbell, J., Sterling, S., & Cheung, K. (2013, November). *Engaging Students Any Time, Any Place with Rich Internet Applications*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, Orlando, FL.

Malone, M., Tarone, E., Campbell, J., & Blyth, C. (2013, November). *Free Standards-Based Language Teaching Resources from the LRCs*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, Orlando, FL.

Campbell, J., Treat, S., & Johnson, W. (2012, March). *Touch the world through "World Languages Day"*. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Milwaukee, WI.

Hoopingarner, D., & Campbell, J. (2010, November). *An online gateway to teaching, learning, and professional development*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, Boston, MA.

- Larson, K., & Campbell, J. (2010, March). *Free resources from the LRCs*. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN.
- Campbell, J., Treat, S., & Steider, D. (2008, November). *Opening minds to the world through a World Languages Day*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, Orlando, FL.
- Campbell, J., & Steider, D. (2008, October). *World Languages Day: Five years of free fun!* Paper presented at the Michigan World Language Association Conference, Lansing, MI.
- Campbell, J., & Reiland, C. (2008, March). *Reaching out and building enrollment through a World Languages Day*. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Dearborn, MI.
- Campbell, J., Magnan, S., & Treat, S. (2007, November). *Reaching out and building enrollment through a World Languages Day*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, San Antonio, TX.
- Hoopingarner, D., & Campbell, J. (2007, November). *Free online language resources for teachers and learners*. Paper presented at the American Council on the Teaching of Foreign Languages Conference, San Antonio, TX.
- Campbell, J., & Steider, D. (2007, October). *World Languages Day: A conference for you and your students*. Paper presented at the Michigan World Language Association Conference, Lansing, MI.
- Hoopingarner, D., & Campbell, J. (2007, March). *CLEAR: Free online language resources for students and educators*. Paper presented at the Central States Conference on the Teaching of Foreign Languages, Kansas City, MO.
- Campbell, J., & Hoopingarner, D. (2006, October). *CLEAR: Serving the language education community*. Paper presented at the Michigan Foreign Language Association Conference, Lansing, MI.
- Campbell, J. (2004, October). *CLEAR: Your partner for language teaching resources*. Paper presented at the Michigan Foreign Language Association Conference, Lansing, MI.
- Campbell, J., & Stokes, R. (2004, March). *Poetry as a pronunciation teaching tool*. Paper presented at the Teachers of English to Speakers of Other Languages Annual Convention, Long Beach, CA.
- Stokes, R., & Campbell, J. (2003, November). *Poetry as a pronunciation teaching tool*. Paper presented at Michigan Teachers of English to Speakers of Other Languages Annual Conference, Ann Arbor, MI.

Campbell, J., & Stokes, R. (2003, November). *Unlocking students' creativity through poetry*. Paper presented at Michigan Teachers of English to Speakers of Other Languages Annual Conference, Ann Arbor, MI.

**INVITED PRESENTATIONS, SEMINARS, AND WORKSHOPS:**

Campbell, J., Kraemer, A., Baker, A., and David, V. (2014, June). *Panel Discussion on Second Language Learning*. Guest panelist in LLT 361 Second and Foreign Language Learning course taught by Scott Sterling, East Lansing, MI.

Campbell, J., Lavolette, E., & Howie, C. (2013, February). *CLEAR's Rich Internet Applications*. Poster presented at the Faculty Showcase on Instructional Technology, East Lansing, MI.

Campbell, J. (2012, August). *Microteaching: Classroom techniques*. Workshop for Fulbright Language Teaching Assistant orientation program, East Lansing, MI.

Campbell, J. (2012, May). *La chenille qui fait des trous*. Invited speaker at Spartan Child Development Center, East Lansing, MI.

Campbell, J. & Enger, K. (2012, April). *Moroccan culture and language*. Poster presentation for International Night, East Lansing, MI.

Campbell, J. (2011, October). *Language program administration: Life in the field*. Guest lecture for AL 817 Foreign Language Program Development and Administration (online course module), East Lansing, MI.

Campbell, J. (2011, August). *Resources for LCTL educators*. Workshop for Fulbright Language Teaching Assistant orientation program, East Lansing, MI.

Campbell, J. (2010, February). *CLEAR: A global resource*. Invited talk at the Global Awareness Festival, Muskegon, MI.

Kraemer, A., Campbell, J., & Steider, D. (2009, August). *Language learning resources and outreach*. Poster presented at the Cultural Engagement Showcase, East Lansing, MI.

Campbell, J. (2009, August). *CLEAR: A resource for MSU's LCTL instructors*. Invited workshop for LCTL program instructors, East Lansing, MI.

Campbell, J. (2009, February). *Experience Africa through volunteering: Short or long term*. Invited talk at the Global Awareness Festival, Muskegon, MI.

Campbell, J. (2009, January). *Discover Languages Month: Promoting language education*. Invited speaker on ACTFL Blog Talk Radio, Alexandria, VA.

- Campbell, J. (2008, October). *CLEAR: Resources for graduate students*. Invited speaker for brown bag discussion for Student Organization of Second Language Acquisition and Pedagogy, East Lansing, MI.
- Campbell, J. (2008, September). *World Languages Day: MSU reaches out to high schools*. Poster presentation at College of Arts & Letters Outreach and Engagement Showcase, East Lansing, MI.
- Gass, S., Paulsell, P., & Campbell, J. (2008, September). *CLEAR: Engaging the foreign language community*. Poster presentation at College of Arts & Letters Outreach and Engagement Showcase, East Lansing, MI.
- Campbell, J. (2008, February). *Peace Corps and your future*. Invited speaker for Peace Corps career seminar, East Lansing, MI.
- Campbell, J. (2008, February). *Beginning your education career abroad*. Invited panelist for panel on foreign language careers, East Lansing, MI.
- Campbell, J., & Hoopingarner, D. (2007, September). *CLEAR: A resource for MSU's LCTL instructors*. Invited workshop for LCTL program instructors, East Lansing, MI.
- Campbell, J., & Paulsell, P. (2007, September). *A decade of service to language education*. Poster presentation at College of Arts & Letters Outreach and Engagement Showcase, East Lansing, MI.
- Campbell, J. (2007, April). *What's it really like in the Peace Corps?* Panel presentation for World Languages Day conference (lead organizer), East Lansing, MI.
- Campbell, J. (2007, April). *Language program administration: An overview of CLEAR*. Guest lecture in LLT 841 Language Program Administration course taught by Senta Goertler, East Lansing, MI.
- Campbell, J. (2007, March). *Language learning in Hawk Country*. Invited talk for Howell Public Schools, Howell, MI.
- Campbell, J. (2006, April). *What's it really like in the Peace Corps?* Panel presentation for World Languages Day conference (lead organizer), East Lansing, MI.
- Gass, S., Paulsell, P., Campbell, J., & Hoopingarner, D. (2006, March). *CLEAR: A decade of service to language education*. Paper presented at the Interagency Language Roundtable, Washington, DC.
- Campbell, J., & Wilson-Duffy, C. (2004, November). *What learning a foreign language can do for you*. Invited talk at the International Fair, Muskegon, MI.

Campbell, J. (2004, July). *How to manage a language classroom*. Invited talk at “Language Teaching in a Nutshell” Asian Studies Center full-day workshop, East Lansing, MI.

Campbell, J. (2004, June). *Technology materials from CLEAR*. Invited talk at Annual Workshop for Teachers of Korean, Chinese, and Japanese, East Lansing, MI.

Campbell, J. (2000, February). *Grant writing for Peace Corps volunteers*. Invited talk at In-service Peace Corps Training, Rabat, Morocco.

### **PROFESSIONAL SERVICE:**

- Booth coordinator for all LRCs, American Council on the Teaching of Foreign Languages Conference, 2013
- Search committee for Educational Technologist position, Center for Language Teaching Advancement, 2013
- Search committee for Web Developer position, Center for Language Education and Research, 2012
- Co-coordinated and edited new joint Language Resource Centers brochure, 2010-11
- Copy edited semiannual newsletter of American Association of Applied Linguistics, 2008-12
- Co-coordinated and edited joint Language Resource Centers brochure, 2007-08
- Search committee for Assessment Specialist position, Center for Language Education and Research, 2007
- Arranged for donation and shipping of several hundred ESL/EFL books to projects in developing countries (Micronesia, Bolivia, and Tanzania), 2005-06
- Volunteer, Michigan Teachers of English to Speakers of Other Languages Annual Conference, 2005
- Voice talent for recordings for MSU-ELT exam and diverse course and other project materials, 2005-present
- Volunteer essay rater for North-South Foundation ESL scholarship competition, 2004-05
- Booth coordinator for all LRCs, American Council on the Teaching of Foreign Languages Conference, 2004
- Chair, State Board Continuing Education Units Committee, Michigan World Language Association (formerly Michigan Foreign Language Association), 2004-present
- Search committee for two faculty instructors, English Language Center, 2003
- Website committee, English Language Center, 2003
- Literacy/MLK committee, English Language Center, 2003-04
- Extracurricular activities (field trips, talent shows, student/teacher choir, sister schools events), English Language Center, 2002-06
- MSU-ELT exam proctor and rater, 2002-06

### **AFFILIATIONS:**

- Committee Chair for State Continuing Education Clock Hours/State Board Continuing Education Units, Michigan World Language Association (MIWLA), 2004-present

- Member, Michigan Teachers of English to Speakers of Other Languages (MITESOL), 2001-2005
- Member, Teachers of English to Speakers of Other Languages (TESOL), 1997-2005
- Member, California Teachers of English to Speakers of Other Languages Steinbeck Chapter (Monterey, CA), 1997-1998
  - Site Committee Chairperson for CATESOL mini-conference, February 1998
- Member, National Peace Corps Association, since 2000
  - Give presentations on Peace Corps and/or Morocco in local schools

### **VOLUNTEER WORK:**

- Vice President, Whitehills School Association, 2014-present
- Member-at-large and fundraising coordinator, Pinecrest Elementary School Parent Council, 2013-2014
- Language activity volunteer coordinator, Spartan Child Development Center, 2011-present
- International night exhibit volunteer, Spartan Child Development Center, 2009-present
- Faculty advisor, International Spouse Connection (East Lansing, MI), 2008-2012
- Site staff advisor, Alternative Spring Break Program (Quebec City, Quebec), 2006
- Literacy tutor, Capital Area Literacy Council (Lansing, MI), 2005-2008
- Community development volunteer, Global Volunteers (Pommern, Tanzania), 2005
- English as a foreign language teacher and community developer, Peace Corps (Rich and Rabat, Morocco), 1998-2000

### **INTERNATIONAL EXPERIENCE:**

- Extensive international travel including Western and Eastern Europe, North, West, and East Africa, Southeast Asia, Central America, and Australia/New Zealand
- Peace Corps Volunteer (Rabat and Rich, Morocco), 1998-2000
- *Certificat de Langue et Civilisation Françaises* (Certificate in French Language and Civilization) from the University of Saint Etienne (Saint Etienne, France), 1997
- Senior Individualized Project research conducted overseas as Beeler Scholar (Aix-en-Provence, France), 1995
- Junior year abroad at the American University Center of Provence (Aix-en-Provence, France), 1994-95

### **SPECIAL SKILLS:**

- World languages:
  - Strong oral and written ability in French
  - Conversational ability in Tamazight (Berber dialect)
  - Experience and/or course work in: Moroccan Arabic (Darija), Classical Arabic, Spanish, German, Kiswahili
- Accomplished photographer with numerous published/prizewinning photos (e.g., Michigan State University Global Focus Contest, Returned Peace Corps Volunteers of Madison, Wisconsin international calendar)

## **Project Leader for Research Projects**

**Susan M. Gass** (see biographical information and CV above in “Center Co-Directors,” beginning p. v)

## **Project Leaders for Collaborative Projects**

**Susan M. Gass** (see biographical information and CV above in “Center Co-Directors,” beginning p. *v*)

**Charlene Polio** (see biographical information and CV above in “Center Co-Directors,” beginning p. *xvii*)

## **Additional Project Team Members**

**Anne Baker** (MA TESOL, Michigan State University) is Associate Director of the Center for Language Teaching Advancement (CeLTA). She has also served as Assistant Director of the Arabic Flagship Program and Less Commonly Taught Languages Coordinator in addition to many years of teaching English as a Second Language. She is a frequent presenter at language-related conferences including ACTFL and CALICO, and regularly gives professional development workshops for language faculty at Michigan State University. Her current interests include computer-assisted language learning (CALL) and supporting autonomous language learning.

**Angelika Kraemer** (Ph.D. German Studies, Michigan State University) is the Executive Associate Director of Michigan State University's Center for Language Teaching Advancement (CeLTA), Director of the CeLTA Language School, and a longtime workshop leader and conference presenter for CLEAR. She conducts research on online and blended learning, early language learning, program administration, and second language acquisition, and has published articles based on her work in venues such as *CALICO Journal*, *Foreign Language Annals*, and *Die Unterrichtspraxis*. Kraemer regularly gives presentations at national and international conferences such as ACTFL, AAAL, and CALICO. She currently serves as President of the Michigan World Language Association, Immediate Past President of the Michigan chapter of the American Association of Teachers of German, Senior International Vice President of Phi Beta Delta, and President-Elect of Phi Kappa Phi at MSU.

**Xiaoshi Li** (Ph.D., University of Texas at San Antonio) is an Associate Professor of Chinese and Second Language Studies at Michigan State University. Her research interests are second language teaching and learning, Chinese language and culture, and sociolinguistics. Li has worked on a project funded by the U.S. Department of Education International Research and Studies program, designing effective instructional materials with multimedia support for Chinese language teaching and assessing their efficacy. She has done research on the acquisition of sociolinguistic competence (with a particular focus on the acquisition of sociolinguistic variation) by learners of Chinese as a second language. She has also done research in Chinese language and culture, applied linguistics, and intercultural issues in second language teaching and learning. Her publications have appeared in peer-reviewed journals including *Language Learning*, *Studies in Second Language Studies*, *Language Policy*, and *Journal of Chinese Language Teachers Association*.

**Margaret E. Malone** (Ph.D. Applied Linguistics, Georgetown University) is Associate Vice President for World Languages and International Programs at the Center for Applied Linguistics. She has more than two decades of experience in language test development, materials development, delivery of professional development and teacher training through both online and face-to-face methods, data collection and survey research, and program evaluation. Malone currently directs a variety of projects, including a three-year research study investigating student language learning outcomes from study abroad and the annual evaluation of a federal initiative to train teachers of and teach languages to K-16 students of critical languages. She serves as Secretary of the International Language Testing Association and is the co-founder of the East Coast Organization of Language Testers. The author of a number of peer-refereed journal articles, book chapters, and encyclopedia entries on language assessment, her current research also focuses on the state of applied linguistics graduate programs in the United States.

**Goretti Prieto Botana** (Ph.D. Second Language Acquisition, University of Maryland) is currently the Director of the Spanish Writing Center at Franklin and Marshall College. In addition to teaching language and writing courses, in her present position, Prieto Botana develops blended and traditional instructional modules for the integration of writing instruction into literature and linguistics courses. Her second language writing research focuses on the impact of blended versus traditional instruction on writing quality and the effectiveness of discourse-analysis-based treatments on organizational skills. Prieto Botana is also interested in Processing Instruction, and the role of explicit forms of instruction and task-essential practice in the acquisition of grammar.

**Galen Sibanda** (Ph.D. Linguistics, University of California, Berkeley) is an Assistant Professor of African Languages at Michigan State University, where he teaches isiZulu and coordinates the African Language Studies Program. Sibanda has also taught isiZulu, chiShona, and isiXhosa at Stanford University and the University of California, Berkeley. Before that he taught isiNdebele and language pedagogy classes at the University of Zimbabwe. His current research interests include the use of film in teaching African Languages, Distance Education, and the phonology and morphology of Bantu languages, particularly the Nguni sub-group. He has published a number of articles in these areas. He has also published and done research on assessment, his most recent published chapter appearing in the volume *Companion to Language Assessment* edited by Antony John Kunnan.

**Patricia Spinner** (Ph.D. Linguistics, University of Pittsburgh) is an Assistant Professor of Second Language Studies at Michigan State University, where she teaches courses on grammatical issues in second language acquisition, primarily from the perspective of formal linguistics. Her current research interests include the acquisition of grammatical gender and number in Swahili, German, and other languages, and the development of grammar in second language learners. She also develops pedagogical materials for teaching English grammar. Her work has appeared in journals such as *Applied Linguistics*, *Second Language Research*, *Language Learning*, the *International Review of Applied Linguistics*, and *Studies in Second Language Acquisition*.

**Danielle Steider** (MA TESOL, Michigan State University) coordinates the Less Commonly Taught Languages Program in the Department of Linguistics and Germanic, Slavic, Asian, and African Languages at Michigan State University. She also supervises the six to twelve Fulbright FLTAs hosted by the department each year. She uses her 26 years of ESL teaching and teacher training experience to develop orientations, workshops, and other professional development opportunities for her instructors.

**Julio Torres** (Ph.D. Spanish Linguistics, Georgetown University) is an Assistant Professor of Second Language Acquisition and Director of the Spanish Language Program at the University of California, Irvine. His research interests include heritage and second language acquisition, bilingualism, cognition, and task-based language learning. In his previous position at SUNY Albany, he developed writing-focused courses for Spanish heritage speakers and taught graduate courses in Spanish Teaching Methodology and Heritage Language Acquisition. Torres won an internal grant to implement the flipped classroom pedagogical model in his course, Spanish for

Heritage Speakers. He also is the recipient of the 2014 Russell Campbell's Young Scholar Special Recognition Award for his contribution to the field of Heritage Language Education.

**Carol Wilson-Duffy** (MA TESOL, Michigan State University) is a faculty member and Associate Director of MSU's English Language Center, where she is responsible for the Center's technology implementation and specialized programs. Wilson-Duffy has worked at MSU for the past twelve years creating materials and programs for individuals and groups of students and teachers from the Middle East, Asia, Europe, South America, and parts of Africa. Wilson-Duffy has over fifteen years of educational technology training experience in Korea and the US, including ESL CALL teaching methods by distance to remote areas in Micronesia. She is the web designer/editor for the journal *Language Learning & Technology* (<http://llt.msu.edu>), Past President of Michigan's Teachers of English to Speakers of Other Languages organization (MITESOL), and has served on TESOL's Technology Advisory Board.

**Paula Winke** (Ph.D. Applied Linguistics, Georgetown University) is an Associate Professor of Second Language Studies at Michigan State University, where she teaches language testing and language teaching methods. Winke has worked on testing projects at the Center for Advanced Research on Language Acquisition at Minnesota, the Center for Applied Linguistics in Washington DC, and the Center for Language Education and Research at MSU. Her current research interests include individual differences and aptitude for foreign language acquisition, the identification of rater biases in the assessment of oral speech, placement testing methods, and ethical issues in language testing for citizenship. She is the author of several book chapters on computer-assisted language assessment and classroom-based language testing methods. Research articles of hers have appeared in the journals *CALICO*, *Foreign Language Annals*, *Intercultural Pragmatics*, *Language Assessment Quarterly*, *Language Learning*, *Language Learning & Technology*, and *System*.

**Dongbo Zhang** (Ph.D. Carnegie Mellon University) is an Assistant Professor of Second Language Education in the Department of Teacher Education at Michigan State University where he also directs the Chinese Teacher Certification Program. Zhang is interested in bilingualism and biliteracy, second language acquisition, language teacher education, and language assessment. His publications include *China through the Dynasties* (co-authored with Shouhui Zhao; Cengage Learning) and a few dozen articles on second language and literacy issues in top-tier Chinese and English journals, such as *Modern Language Journal*, *Applied Psycholinguistics*, *Journal of Chinese Language Teachers Association*, and *Teaching Chinese in the World*. He is also co-editing a volume (with Chin-Hsi Lin) titled *Assessing Chinese as a Second Language* (Springer). Zhang serves on the editorial boards of *Asia Pacific Journal of Developmental Differences* and *Studies in Chinese Learning and Teaching*. He was a Project Advisor to the Educational Technology Division of the Singapore Ministry of Education.

## **National Advisory Board (NAB)**

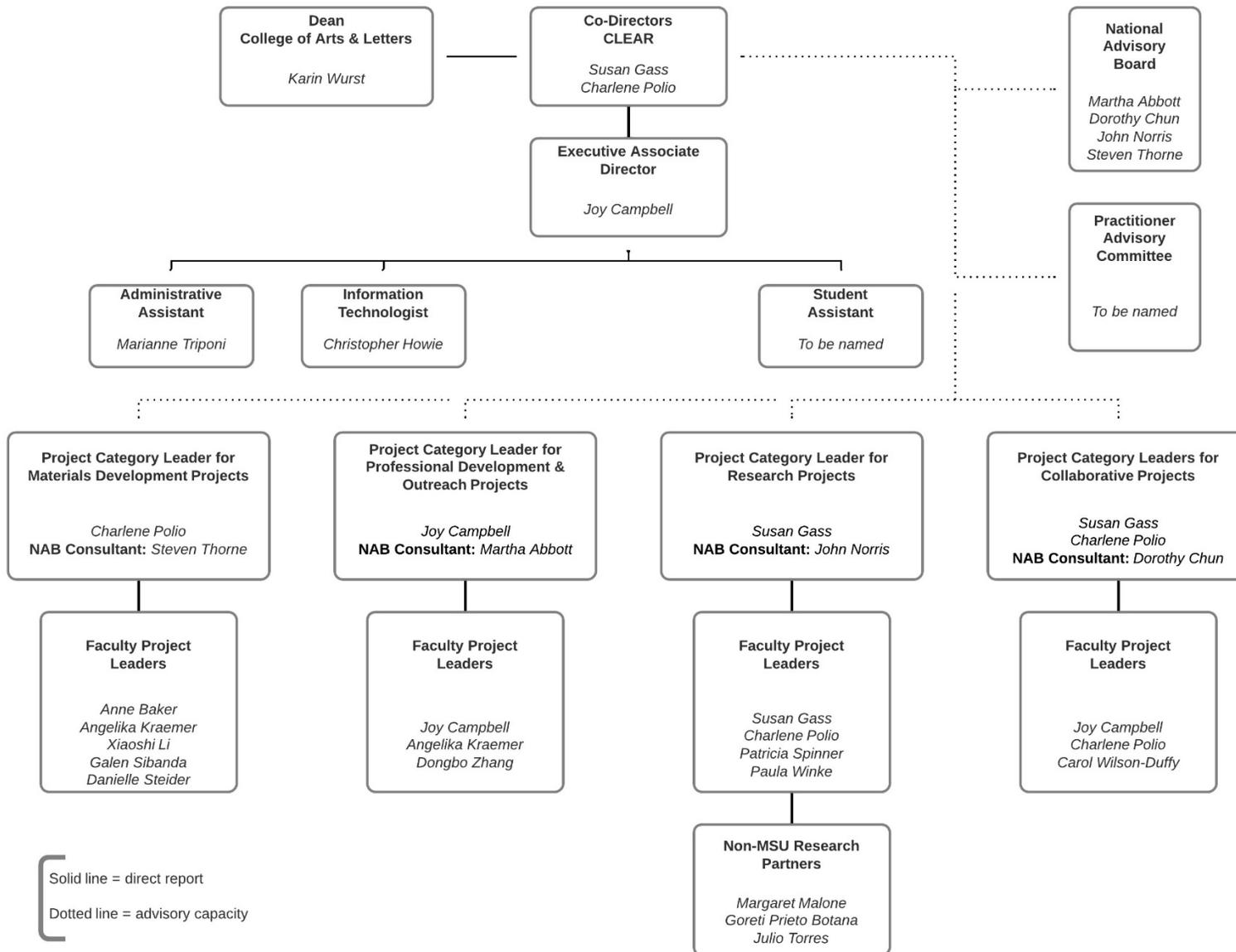
**Martha G. Abbott** (MA Spanish Linguistics, Georgetown University) is currently the Executive Director for the American Council on the Teaching of Foreign Languages (ACTFL). Her career began in Fairfax County Public Schools (VA) where she was a language teacher, foreign language coordinator, and Director of High School Instruction. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in foreign languages. She was President of the American Council on the Teaching of Foreign Languages in 2003, Chair of the Northeast Conference on the Teaching of Foreign Languages in 1999, and President of the Foreign Language Association of Virginia in 1996. Abbott also was co-chair of the national public awareness campaign *2005: The Year of Languages* and now heads up ACTFL's national public awareness campaign *Lead with Languages!* which will launch in 2015.

**Dorothy Chun** (Ph.D. Germanic Linguistics, UC Berkeley) is Professor of Applied Linguistics and Education at UC Santa Barbara. Her research areas include several aspects of Second Language Acquisition and Computer-Assisted Language Learning: L2 phonology and intonation, L2 reading and vocabulary acquisition, and technologies for the acquisition of language and intercultural communicative competence. She has conducted studies on cognitive processes in learning with multimedia and has authored software and apps for language and culture acquisition. Her publications include *Cultura-inspired Intercultural Exchanges: Focus on Asian and Pacific languages* (Ed.), 2014, NFLRC, *Discourse Intonation in L2: From Theory and Research to Practice*, 2002, John Benjamins, and articles in *CALICO Journal*, *CALL*, *Computers in Human Behavior*, *Educational Technology*, *Foreign Language Annals*, *Journal of Educational Psychology*, *Modern Language Journal*, *System*, and the online journal, *Language Learning & Technology*, which she has edited since 2000.

**John Norris** (Ph.D. Second Language Acquisition, University of Hawaii) is an Associate Professor in the Linguistics Department at Georgetown University. His research and teaching interests include educational assessment, program evaluation, language pedagogy (task-based language teaching in particular), and research methods. Norris' publications have appeared in journals such as *Applied Linguistics*, *Foreign Language Annals*, *Language Learning*, *Language Learning & Technology*, *Language Teaching Research*, *Language Testing*, *Modern Language Journal*, *TESOL Quarterly*, and *Die Unterrichtspraxis*. His most recent books explore the topics of language teaching (*Task-based language teaching: A reader*), evaluation (*Toward useful program evaluation in college foreign language education*), assessment (*Validity evaluation in language assessment*), and research synthesis (*Synthesizing research on language learning and teaching*). He has served as chair of the TOEFL Committee of Examiners and the International Consortium on Task-Based Language Teaching. Norris speaks German, Spanish, and Portuguese.

**Steven Thorne** (Ph.D. Language, Literacy and Culture, UC Berkeley) is Associate Professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University, with a secondary appointment in the Department of Applied Linguistics at the University of Groningen (The Netherlands). His research utilizes cultural-historical and usage-based approaches to language development, often with a focus on human interactivity in technology contexts. His research has appeared in the *Modern Language Journal*, *Language Learning & Technology*, *Annual Review of Applied Linguistics*, *CALICO Journal*, *Language Teaching*, *Brain & Cognition*, *ReCALL*, *Intelligence*, and in numerous edited collections. Thorne's book-length works include a co-edited book on Internet-mediated Intercultural Foreign Language Education (Thomson/Heinle, 2006) and the co-authored volume *Sociocultural Theory and the Genesis of Second Language Development* (Oxford University Press, 2006).

# Center for Language Education and Research Organizational Chart



Solid line = direct report  
 Dotted line = advisory capacity

**APPENDIX B**

**Timeline of Project Activities**

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

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority:
								LCTL(s)	Heritage Speakers
								MSIs/ Community Colleges (CCs)	
<b>Materials Development Projects</b>	<i>Rich Internet Applications (RIA) Showcase and Sharesite</i>  (Building on existing project)	I.B.3.a.1.  p. 12	✓	✓	✓	✓	Yes; Project leader salary in-kind from CeLTA; Dissemination assistance from Title VI partners (Asian and African Studies Centers)	RIAs applicable to all languages (including LCTLs); LCTL entries to be sought for Showcase/Sharesite <hr/> CC teachers to be targeted for dissemination	RIAs adaptable to all language learning situations (including heritage learners)
	<i>Online Modules for Language Educator Training (OMLET)</i>  (New project)	I.B.3.a.2.  p. 14	✓	✓	✓	✓	Yes; Project leader salary in-kind from CeLTA	Training applicable to teachers of all languages (including LCTLs) <hr/> Online training used for CC professional development; PAC will consult on CC needs	Heritage-specific lecture to be included

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority: Heritage Speakers
								LCTL(s) MSIs/ Community Colleges (CCs)	
<b>Materials Development Projects</b>	<i>Culturally Speaking in Chinese</i>  (New project)	I.B.3.a.3.  p. 16	✓	✓	✓		Yes; From Title VI partner (CIBER)	LCTL: Chinese	
	<i>LCTL DOOR: Downloadable Online Open Resources</i>  (Complete re-envisioning of project from 2000)	I.B.3.a.4.  p. 17	✓	✓	✓	✓	Yes; From Title VI partners (Asian and African Studies Centers); Project leaders' salaries in-kind from Dept. of Ling. & Lang. and CeLTA; GA in-kind from Dept. of Ling. & Lang.	Materials to be created for numerous African and Asian LCTLs <hr/> CC teachers to be targeted for dissemination	

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority: Heritage Speakers
								LCTL(s) MSIs/ Community Colleges (CCs)	
Professional Development & Outreach Projects	<p><i>Invited Professional Development Workshops</i></p> <p>(Continuation of existing project with a new component)</p>	<p>I.B.3.b.1.</p> <p>p. 18</p>	✓	✓	✓	✓		<p>Any LCTL instructor(s) at host institutions potentially impacted</p> <hr/> <p>Workshops at CCs will be subsidized</p>	
	<p><i>Summer Professional Development Workshops</i></p> <p>(Continuation of existing project)</p>	<p>I.B.3.b.2.</p> <p>p. 19</p>	✓	✓	✓	✓	Yes; Itemized in budget	<p>LCTL instructor attendance subsidized by MSU Title VI NRCs</p> <hr/> <p>CC instructor to be subsidized in each workshop each year</p>	

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority: Heritage Speakers
								LCTL(s) MSIs/ Community Colleges (CCs)	
Professional Development & Outreach Projects	<i>Assessment Literacy of K-16 Foreign Language Teachers</i>  (New project)	I.B.3.b.3.  p. 20	✓	✓	✓	✓	Yes; Project leader salary in-kind from College of Education	<hr/> LCTL instructors to be included in survey <hr/> CC faculty to be targeted for survey and follow-up sharing	
	<i>CALICO Conference 2016</i>  (New project)	I.B.3.b.4.  p. 22	✓	✓	✓	✓	Yes; Itemized in budget	Pre-conference workshop to focus on technology-enhanced Arabic instruction	

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority: Heritage Speakers
								LCTL(s) MSIs/ Community Colleges (CCs)	
Research Projects	<i>Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages</i>  (New project)	I.B.3.c.1.  p. 24	✓	✓	✓	✓	Yes; Project leader salary in-kind from Dept. of Ling. & Lang.	Study includes Chinese, Russian	
	<i>Less Commonly Taught Languages Database (LCTLBase)</i>  (Continuation of existing project with significant additions)	I.B.3.c.2.  p. 26	✓	✓	✓	✓	Yes; From Title VI partners (Asian and African Studies Centers); Project leaders' salaries in-kind from Dept. of Ling. & Lang.	Project planned for: Hindi, Thai, Turkish, Persian (Y1); Bengali, Uzbek, Tamil, Vietnamese, Korean, Vietnamese, Japanese (Y2)	

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority:
								LCTL(s)	Heritage Speakers
								MSIs/ Community Colleges (CCs)	
Research Projects	<i>Benefits of Foreign Language Study: A View from Early Learners, Heritage Learners, and Late Learners</i> (New project)	I.B.3.c.3. p. 27	✓	✓	✓		Yes; Project leader salary in-kind from Dept. of Ling. & Lang.	LCTLs: Arabic, Chinese, Russian	Study includes heritage learners
	An Update of <i>Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity</i> (New project)	I.B.3.c.4. p. 29		✓	✓	✓	Yes; Project leader salary in-kind from Dept. of Ling. & Lang.	Literature review will determine if there are LCTL studies to be included	Literature review will determine if there are heritage studies to be included

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority: Heritage Speakers
								LCTL(s) MSIs/ Community Colleges (CCs)	
<b>Collaborative Projects</b>	<p><i>Language Learning &amp; Technology (LLT)</i></p> <p>(Continuation of existing project with a new component)</p>	<p>I.B.3.d.1.</p> <p>p. 31</p>	✓	✓	✓	✓	<p>Yes; Project leader overload shared with MSU English Language Center; GA salary paid by Second Language Studies program during academic year</p>	<p>Research usually applicable to teachers of all languages; special issue planned for Asian and African LCTLs</p>	
	<p><i>Professional Development Workshops for LCTL Instructors</i></p> <p>(New project)</p>	<p>I.B.3.d.2.</p> <p>p. 32</p>	✓	✓	✓	✓	<p>Yes; From Title VI partners (Asian and African Studies Centers)</p>	<p>Workshops planned for Chinese, Japanese, Korean, Arabic</p> <hr/> <p>CC instructors will be targeted by CLEAR and partner NRCs</p>	

Project Category	Project Title	Narr. Ref.	Year 1	Year 2	Year 3	Year 4	MSU Cost-Sharing?	Competitive Priorities:	Invitational Priority: Heritage Speakers
								LCTL(s) MSIs/ Community Colleges (CCs)	
<b>Collaborative Projects</b>	<i>World Languages Day</i>  (Continuation of existing project with a new component)	I.B.3.d.3.  p. 33	✓	✓	✓	✓	Yes; From Title VI partners (Asian and African Studies Centers, CIBER, CASID) and numerous other campus units; Also itemized in budget	Introduces participants to over 20 LCTLs <hr/> CCs to be added this cycle, including CC presenters	
	<i>Collaboration on Joint LRC Publicity</i>  (Continuation of existing project)	I.B.3.d.4.  p. 34	✓	✓	✓	✓		All LRCs produce materials for multiple LCTLs	Some LRCs produce materials targeted for heritage speakers

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**APPENDIX D**

**Table of Project Objectives**

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

<b>Project Category</b>	<b>Project Title</b>	<b>Narr. Ref.</b>	<b>Objectives Year 1</b>	<b>Objectives Year 2</b>	<b>Objectives Year 3</b>	<b>Objectives Year 4</b>
<b>Materials Development Projects</b>	<i>Rich Internet Applications (RIA) Showcase and Sharesite</i>	I.B.3.a.1.  p. 12	<ul style="list-style-type: none"> <li>• Reprogram RIAs using HTML5 technologies.</li> <li>• Beta test HTML5 in limited rollout.</li> <li>• Plan Showcase and Sharesite features, consulting constituents for brainstorming and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Fix bugs and fully roll out HTML5.</li> <li>• Program Showcase and Sharesite features.</li> <li>• Solicit beta testers for Showcase and Sharesite features.</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize Showcase and Sharesite.</li> <li>• Broadly publicize new features.</li> <li>• Solicit submissions from teacher-users and targeted LCTL instructors.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to tweak programming as necessary.</li> <li>• Continue to broadly publicize features.</li> <li>• Solicit submissions from teacher-users and targeted LCTL instructors.</li> </ul>
	<i>Online Modules for Language Educator Training (OMLET)</i>	I.B.3.a.2.  p. 14	<ul style="list-style-type: none"> <li>• Set up badge system integrated with MSU’s Mozilla Backpack badges.</li> <li>• Research common state requirements for FL continuing education and develop template for organizing workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise and promote materials.</li> <li>• Begin tying workshops to the badge system.</li> <li>• Add three or more new online workshops.</li> <li>• Gather feedback on workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise and promote materials.</li> <li>• Gather feedback on workshops and adjust as necessary.</li> <li>• Add three or more new online workshops, especially as indicated by assessment literacy project survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise and promote materials.</li> <li>• Gather feedback on workshops and adjust as necessary.</li> <li>• Add three or more new online workshops.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
<b>Materials Development Projects</b>	(continued)  <i>Online Modules for Language Educator Training (OMLET)</i>		<ul style="list-style-type: none"> <li>• Retrofit already-developed materials to fit common state requirements for FL continuing education if necessary.</li> <li>• Add three or more new online workshops.</li> </ul>			
	<i>Culturally Speaking in Chinese</i>	I.B.3.a.3.  p. 16	<ul style="list-style-type: none"> <li>• Compile materials and finish designing the main structure of the textbook.</li> <li>• Finish two sample units.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all eleven units.</li> <li>• Consult with CIBER on business supplement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot textbook in CHS491 (Communicating Effectively with the Chinese).</li> <li>• Revise and finalize all eleven units.</li> </ul>	NA (three-year project)
	<i>LCTL DOOR: Downloadable Online Open Resources</i>	I.B.3.a.4.  p. 17	<ul style="list-style-type: none"> <li>• Create sample units.</li> <li>• Design overall structure and logistics of the web resource.</li> <li>• Set all the thematic units.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete all components of all units in English.</li> <li>• Pilot a few units with select audiences to receive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise the units.</li> <li>• Add samples of the units in numerous LCTLs (e.g., Zulu, Swahili, Turkish, Persian, Thai, Vietnamese, Hindi).</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise the units.</li> <li>• Continue to add samples of the units in numerous LCTLs (e.g., Zulu, Swahili, Turkish, Persian, Thai, Vietnamese, Hindi).</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
<b>Professional Development &amp; Outreach Projects</b>	<i>Invited Professional Development Workshops</i>	I.B.3.b.1.  p. 18	<ul style="list-style-type: none"> <li>• Respond to institutions’ requests for onsite or other invited workshops.</li> <li>• Send presenters to lead workshops as schedules and funding allow.</li> <li>• Analyze post-workshop evaluations to make continued improvements to workshop content.</li> <li>• Offer regular language/ technology help rooms in collaboration with CeLTA.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to institutions’ requests for onsite or other invited workshops.</li> <li>• Send presenters to lead workshops as schedules and funding allow.</li> <li>• Analyze post-workshop evaluations to make continued improvements to workshop content.</li> <li>• Offer regular language/ technology help rooms in collaboration with CeLTA.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to institutions’ requests for onsite or other invited workshops.</li> <li>• Send presenters to lead workshops as schedules and funding allow.</li> <li>• Analyze post-workshop evaluations to make continued improvements to workshop content.</li> <li>• Offer regular language/ technology help rooms in collaboration with CeLTA.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to institutions’ requests for onsite or other invited workshops.</li> <li>• Send presenters to lead workshops as schedules and funding allow.</li> <li>• Analyze post-workshop evaluations to make continued improvements to workshop content.</li> <li>• Offer regular language/ technology help rooms in collaboration with CeLTA.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
<b>Professional Development &amp; Outreach Projects</b>	<i>Summer Professional Development Workshops</i>	I.B.3.b.2.  p. 19	<ul style="list-style-type: none"> <li>• Consult with PAC for needs analysis on workshop offerings.</li> <li>• Offer 4-5 workshops.</li> <li>• Use post-workshop evaluations to inform workshop offerings for following year.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer 4-5 workshops.</li> <li>• Use post-workshop evaluations to inform offerings for following year.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer 4-5 workshops.</li> <li>• Use post-workshop evaluations to inform offerings for following year.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer 4-5 workshops.</li> <li>• Use post-workshop evaluations to inform offerings for following year.</li> </ul>
	<i>Assessment Literacy of K-16 Foreign Language Teachers</i>	I.B.3.b.3.  p. 20	<ul style="list-style-type: none"> <li>• Construct, pilot, refine, and finalize an assessment literacy questionnaire.</li> <li>• Administer the questionnaire to K-16 FL teachers.</li> <li>• Conduct initial quantitative analysis of teachers' perceptions, competencies, and practice.</li> <li>• Report on questionnaire survey findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a scheme for observing classroom-based assessment practices.</li> <li>• Observe teachers' classroom-based assessment practices (coding and audio/video recording).</li> <li>• Collect assessment artifacts.</li> <li>• Conduct post-observation interviews with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze classroom observation, interview, and assessment artifacts data.</li> <li>• Report on findings.</li> <li>• Offer workshops based on results of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Present project findings at national conferences (e.g., ACTFL).</li> <li>• Submit articles for publication in major, refereed journals.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
Professional Development & Outreach Projects	<i>CALICO Conference 2016</i>	I.B.3.b.4. p. 22	<ul style="list-style-type: none"> <li>• Work with CALICO on conference preparation, contracts, and logistics.</li> <li>• Promote 2016 conference at 2015 venue.</li> <li>• Support CALICO by exhibiting at 2015 conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Host site visit by key CALICO personnel.</li> <li>• Continue logistical coordination.</li> <li>• Work with Asian and African Studies Centers to promote Arabic pre-conference workshop.</li> <li>• Host conference May 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• Support CALICO by exhibiting at 2017 conference.</li> </ul>	<ul style="list-style-type: none"> <li>• Support CALICO by exhibiting at 2018 conference.</li> </ul>
Research Projects	<i>Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages</i>	I.B.3.c.1. p. 24	<ul style="list-style-type: none"> <li>• Complete search of citations used to support notions of language difficulty and literature review of empirical studies on the topic.</li> <li>• Write position paper on findings to submit to ACTFL (as a colloquium with other participants) and for publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan details of study and methods of observation and assessment.</li> <li>• Collect data in the summer.</li> </ul>	<ul style="list-style-type: none"> <li>• Have tests scored.</li> <li>• Analyze data.</li> <li>• Prepare findings for presentation and publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete data analysis if not completed in Year 3.</li> <li>• Continue to seek venues for presentation and publication.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
<b>Research Projects</b>	(continued)  <i>Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages</i>		<ul style="list-style-type: none"> <li>• Plan empirical study for Year 2.</li> <li>• Confirm with directors of language programs (e.g., Middlebury) about conducting research.</li> </ul>			
	<i>Less Commonly Taught Languages Database (LCTLBase)</i>	I.B.3.c.2.  p. 26	<ul style="list-style-type: none"> <li>• Develop technology to implement database, including student, teacher, and researcher interfaces.</li> <li>• Pilot test in initial language classes (4-5).</li> <li>• Adjust database based on pilot testing.</li> </ul>	<ul style="list-style-type: none"> <li>• Add 4-5 language classes and conduct further pilot testing.</li> <li>• Adjust database based on pilot testing.</li> <li>• Make data available to the public.</li> <li>• Present at national ACTFL and LCTL conferences to announce database and its uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade database, allowing integration with other universities and researchers.</li> <li>• Upgrade database, allowing more languages to be added.</li> <li>• Add 4-5 language classes.</li> <li>• Continue monitoring of database and changes as necessary with additional users.</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade database, allowing expansion to larger language courses, including Korean and Chinese.</li> <li>• Present at national LCTL conference to discuss research opportunities with database.</li> <li>• Continue monitoring of database and make changes as necessary with additional users.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
Research Projects	<i>Benefits of Foreign Language Study: A View from Early Learners, Heritage Learners, and Late Learners</i>	I.B.3.c.3.  p. 27	<ul style="list-style-type: none"> <li>• Conduct literature review on benefits of language learning.</li> <li>• Write summary paper of findings.</li> <li>• Determine types of data needed to further investigate benefits.</li> <li>• Plan ways to mine already existing data from American Councils.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze existing data.</li> <li>• Write paper based on these data.</li> <li>• Plan details of study for Year 3, including identifying participants, determining tests to administer and when.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyze new data.</li> <li>• Write paper based on data and present findings at conferences.</li> </ul>	NA (three-year project)
	<i>An Update of Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity</i>	I.B.3.c.4.  p. 29	NA (three-year project)	<ul style="list-style-type: none"> <li>• Complete review of studies to be included in the monograph.</li> </ul>	<ul style="list-style-type: none"> <li>• Write up the chapters of the monograph.</li> <li>• Work with a statistical consultant and revise as suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the monograph reviewed.</li> <li>• Work with the NFLRC to have it copyedited and published.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
<b>Collaborative Projects</b>	<i>Language Learning &amp; Technology (LLT)</i>	I.B.3.d.1.  p. 31	<ul style="list-style-type: none"> <li>• Manage all online content for journal.</li> <li>• Publish journal three times each year.</li> <li>• Handle editor travel and annual board meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with MSU’s Asian and African Studies Centers to propose special issue on the use of technology to further the study of critical Asian and African languages.</li> <li>• Manage all online content for journal.</li> <li>• Publish journal three times each year.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage all online content for journal.</li> <li>• Publish journal three times each year.</li> <li>• Handle editor travel and annual board meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage all online content for journal.</li> <li>• Publish journal three times each year.</li> </ul>
	<i>Professional Development Workshops for LCTL Instructors</i>	I.B.3.d.2.  p. 32	<ul style="list-style-type: none"> <li>• Work with Asian Studies Center to identify target group of LCTL teachers.</li> <li>• Invite teachers to one-day workshop added to already existing language workshops run by the Asian Studies Center.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Asian and African Studies Centers to identify target group of Arabic teachers.</li> <li>• Work with Asian and African Studies Centers to promote Arabic pre-conference workshop for CALICO.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Asian Studies Center to identify target group of LCTL teachers.</li> <li>• Invite teachers to one-day workshop added to already existing language workshops run by the Asian Studies Center.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Asian Studies Center to identify target group of LCTL teachers.</li> <li>• Invite teachers to one-day workshop added to already existing language workshops run by the Asian Studies Center.</li> </ul>

Project Category	Project Title	Narr. Ref.	Objectives Year 1	Objectives Year 2	Objectives Year 3	Objectives Year 4
<b>Collaborative Projects</b>	<i>World Languages Day</i>	I.B.3.d.3.  p. 33	<ul style="list-style-type: none"> <li>• Manage local event.</li> <li>• Identify new participating schools (i.e., community colleges).</li> <li>• Revise website.</li> <li>• Use post-event evaluations to improve event for future.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage local event.</li> <li>• Continue to cultivate participation by community colleges.</li> <li>• Use post-event evaluations to improve event for future.</li> <li>• Update website.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage local event.</li> <li>• Use post-event evaluations to improve event for future.</li> <li>• Update website.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage local event.</li> <li>• Update website.</li> </ul>
	<i>Collaboration on Joint LRC Publicity</i>	I.B.3.d.4.  p. 34	<ul style="list-style-type: none"> <li>• Initiate work on new joint LRC brochure.</li> <li>• Maintain CLEAR presence on LRC web portal, respond to ad hoc requests for feedback by granting agency and others.</li> <li>• Work on any other joint projects initiated collectively by LRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Publish new joint brochure (if not completed during Year 1).</li> <li>• Maintain CLEAR presence on LRC web portal, respond to ad hoc requests for feedback.</li> <li>• Work on any other joint projects initiated collectively by LRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain CLEAR presence on LRC web portal, respond to ad hoc requests for feedback by granting agency and others.</li> <li>• Work on any other joint projects initiated collectively by LRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain CLEAR presence on LRC web portal, respond to ad hoc requests for feedback by granting agency and others.</li> <li>• Work on any other joint projects initiated collectively by LRCs.</li> </ul>

**APPENDIX E**

**Performance Measure Forms**

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

**Project Goal Statement 1: Materials Development**

To create and widely disseminate a diverse range of high quality teaching and learning materials for foreign languages.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
1. Develop a Rich Internet Applications (RIA) Showcase and Sharesite to enable users to view and share online teaching materials.	<ul style="list-style-type: none"> <li>a. Consult with PAC and NAB as appropriate for needs analysis and quality of materials.</li> <li>b. Track numbers of registered users on RIA website.</li> <li>c. Track numbers of individual mashups, conversations, other activities created with tools.</li> <li>d. Program online environment for Showcase and Sharesite.</li> <li>e. Identify and recruit RIA users to contribute materials to Showcase and Sharesite.</li> <li>f. Hire LCTL educators to create materials to fill gaps in Showcase and Sharesite.</li> </ul>								

**Project Goal Statement 1: Materials Development**

To create and widely disseminate a diverse range of high quality teaching and learning materials for foreign languages.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
2. Develop online modules that include lectures and supplemental materials for a wide audience.	<ul style="list-style-type: none"> <li>a. Consult with PAC and NAB for needs analysis, especially regarding selection of appropriate topics for their respective contexts.</li> <li>b. Identify and recruit faculty members on and off campus to be recorded delivering lectures on diverse topics in language teaching and learning.</li> <li>c. Edit recordings for online delivery.</li> <li>d. Create support materials to guide viewers through the lecture and interactive post-viewing activities (including discussion questions for viewers using the materials for professional development in a group setting).</li> <li>e. Track website hits for views and use of interactive resources.</li> </ul>								

**Project Goal Statement 1: Materials Development**

To create and widely disseminate a diverse range of high quality teaching and learning materials for foreign languages.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
3. Compile and create materials for improving students' Chinese sociopragmatic competence in a variety of settings, including a business context.	<ul style="list-style-type: none"> <li>a. Collect materials for units.</li> <li>b. Create lessons for each unit.</li> <li>c. Consult with CIBER on business supplement.</li> <li>d. Pilot materials as they are created for formative evaluation.</li> <li>e. Submit materials to a publisher for external evaluation.</li> <li>f. Make business supplements available online and track downloads.</li> </ul>								

**Project Goal Statement 1: Materials Development**

To create and widely disseminate a diverse range of high quality teaching and learning materials for foreign languages.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
4. Create a set of lessons and activities representing best practices for LCTL instructors.	<ul style="list-style-type: none"> <li>a. Together with Title VI Asian and African Studies Centers faculty, examine existing materials created by CLEAR and its collaborative partners in previous cycles.</li> <li>b. Determine where updating and supplementing are necessary.</li> <li>c. Create and revise web-friendly, downloadable materials.</li> <li>d. Pilot with LCTL instructors for formative evaluation.</li> <li>e. Revise as appropriate.</li> <li>f. Track use of materials.</li> </ul>								

## Project Goal Statement 2: Professional Development and Outreach

To provide useful professional development activities, with a focus on technology and assessment, to foreign language teachers, with an emphasis on instructors who may not normally have access to such activities.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
1. Provide workshops (this measure covers both invited and summer workshops) to K-16 language faculty throughout the country.	<ul style="list-style-type: none"> <li>a. Increase the range of workshop participants in particular by advertising workshops to institutions whom we have not worked with in the past and from whom we have had no attendees. Track the number of new institutions we work with.</li> <li>b. Use RIA Showcase to encourage participants to attend technology workshops (to learn how to use the tools to enhance their own teaching) and increase the presence of LCTL samples.</li> <li>c. Conduct pre-workshop surveys with the participants to address their specific contextual needs during the workshops.</li> <li>d. Collect post-workshop evaluations.</li> </ul>								

### Project Goal Statement 2: Professional Development and Outreach

To provide useful professional development activities, with a focus on technology and assessment, to foreign language teachers, with an emphasis on instructors who may not normally have access to such activities.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
2. Conduct a needs assessment of K-16 teachers' assessment literacy and determine population-specific needs.	<ul style="list-style-type: none"> <li>a. Identify a wide range of instructors, particularly those teaching at resource-limited institutions and community colleges, to whom to send survey.</li> <li>b. Analyze results of survey and conduct follow-up interviews.</li> <li>c. Create summer workshops based on the results.</li> <li>d. Create OMLET modules based on the results.</li> </ul>								

## Project Goal Statement 2: Professional Development and Outreach

To provide useful professional development activities, with a focus on technology and assessment, to foreign language teachers, with an emphasis on instructors who may not normally have access to such activities.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
3. Host a high quality and well-attended conference on computer-assisted language learning.	<ul style="list-style-type: none"> <li>a. Work with CALICO to plan conference at MSU.</li> <li>b. Work with Title VI African and Asian Studies Centers to plan pre-conference Arabic workshop.</li> <li>c. Conduct pre-workshop needs assessment with Arabic instructors.</li> <li>d. Conduct post-workshop and post-conference evaluations.</li> </ul>								

### Project Goal Statement 3: Research

To conduct high quality research and provide opportunities for cross-linguistic research to address current issues related to language learning and teaching.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
<p>1. Provide empirical comparative evidence about actual language learning difficulty (as opposed to perceived difficulty) for English speakers learning Chinese, Russian, and Spanish.</p>	<ul style="list-style-type: none"> <li>a. Conduct complete database search of citations to cross-linguistic learning difficulty.</li> <li>b. Conduct literature review of empirical studies.</li> <li>c. Write position paper on findings.</li> <li>d. Design empirical study, including data elicitation measures and classroom observations.</li> <li>e. Conduct empirical study (collect data, analyze results, interpret findings, prepare paper for presentation and publication).</li> </ul>								

### Project Goal Statement 3: Research

To conduct high quality research and provide opportunities for cross-linguistic research to address current issues related to language learning and teaching.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
2. Create a database of oral speech samples from English-speaking learners of a number of LCTLs at different proficiency levels to be used for future research projects.	<ul style="list-style-type: none"> <li>a. Develop online environment to implement database.</li> <li>b. Pilot test multiple interfaces and fix programming bugs as necessary.</li> <li>c. Add new classes (4-5 per year) in Years 2 and 3.</li> <li>d. Expand to larger language courses in Year 4.</li> <li>e. Present LCTLBase at national conference(s) to share research opportunities.</li> </ul>								

### Project Goal Statement 3: Research

To conduct high quality research and provide opportunities for cross-linguistic research to address current issues related to language learning and teaching.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
3. Provide empirical cross-linguistic evidence of cognitive benefits and language gains following study abroad by three groups of learners: early second language learners, late second language learners, and heritage language learners.	<ul style="list-style-type: none"> <li>a. Conduct literature review on literature of benefits of language learning.</li> <li>b. Write summary paper of findings.</li> <li>c. Work with colleagues to determine types of data needed to further investigate second language learning benefits.</li> <li>d. Plan ways to mine already existing data from American Councils.</li> <li>e. Analyze existing data.</li> <li>f. Prepare presentations of papers based on these data.</li> <li>g. Prepare details of study to investigate cognitive benefits for three groups of learners.</li> <li>h. Collect data.</li> <li>i. Write paper based on data and present findings at conference(s).</li> </ul>								

### Project Goal Statement 3: Research

To conduct high quality research and provide opportunities for cross-linguistic research to address current issues related to language learning and teaching.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
4. Create an updated monograph on second language development in writing focusing on issues of fluency, accuracy, and complexity.	<ul style="list-style-type: none"> <li>a. Locate all recent studies to be included in the update.</li> <li>b. Write new chapters.</li> <li>c. Work with statistical consultant and make appropriate revisions.</li> <li>d. Obtain reviews of manuscript and publish following revisions.</li> </ul>								

### Project Goal Statement 4: Collaboration

To collaborate with other Title VI Language Resource Centers, MSU’s National Resource Centers, and MSU’s Center for International Business Education and Research to create products and opportunities that contribute to the teaching and learning of FLs in the US.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
1. Publish the online journal <i>Language Learning &amp; Technology (LLT)</i> .	<ul style="list-style-type: none"> <li>a. Manage online content of journal.</li> <li>b. Publish three issues each year.</li> <li>c. Work with MSU’s Title VI Asian and African Studies Centers to propose special issue on the use of technology to further the study of critical Asian and African languages.</li> <li>d. If accepted by <i>LLT</i> editorial board, work to solicit strong papers and follow-up with authors for editing in response to receipt of external reviews.</li> <li>e. Monitor <i>LLT</i>’s readership in terms of new subscribers and website visitors, as well as citations of <i>LLT</i> articles.</li> </ul>								

### Project Goal Statement 4: Collaboration

To collaborate with other Title VI Language Resource Centers, MSU’s National Resource Centers, and MSU’s Center for International Business Education and Research to create products and opportunities that contribute to the teaching and learning of FLs in the US.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
2. Work collaboratively to conduct high quality workshops for instructors of LTCLs.	<ul style="list-style-type: none"> <li>a. Work with Title VI Asian Studies Center to identify target group of LCTL teachers in Years 1, 3, and 4.</li> <li>b. Invite teachers to one-day workshop added to already existing language workshops run by the Asian Studies Center.</li> <li>c. Work with Title VI Asian and African Studies Centers to promote Arabic pre-conference workshop for CALICO in Year 2.</li> </ul>								

**Project Goal Statement 4: Collaboration**

To collaborate with other Title VI Language Resource Centers, MSU’s National Resource Centers, and MSU’s Center for International Business Education and Research to create products and opportunities that contribute to the teaching and learning of FLs in the US.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
3. Spearhead a conference to engage high school and community college students, their parents, and their teachers, in exploring world languages and benefits of learning them.	<ul style="list-style-type: none"> <li>a. Identify new participating schools (i.e., community colleges).</li> <li>b. Revise event website.</li> <li>c. Solicit funding support not only from confirmed Title VI partners but from elsewhere in the university.</li> </ul>								

**Project Goal Statement 4: Collaboration**

To collaborate with other Title VI Language Resource Centers, MSU’s National Resource Centers, and MSU’s Center for International Business Education and Research to create products and opportunities that contribute to the teaching and learning of FLs in the US.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
4. Work with all LRCs to jointly disseminate information on products created and projects conducted by all LRCs.	<ul style="list-style-type: none"> <li>a. Dedicate annual funding to joint dissemination efforts.</li> <li>b. Initiate work on joint LRC brochure for new funding cycle.</li> <li>c. Maintain CLEAR presence on LRC web portal, respond to ad hoc requests for feedback.</li> <li>d. Work on any other joint projects initiated collectively by LRCs.</li> </ul>								

### Project Goal Statement 5: Dissemination

To widely disseminate information about CLEAR’s products and opportunities to a diverse range of foreign language instructors, language supervisors, advisors, students, and other stakeholders.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
1. Maintain an engaging and easily navigable website as the main venue for stakeholders to access current information about CLEAR.	<ul style="list-style-type: none"> <li>a. Revise existing website to meet current web development standards, freshen look, and update content.</li> <li>b. Update project areas with new information as projects and products are rolled out.</li> <li>c. Track hits and visits to inform further development and report to granting agency.</li> </ul>								

### Project Goal Statement 5: Dissemination

To widely disseminate information about CLEAR's products and opportunities to a diverse range of foreign language instructors, language supervisors, advisors, students, and other stakeholders.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
2. Engage stakeholders with an active social media presence.	<ul style="list-style-type: none"> <li>a. Make regular posts on Facebook page about upcoming events, product launches, and information about language pedagogy and advocacy.</li> <li>b. Increase Twitter presence by tweeting brief announcements, topics of interest to the language teaching community, and links to articles on language-related sites.</li> <li>c. Link Facebook and Twitter accounts to main CLEAR website.</li> </ul>								

### Project Goal Statement 5: Dissemination

To widely disseminate information about CLEAR's products and opportunities to a diverse range of foreign language instructors, language supervisors, advisors, students, and other stakeholders.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
3. Meet stakeholders face-to-face at conferences and other professional development events throughout the year.	<ul style="list-style-type: none"> <li>a. Reserve exhibit space at several conferences a year (locally, statewide, regionally, and nationally).</li> <li>b. Engage in conversations with teachers, supervisors, and other foreign language professionals to gain perspective and feedback on their needs and how CLEAR can best meet them.</li> <li>c. Submit conference session proposals to several venues.</li> </ul>								

### Project Goal Statement 5: Dissemination

To widely disseminate information about CLEAR's products and opportunities to a diverse range of foreign language instructors, language supervisors, advisors, students, and other stakeholders.

Performance Measures	Activities	Data/ Indi- cators	Fre- quency	Data Source	BL	T1	T2	T3	T4
4. Publish print newsletter and updated brochures to disseminate via mail, at conferences, and on website.	<ul style="list-style-type: none"> <li>a. Select topics of interest for main article in <i>CLEAR News</i> for each issue.</li> <li>b. Add announcements, news, and other content to newsletter.</li> <li>c. Design and publish brochures and flyers as new products are launched.</li> </ul>								

# SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

OMB No. 1890-0014 Exp. 02/28/09

**Purpose:** The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

**Instructions for Submitting the Survey:** If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Michigan State University

Applicant's DUNS Number: [REDACTED]

Federal Program: Language Resource Centers CFDA Number: 84.229

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50  
 4-5  51-100  
 6-14  over 100

7. What is the size of the applicant's annual budget?

(Check only one box.)  
 Less Than \$150,000  
 \$150,000 - \$299,999  
 \$300,000 - \$499,999  
 \$500,000 - \$999,999  
 \$1,000,000 - \$4,999,999  
 \$5,000,000 or more

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**ITEMIZED BUDGET AND BUDGET NARRATIVE**

**Projected Budget: Federal Funds Requested  
September 15, 2014 – September 14, 2018**

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

This itemized budget on pp. 1-5 reflects Federal funding requested for this grant proposal; a detailed narrative follows on pp. 6-15, with explanations and justifications for each item.

		FEDERAL	FEDERAL	FEDERAL	FEDERAL
		Year 1: 2014/15	Year 2: 2015/16	Year 3: 2016/17	Year 4: 2017/18
	<b>CENTER</b>				
	<b>Personnel</b>				
1	Executive Associate Director (Campbell, Joy), 90% Y1, 100% Y2-4	\$27,788	\$31,493	\$32,123	\$32,766
	Fringe	\$11,110	\$12,780	\$13,231	\$13,698
2	Information Tech. II (Howie, Christopher), 60% Annual - 20% Fed/40% MSU YR1-2, 30% Fed/30% MSU YR3-4	\$23,556	\$24,028	\$18,381	\$18,749
	Fringe	\$7,295	\$7,553	\$5,865	\$6,072
3	Administrative Assistant (Triponi, Marianne), 25% Annual	\$0	\$0	\$0	\$0
	Fringe	\$0	\$0	\$0	\$0
4	Student Assistant (10 hrs./wk.)	\$4,110	\$4,182	\$4,255	\$4,329
	Fringe 7.65% (summer only [12 weeks])	\$75	\$77	\$78	\$79
5.1	Course Releases (Gass, Susan) 2.7% AN effort YR3-4	\$0	\$0	\$6,690	\$6,824
	Fringe	\$0	\$0	\$1,490	\$1,543
5.2	Course Releases (Polio, Charlene) 6.7% AN effort YR3-4	\$0	\$0	\$6,609	\$6,741
	Fringe	\$0	\$0	\$2,235	\$2,313
6	Consulting fees National Advisory Board - \$500/ea. * 4	\$2,000	\$2,000	\$2,000	\$2,000
	<b>SUBTOTAL CENTER PERSONNEL/FRINGE</b>	<b>\$75,934</b>	<b>\$82,113</b>	<b>\$92,957</b>	<b>\$95,114</b>
	<b>Travel</b>				
7	Center faculty & staff workshop, research, and other (e.g., ILR, IEPS) travel - \$1,000/ea. * 6	\$6,000	\$6,300	\$6,615	\$6,946
8	Conference travel (exhibiting/presenting) - \$1,000/ea. * 11	\$11,000	\$11,550	\$12,128	\$12,734
	<b>SUBTOTAL TRAVEL</b>	<b>\$17,000</b>	<b>\$17,850</b>	<b>\$18,743</b>	<b>\$19,680</b>

	<b>Supplies and Services</b>				
9	Supplies/services: In-house copies and publications, paper, color toner for flyers and brochures, office supplies, mailings (including products) - \$660/mo. * 12	\$7,920	\$7,920	\$7,920	\$7,920
10	Conference exhibit costs (e.g., booth space rental and furnishing, materials shipping) - \$2,000 ea. * 4	\$8,000	\$8,000	\$8,000	\$8,000
11	CLEAR News (newsletter) design, printing, mailing	\$1,200	\$1,248	\$1,298	\$1,350
12	Advertising, publicity design, off-site printing, dissemination	\$3,000	\$3,000	\$3,000	\$3,000
	<b>SUBTOTAL SUPPLIES AND SERVICES</b>	<b>\$20,120</b>	<b>\$20,168</b>	<b>\$20,218</b>	<b>\$20,270</b>
	<b>PROJECTS</b>				
	<b>Materials Development Projects</b>				
	<i>Rich Internet Applications Showcase and Sharesite (Kraemer)</i>				
13	Hourly help for documentation and creation of examples (5 hrs./week * 32 week AY * \$18/h)	\$2,880	\$2,880	\$2,880	\$2,880
14	Project uses existing staff	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$2,880</b>	<b>\$2,880</b>	<b>\$2,880</b>	<b>\$2,880</b>
	<i>Online Modules for Language Educator Training (Baker)</i>				
15	Guest speaker fees - \$500/ea. * 2	\$1,000	\$1,000	\$1,000	\$1,000
16	Project uses existing staff	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>
	<i>Culturally Speaking in Chinese (Li)</i>				
17	Hourly graduate student - YR1 5 hours/week * \$18/hr. * (YR1 16 weeks, YR2-3 32 weeks)	\$1,440	\$2,880	\$2,880	\$0
18	Course release, one semester one year (Li, Xiaoshi)	\$0	\$6,567	\$0	\$0
	Fringe	\$0	\$2,740	\$0	\$0
	<b>Project yearly total</b>	<b>\$1,440</b>	<b>\$12,187</b>	<b>\$2,880</b>	<b>\$0</b>
	<i>LCTL DOOR: Downloadable Online Open Resources (Steider, Sibanda, Baker)</i>				
19	Hourly pay for graduate student 20 hrs./wk. average over AY, \$18/hr. in Y1, to 10 hrs./wk. Y2-4	\$11,520	\$5,760	\$5,760	\$5,760
	<b>Project yearly total</b>	<b>\$11,520</b>	<b>\$5,760</b>	<b>\$5,760</b>	<b>\$5,760</b>
	<b>Subtotal Materials Development Projects</b>	<b>\$16,840</b>	<b>\$21,827</b>	<b>\$12,520</b>	<b>\$9,640</b>

	<b>Professional Development &amp; Outreach Projects</b>				
	<i>Invited Professional Development Workshops (Kraemer)</i>				
20	Costs borne by host institutions	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<i>Summer Professional Development Workshops (Campbell)</i>				
21	Presenters (TBD; possible MSU presenters with overload/summer salary)	\$7,000	\$7,000	\$7,000	\$7,000
22	Workshop supplies (e.g., t-shirts, snacks, copies)	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$7,000</b>	<b>\$7,000</b>	<b>\$7,000</b>	<b>\$7,000</b>
	<i>Assessment Literacy of K-16 Foreign Language Teachers (Zhang)</i>				
23	Project uses existing staff	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<i>CALICO Conference 2016 (Campbell)</i>				
24	Sponsorship of opening reception	\$0	\$0	\$0	\$0
25	Project uses existing staff	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<b>Subtotal Professional Development &amp; Outreach Projects</b>	<b>\$7,000</b>	<b>\$7,000</b>	<b>\$7,000</b>	<b>\$7,000</b>
	<b>Research Projects</b>				
	<i>Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages (Polio, Malone)</i>				
26	Project uses existing staff	\$0	\$0	\$0	\$0
27	Travel factored into travel budget above	\$0	\$0	\$0	\$0
28	SOPI booklets, master test tapes, student test tapes (\$13/person * 20 students * 3 languages)	\$780	\$0	\$0	\$0
29	Rater payments (\$25/test * 20 tests * 3 languages)	\$1,500	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$2,280</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<i>Less Commonly Taught Languages Database (LCTLBase) (Spinner, Winke)</i>				
30	Hourly help for documentation and creation of examples (5 hours/week * 32 week AY * \$18/hr.)	\$2,880	\$2,880	\$2,880	\$2,880
	<b>Project yearly total</b>	<b>\$2,880</b>	<b>\$2,880</b>	<b>\$2,880</b>	<b>\$2,880</b>

	<i>Benefits of Foreign Language Study: A View from Early Learners, Heritage Learners, and Late Learners (Gass)</i>				
31	Project uses existing staff	\$0	\$0	\$0	\$0
32	Travel factored into travel budget above	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
	<i>An Update of Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity (Polio)</i>				
33	Hourly pay for graduate student - YR2 5 hours/week * 32 week AY * \$18/hr.	\$0	\$2,880	\$0	\$0
34	Copy editor for monograph	\$0	\$0	\$2,000	\$0
35	Honorarium for statistics consultant	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$0</b>	<b>\$2,880</b>	<b>\$2,000</b>	<b>\$0</b>
	<b>Subtotal Research Projects</b>	<b>\$5,160</b>	<b>\$5,760</b>	<b>\$4,880</b>	<b>\$2,880</b>
	<b>Collaborative Projects</b>				
	<i>Language Learning &amp; Technology (LLT) (Wilson-Duffy)</i>				
36	Web editor for online journal (Wilson-Duffy, Carol) - 9% effort OVERLOAD Salary	\$7,017	\$7,157	\$7,300	\$7,446
37	Fringe 7.65%	\$537	\$548	\$558	\$570
38	Hourly pay for graduate student - 20 hours/week * 12 week summer * \$18/hr.	\$4,320	\$4,320	\$4,320	\$4,320
39	LLT Board Meeting, Years 1 & 3 (luncheon and/or snacks plus editor travel)	\$2,000	\$0	\$2,000	\$0
40	ScholarOne submission management software subscription	\$2,500	\$2,500	\$2,500	\$2,500
41	Editor compensation for Dorothy Chun or Trude Heift, shared with partner university, University of Hawai'i	\$4,000	\$4,000	\$4,000	\$4,000
	<b>Project yearly total</b>	<b>\$20,374</b>	<b>\$18,525</b>	<b>\$20,678</b>	<b>\$18,836</b>
	<i>Professional Development Workshops for LCTL Instructors (Polio)</i>				
42	Presenter-TBD - outside presenters or MSU presenters with OVERLOAD or summer salary	\$500	\$500	\$500	\$500
	<b>Project yearly total</b>	<b>\$500</b>	<b>\$500</b>	<b>\$500</b>	<b>\$500</b>
	<i>World Languages Day (Campbell)</i>				
43	CLEAR's support toward program costs - project hourly salaries/supplies	\$5,000	\$2,000	\$2,000	\$2,000
44	Project uses existing staff	\$0	\$0	\$0	\$0
	<b>Project yearly total</b>	<b>\$5,000</b>	<b>\$2,000</b>	<b>\$2,000</b>	<b>\$2,000</b>

	<i>Collaboration on Joint LRC Publicity (Campbell)</i>				
45	LRC payment for website, publication creation, editing/upkeep, and dissemination	\$1,000	\$1,000	\$1,000	\$1,000
	<b>Project yearly total</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>	<b>\$1,000</b>
	<b>Subtotal Collaborative Projects</b>	<b>\$26,874</b>	<b>\$22,025</b>	<b>\$24,178</b>	<b>\$22,336</b>
	<b>DIRECT COSTS TOTAL</b>	<b>\$168,928</b>	<b>\$176,743</b>	<b>\$180,496</b>	<b>\$176,920</b>
	<b>INDIRECT COSTS (8%)</b>	<b>\$13,514</b>	<b>\$14,139</b>	<b>\$14,440</b>	<b>\$14,154</b>
	<b>GRAND TOTAL</b>	<b>\$182,442</b>	<b>\$190,882</b>	<b>\$194,936</b>	<b>\$191,074</b>

**Center for Language Education and Research Grant Proposal**  
**Budget Narrative**  
**September 15, 2014 – September 14, 2018**

This narrative is organized to reflect the organization of the line-item budget. Budget items are described first for the general needs of the center and then with reference to specific project areas. Distinctions are made between federal funds requested and MSU cost-share commitments.

Years for which a particular line item applies are indicated by a ✓ under the appropriate year(s).

**CENTER**

**Personnel**

Item 1	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

The position of Executive Associate Director, held by Joy Campbell, is a full-time position. She reports directly to CLEAR’s Co-Directors, Drs. Susan Gass and Charlene Polio, and is responsible for coordinating all center activities, establishing links with both on-campus and off-campus constituents, and managing the dissemination of center materials and services. She also serves as the project leader for Professional Development and Outreach projects. She will put 45% effort on the grant, using federal funding for salary and fringes in Year 1. Additional effort is cost-shared by MSU. In Years 2-4, we are requesting 50% federal funding for her salary as she will be putting 50% effort toward the grant project, again with additional effort cost-shared by MSU.

Item 2	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Christopher Howie is CLEAR’s Information Technologist. Reporting to the Executive Associate Director, he is a 60%-time programmer for CLEAR’s technology products and also does website and server maintenance. In collaboration with project leaders, he designs, programs, and implements language learning programs and software. He also assists with general technological troubleshooting for CLEAR equipment. His salary and fringes represent 40% effort on federal funding in Years 1 and 2, and 30% effort on federal funds in Years 3 and 4. MSU is cost-sharing additional effort on the grant project.

Item 3	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

CLEAR’s Secretary III, Marianne Triponi, is responsible for maintaining and reconciling the center’s bookkeeping records, payroll, appointments, travel reimbursements, purchases, distribution and record of keys, and supervision of student workers. Ms. Triponi works as CLEAR’s administrative assistant and also shares time as CeLTA’s administrative assistant, and that of MSU’s Arabic Flagship. Her CLEAR salary is cost-shared using MSU funds.

Item 4	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Assisting in the center office is a student assistant paid at an hourly rate year-round, with fringe costs included only for the twelve weeks of summer.

Items 5.1 & 5.2	Years	14/15	15/16	16/17	17/18
			✓	✓	✓

Drs. Gass and Polio will devote effort to the project in all four years, to be paid through MSU cost-sharing. CLEAR will pay for one course release each year in Years 3 and 4 for Co-Directors Susan Gass and Charlene Polio. These funds will be used to hire instructors in the Department of Linguistics and Germanic, Slavic, Asian and African Languages to teach courses normally covered by the Co-Directors. These course releases will be paid with requested federal funds.

Item 6	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

CLEAR will provide consulting fees in the amount of \$500/year for each of its four National Advisory Board members. These fees will be paid with federal funds.

**NOTE ON FRINGE BENEFITS**

MSU fringe benefits are based on a specifically identified rate for all employees. Under this system, costs are identified into four categories and accounts will be charged only to the extent that an employee receives those benefits including retirement, FICA, health, and other miscellaneous benefits. Summer salaries for academic year faculty and hourly research assistants are limited to 7.65%. Fringe benefits rates for Graduate Student Research Assistants are determined by the University. For additional information please refer to:

<https://www.osp.msu.edu/PL/Portal/DocumentViewer.aspx?cga=aQBkAD0AOQA1AA=>  


## Travel

Item 7	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

We have allocated funds for faculty and staff affiliated with the center to travel as necessary to present workshops, conduct research, and attend Title VI related events such as Interagency Language Roundtables and conferences and workshops sponsored by the International Education Programs Service. A 5% annual increase has been figured into the calculations.

Item 8	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

We have allocated funds for faculty and graduate students affiliated with the center to travel to conferences to present results of their CLEAR projects and work in exhibit/information booths. Typically, CLEAR funds 2-3 people to go to the CALICO conference each year, 3-4 people to go to ACTFL (and hence the annual LRC Directors' meeting), 3-4 to go to the Central States Conference on the Teaching of Foreign Languages, and 2-3 to go to the Michigan World Language Association conference (which is held locally). Support is also occasionally given to affiliated faculty and graduate students presenting at other regional and national conferences, including NCOLCTL, AAAL, and others. A 5% annual increase has been figured into the calculations.

## Supplies & Services

Item 9	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

This is the cost estimated for our supplies and services expenses, including the printing of most publications and instructional materials, mailings, as well as normal upgrades to computer software and other electronic equipment.

Item 10	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

This represents the estimated cost for conference exhibits at the conferences mentioned in Item 8. Costs incurred include booth space rental and furnishing (e.g., exhibit tables, chairs), materials shipping, and other expenses such as in-booth Internet connectivity and electricity.

Item 11	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

This line item covers costs associated with the publication and dissemination of CLEAR’s newsletter, published twice yearly. The cost is inflated by 4% each year.

Item 12	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Advertising (print and online), off-site printing, publicity design and other dissemination costs are covered in this item.

## PROJECTS

### Materials Development Projects

*Rich Internet Applications Showcase and Sharesite* (narrative p. 12)

Items 13-14	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

This project will require grant funding associated with hourly help to create documentation and examples. Collaborative partners (MSU’s Title VI African and Asian Studies Centers) will assist with recruitment of sample writers and dissemination. This project will use existing resources (e.g., server), and staff (i.e., programmer) costs are already included in personnel. The project leader is paid by CeLTA.

*Online Modules for Language Educator Training (OMLET)* (narrative p. 14)

Items 15-16	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Funds will be used to pay guest speaker fees for at least two speakers per year of the funding cycle. These fees will ensure that we can attract top professionals in the field to be recorded for the online presentations in this project. This collaborative project with CeLTA will use existing resources (e.g., CeLTA’s server); staff (i.e., programmer) costs are already included in personnel and the project leader is paid by CeLTA.

*Culturally Speaking in Chinese* (narrative p. 16)

Items 17-18	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	NA

This collaborative project with MSU's Title VI CIBER will use grant funding to pay for with hourly help to collect and create materials. CIBER has committed to adding to the hourly average of five hours a week, supporting with their grant funds more hours as needed, up to half time. The project leader, Dr. Xiaoshi Li, will receive one course release for one semester for her work on this project, in Year 2. This represents 11% of her academic year salary.

*LCTL DOOR: Downloadable Online Open Resources* (narrative p. 17)

Item 19	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Funding is requested to pay for hourly support for a graduate student to assist project leaders in the creation, organization, and presentation of materials. This collaborative project with MSU's Title VI African and Asian Studies Centers will use project leaders already on MSU payrolls; no grant funding will be used for personnel. The collaborative partners have also committed funding in Year 1 toward hourly assistance.

**Professional Development & Outreach Projects**

*Invited Professional Development Workshops* (narrative p. 18)

Item 20	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

No additional funding will be necessary to complete this project. Host institutions requesting workshops are responsible for paying fees, travel, and related expenses.

*Summer Professional Development Workshops* (narrative p. 19)

Items 21-22	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Requested grant funds will be used to pay leaders of CLEAR's summer workshops. These payments may include off-campus or on-campus presenters (including overload or summer salary). Presenters are to be determined based on needs analyses, thus it is not possible to pinpoint the exact form of payment at this preliminary stage. Workshop

supplies such as copies, books, and similar materials also come out of this line, to be paid on MSU funds.

*Assessment Literacy of K-16 Foreign Language Teachers* (narrative p. 20)

Item 23	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

This line item requires no additional funds. The project leader is conducting the survey as part of his work in MSU’s College of Education and CLEAR will be able to utilize the results to inform future professional development offerings.

*CALICO Conference 2016* (narrative p. 22)

Items 24-25	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

This project requires extra funding only in Year 2, when MSU support will be used to sponsor the opening reception of the conference. In other years, and in Year 2 when the conference is held, all other costs are already accounted for in grant funding with existing staff and the existing budget line items for conference travel (line 8) and exhibits (line 10).

**Research Projects**

*Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages* (narrative p. 24)

Items 26-29	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

The MSU project leader is paid by MSU and will not require further funding to conduct this project (line 26). Travel to conduct the research is already factored into line 7. In Year 1, grant funding is requested to purchase testing materials (line 28) and to pay raters to rate the tests (lines 28-29). CLEAR’s collaborative partner on this project, the Center for Applied Linguistics, has committed to funding the full SOPI rater training in Year 1.

*Less Commonly Taught Languages Database (LCTLBase)* (narrative p. 26)

Item 30	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Funding is requested to pay for hourly support for a graduate student to assist project leaders in the development and organization of materials and the database. Collaborative partners (MSU’s Title VI African and Asian Studies Centers) will assist with recruitment of students to give speech samples and with dissemination. This project will use existing resources (e.g., server), and staff (i.e., programmer) costs are already included in personnel.

*Benefits of Foreign Language Study: A View from Early Learners, Heritage Learners, and Late Learners* (narrative p. 27)

Items 31-32	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	NA

The MSU project leader is paid by MSU and will not require further funding to conduct this project (line 31). Travel to conduct the research is already factored into line 7.

*An Update of Second Language Development in Writing: Measures of Fluency, Accuracy, and Complexity* (narrative p. 29)

Items 33-35	Years	14/15	15/16	16/17	17/18
		NA	✓	✓	✓

Funding is requested to pay for hourly support for a graduate student to assist project leaders in the literature review and compilation of materials (line 33). In Year 3 a copy editor will be paid for using grant funding (line 34). CLEAR’s collaborative partner, the National Foreign Language Resource Center at the University of Hawai’i at Manoa, has committed to publishing the revision as a monograph and will fund the designer. In addition, Franklin and Marshall College, where one of the three project leaders is employed, has committed funds for a statistics consultant on the project (line 35).

## Collaborative Projects

### *Language Learning & Technology (LLT)* (narrative p. 31)

Items 36-37	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Funds are requested to provide overload salary for the web editor of the online journal *LLT*. The project leader, Carol Wilson-Duffy, has been responsible for preparing *LLT* for publication since 2002. *LLT* is published three times a year, and Ms. Wilson-Duffy spends an estimated 160 hours working on each issue; the payment of overload is not captured under MSU's after-the-fact Effort Report System. MSU's English Language Center has committed to covering part of the overload cost each year in partnership with CLEAR.

Item 38	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

CLEAR is requesting funds to support a graduate student for hourly work in the summer. This person will be supported as a GA during the academic year by the Second Language Studies Ph.D. program, but will continue his or her work for *LLT* during the summer in preparation for the annual September issue. Duties will be shared with a GA supported by the LRC at the University of Hawai'i at Manoa, and may include: maintaining communications with editorial staff, authors, reviewers, board, and sponsors; processing all incoming submitted articles via the online journal management system ScholarOne; maintaining online databases and records within ScholarOne; overseeing the copy-editing process to do the final copy editing of articles, reviews, and columns; and helping with the administration of the journal, e.g., obtaining licensing agreements from authors, corresponding with DOAJ.

Item 39	Years	14/15	15/16	16/17	17/18
		✓		✓	

CLEAR is requesting funds to support travel for the *LLT* board to travel to its annual meeting in Years 1 and 3. The LRC at the University of Hawai'i at Manoa will cover this cost in Years 2 and 4. Also included in this item is funding for luncheon and/or snacks for the annual meeting, also shared by our collaborative partner.

Item 40	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Also related to *LLT* is the subscription cost for the necessary submission management software. CLEAR likewise shares this cost with the LRC at the University of Hawai'i at Manoa.

Item 41	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Finally, CLEAR and its collaborative partner, the LRC at the University of Hawai'i at Manoa will each contribute an equal amount annually for editor compensation.

*Professional Development Workshops for LCTL Instructors* (narrative p. 32)

Item 42	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Funding for this project will be used to pay leaders of the LCTL workshops. These payments may include off-campus or on-campus presenters (including overload or summer salary). Presenters are to be determined based on needs analyses, thus it is not possible to pinpoint the exact form of payment at this preliminary stage. MSU's Title VI African and Asian Studies Centers have also each committed funds in alternating years toward this project.

*World Languages Day* (narrative p. 33)

Items 43-44	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Funding is requested to continue CLEAR's support of this annual event. CLEAR joins over twenty other campus units and departments in supporting this event, which is chaired by Joy Campbell of CLEAR. Funds are used for publicity and advertising, maintenance of the event's website, and supplies for the one-day conference. In Year 1 costs are expected to be higher due to the need to overhaul the website and design new publicity after a three-year hiatus. This collaborative project includes funding from MSU's Title VI African and Asian Studies Centers. In addition, the Title VI Center for Advanced Study of International Development has pledged money each year and MSU's CIBER has promised annual support as well. Ms. Campbell's time is already accounted for in the personnel section.

*Collaboration on Joint LRC Publicity* (narrative p. 34)

Item 45	Years	14/15	15/16	16/17	17/18
		✓	✓	✓	✓

Each existing LRC has agreed to include this line item in the budget for this grant competition. Funds will be used toward creation and dissemination of materials related to the LRCs collectively. Projects include upkeep on the joint LRC web portal, and design and printing of a brochure describing projects of all LRCs.

## **NOTE ON INDIRECT COSTS**

This proposal is using an 8% indirect cost rate. MSU's current negotiated indirect cost rates (53.5% research projects, 36% other sponsored activities, and 26% off-campus projects) were approved by the Department of Health & Human Services on June 23, 2011. MSU utilizes a Modified Total Direct Costs (MTDC) base consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants/subcontracts up to the first \$25,000. MTDC shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships/fellowships, as well as the portion of each subgrant/subcontract in excess of \$25,000. A copy of the policy can be found at:

<https://www.osp.msu.edu/PL/Portal/DocumentViewer.aspx?cga=aQBkAD0AMQA2ADUA>.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Michigan State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	92,511.00	102,027.00	103,078.00	99,695.00		397,311.00
2. Fringe Benefits	19,017.00	23,698.00	23,457.00	24,275.00		90,447.00
3. Travel	17,000.00	17,850.00	18,743.00	19,680.00		73,273.00
4. Equipment						
5. Supplies	23,400.00	22,668.00	22,718.00	22,770.00		91,556.00
6. Contractual	10,000.00	8,500.00	8,500.00	8,500.00		35,500.00
7. Construction						
8. Other	7,000.00	2,000.00	4,000.00	2,000.00		15,000.00
9. Total Direct Costs (lines 1-8)	168,928.00	176,743.00	180,496.00	176,920.00		703,087.00
10. Indirect Costs*	13,514.00	14,139.00	14,440.00	14,154.00		56,247.00
11. Training Stipends						
12. Total Costs (lines 9-11)	182,442.00	190,882.00	194,936.00	191,074.00		759,334.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): DHHS

The Indirect Cost Rate is 36.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization Michigan State University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Prof.	Susan	M.	Gass	

Address:

Street1:	619 Red Cedar Rd., Rm. B135
Street2:	Wells Hall
City:	East Lansing
County:	Ingham
State:	MI: Michigan
Zip Code:	48824-1027
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	[REDACTED]

Email Address:

[REDACTED]

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

## PROTECTION OF HUMAN SUBJECTS STATEMENT

There are four projects in this grant proposal for which we will seek approval from MSU's Human Research Protection Program, specifically the Social Science/Behavioral/Education Institutional Review Board (SIRB). These projects will be submitted to the SIRB prior to any data collection. MSU's FWA# is [REDACTED], which expires June 19, 2017.

The four projects in question are:

1. *Assessment Literacy of K-16 Foreign Language Teachers (I.B.3.b.3)*
2. *Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages (I.B.3.c.1)*
3. *Less Commonly Taught Languages Database (I.B.3.c.2)*
4. *Benefits of Foreign Language Study: A View from Early Learners, Heritage Learners, and Late Learners (I.B.3.c.3)*