

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 # P229A140007

Grants.gov Tracking#: GRANT11697618

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.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/07/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Trustees of Indiana University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

509 E. Third Street

Street2:

* City:

Bloomington

County/Parish:

Monroe

* State:

IN: Indiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

47401-3654

e. Organizational Unit:

Department Name:

CeLCAR

Division Name:

COAS

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

Prefix:

Mr.

* First Name:

Middle Name:

* Last Name:

Suffix:

Title:

Associate VP Research Administration

Organizational Affiliation:

Indiana University

* 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.):

Add Attachment

Delete Attachment

View Attachment

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

Title VI Language Resource Center: Center for Languages of the Central Asian Region

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

| | |
|---------------------|---|
| * a. Federal | <input type="text" value="199,756.00"/> |
| * 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="199,756.00"/> |

*** 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

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:

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  | TITLE Associate VP Research Administration |
| APPLICANT ORGANIZATION Trustees of Indiana 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

| | | |
|--|--|--|
| 1. * Type of Federal Action: <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 | 2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award | 3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change |
|--|--|--|

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: n/a

* Street 1: n/a Street 2: _____

* City: n/a State: IN: Indiana Zip: _____

Congressional District, if known: _____

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

| | |
|---|--|
| 6. * Federal Department/Agency: n/a | 7. * Federal Program Name/Description: Language Resource Centers CFDA Number, if applicable: 84.229 |
|---|--|

| | |
|---|---|
| 8. Federal Action Number, if known: _____ | 9. Award Amount, if known: \$ _____ |
|---|---|

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name n/a Middle Name n/a

* Last Name n/a Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a 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 Mr. _____ * First Name _____ Middle Name _____
* Last Name _____ Suffix _____

Title: Associate VP Research Administration Telephone No.: _____ Date: 07/07/2014

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

View Attachment

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.

| | | |
|--|---|--|
| * APPLICANT'S ORGANIZATION | | |
| <input style="width: 100%;" type="text" value="Trustees of Indiana University"/> | | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | |
| Prefix: <input style="width: 100px;" type="text" value="Mr."/> | * 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="Associate VP Research Administration"/> | | |
| * SIGNATURE: <input style="width: 300px;" type="text" value="██████████"/> | * DATE: <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:

Proposal Abstract

CeLCAR's mission is to foster knowledge of Central Asian languages and cultures. Central Asia, including Afghanistan, Northwest Pakistan, Mongolia, the six independent, formerly Soviet, republics of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, as well as Xinjiang and Tibet (both autonomous regions of the People's Republic of China), is central to America's strategic interests. Indeed, *all* of the main eleven languages we address are on the U.S. Department of Education's list of strategic languages.

Founded in 2002, CeLCAR has already assisted U.S. language learners by pioneering research on Central Asian (CA) language teaching methodology, publishing acclaimed peer-reviewed textbooks based on communicative competence, creating interactive online learning modules, developing proficiency guidelines and tests, designing numerous mobile language learning apps, and producing top-rated seminars for military personnel deploying to Afghanistan.

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

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

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

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

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

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

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

**LANGUAGE RESOURCE CENTER
FOR THE CENTER FOR LANGUAGES OF
THE CENTRAL ASIAN REGION (CELCAR)**

**Under Title VI of the Higher Education Act
(1965)**

**INDIANA UNIVERSITY
PROPOSAL FOR 2014-2018**

Project Director:

Öner Özçelik

June 30, 2014

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- 1.b Management Plan
- 1.c Objectives
- 1.d Projects, Goals, Resources
- 1.e Equal Access and Treatment

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- 2.b Professional Staff
- 2.c Language Materials Developers
- 2.d Advisory Boards
- 2.e Non-discriminatory Employment

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- 3.b Other Collaborating Units at IU
- 3.c Technology Resources
- 3.d Library Resources
- 3.e Center Office Space

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- 4.b Dissemination of Materials and Activities
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Part 6 *Description of Final Form of Results*

Part 7 *Evaluation Plan*

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- C. Letters of Support
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INTRODUCTION

Since the dissolution of the Soviet Union in 1991, the languages of the Central Asian region have become central for US strategic interests. This pivotal role was further highlighted by the events of September 11, 2001. Driven by the need to confront al-Qaeda, the Taliban and other violent, extremist movements in the region, the United States undertook massive military and civilian buildups to strengthen allied governments and project power in the region. Besides the US armed forces personnel in the region, the US government has dispatched a large number of aid workers and development experts there. Where security conditions permit, these have been joined by equally large numbers of NGO personnel as well as private businessmen. Centered on Afghanistan and the adjacent regions of Pakistan, US interests have also been urgently drawn to the issues of energy resources and narcotics trafficking, and Islamic and nationalist movement in the neighboring Central Asian regions of China and the old Soviet empire. Given the ever-changing political alliances in the region, the region's strategic location between two major world powers, China and Russia, and its complex net of ethnicities and cultures that only rarely follow neat international boundaries (as illustrated by the role of Crimean Tatars in the recent 2014 Crimean Crisis), the languages of the whole Central Asian region will retain exceptional strategic importance for the foreseeable future.

Since 2002, when Indiana University (IU) established the Center for Languages of the Central Asian Region (CeLCAR) with financial support from the Department of Education's (DoE) Title VI program, the center's goal has remained to enhance the nation's capacity for teaching and learning the languages of Central Asia (hereafter CA), including Dari, Pashto, Tajiki, Azerbaijani, Kazakh, Kyrgyz, Turkmen, Uyghur, Uzbek and Mongolian. CA languages have traditionally been underrepresented in the language offerings of US universities, with the

notable exception of IU. If offered, courses have had to rely on out-of-date pedagogical materials that use the grammar-based approach to language learning using drill and repeat exercises common when Americans had little or no contact with the living language and the speakers of these languages. CeLCAR has filled in this gap by creating high quality language textbooks for several CA languages designed using the most up-to-date principles of language teaching methodology. Meanwhile, the urgent needs of US engagement in the region have generated a tremendous demand for new methods of instruction outside the university contexts, while new generation of students of CA languages have developed new learning styles based on computers, smartphones, and information technology. Additionally, initiatives from the DoE have stressed both widening the pipeline for students in community colleges and minority serving institutions as well as preparing heritage language learning materials. Thus, while classroom-based materials will retain a central role (with work on additional languages), CeLCAR continues to expand the outreach of its language materials to embrace the full range of language learners and needs.

IU is the ideal location for CeLCAR, because it has been a pioneer in the field of CA Studies since 1956, when the Department of Central Eurasian Studies (CEUS) (formerly Department of Uralic and Altaic Studies) was founded. In 1962, IU became the home of the Inner Asian and Uralic National Resource Center (IAUNRC) (formerly Uralic and Altaic Language and Area Center). IU's strengths in CA language study was further enhanced by the establishment of the Turkish/Turkic Flagship Center in 2012, an important development as many of the languages of the CA region are Turkic in origin, and are easier to learn having studied Turkish. These three units, plus CeLCAR, boast distinguished faculty specialists who conduct research and teach about the people, languages, and cultures in an area stretching from Turkey to Afghanistan and on to Xinjiang and Tibet in China and Mongolia. With academic course

offerings devoted to the study of these regions' cultures, history, language, literatures, and socio-political systems, IU is the nation's premier institution conferring Master's and PhD degrees in Central Eurasian Studies, and as of 2014, the nation's sole independent undergraduate degree granting unit with its own faculty dedicated to Central Eurasia.

This proposal will concentrate on the CA region comprising of Afghanistan, Pakistan's Northwest Frontier, the six independent, formerly Soviet, republics of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan; the Uyghur Autonomous Region of Xinjiang and the Tibet Autonomous Region (both in the People's Republic of China), and Mongolia. Today, Afghanistan, and CA more broadly, remains at the center stage of US national security and a theater of military actions, as well as being home to important energy resources for the world. The nation's ability to arrive at effective analysis and policy formation concerning this region requires a deep understanding of CA's cultures, societies, histories, and especially of its languages. CeLCAR's mission as a national language resource center establishing and strengthening US capacity to teach and learn the languages of CA is more vital than ever.

1. PLAN OF OPERATION

1.A. Center Design. Since its inception in 2002, CeLCAR has made a tremendous impact on the field of CA language learning by taking CA language pedagogy from the traditional grammar-based or audio-lingual approaches toward the more interactive communicative method, emphasizing productive skills, particularly speaking, as much as receptive ones (reading and listening). This approach is critical to our overall project design and has been built into all of the textbooks and modules designed and written by CeLCAR developers, thus establishing a new baseline for introductory to advanced instruction in Dari, Pashto, Tajiki, Uzbek, Uyghur, and Turkmen languages. In cases where satisfactory textbooks do not yet exist, as with Azerbaijani,

Kazakh, Kyrgyz, Mongolian and Tibetan, CeLCAR will develop them in the coming four years. Specific projects will be discussed in more detail in Part 1.D Projects, Goals, Resources.

1.B Management Plan

1.B.1. Organizational Structure. CeLCAR is housed as an independent unit within the School of Global and International Studies (SGIS) under the College of Arts and Sciences at Indiana University. CeLCAR is directed by a CEUS faculty member who also serves as an adjunct faculty member in Second Language Studies (SLS), is a well-known researcher in second language acquisition and CA language teaching, and has administrative experience directing language programs. The Director also serves as the Center's Chief Applied Linguist, resulting in a more effective use of resources.

Other key staff personnel include the Assistant Director, the Language Instructional Specialist (LIS), and the Information and Communication Technology Specialist (ICT). We will continue to employ quality, experienced native speaking language developers. Additionally, SLS faculty will provide professional linguistic supervision, including the position of Coordinator of the CA Language Acquisition Research project, Coordinator of CA Language Teaching Research project, and the Coordinator of the Proficiency Testing Project (PTP) (all world-ranking researchers in second language acquisition, teaching and assessment). These will all be discussed in more detail in Part 2: Quality of Key Personnel.

1.B.2 Language Project Teams. Each materials development project is tasked to a Language Project Team (LPT), headed by that language developer, supported by the center's LIS and ICT Specialist, and overseen by the center Director, an experienced Applied Linguist. Priority language projects during the grant cycle will be: Azerbaijani, Kazakh, Kyrgyz, Mongolian and Tibetan textbook development; and Dari, Pashto, Uzbek, Uyghur, and Mongolian

online language course development Materials for other CA languages (such as Tatar and Tajiki) will also be developed, but the scope of work will be narrower, such as being limited to smartphone apps and multimedia materials.

Additionally, due to CeLCAR's location at IU, it can take advantage of CEUS's permanent and visiting language instructors and graduate students (many of whom are speakers of CA languages) to adapt to emerging US strategic priorities. Furthermore, each year, several Fulbright Foreign Language Teaching Assistants (FLTAs) come to CEUS to help teach their respective languages; in many cases, CEUS is the only department in the nation hosting FLTAs of certain CA languages, such as Kazakh, Kyrgyz, Mongolian, and Uzbek, who are often assigned by CEUS to dedicate a certain percentage of their duties to help CeLCAR. This flexibility, together with the constant flow into IU of new speakers and professionals of the languages of our region, helps enrich our materials with the regular addition of new authentic materials (pictures, video recordings, etc.) contributed by each visiting scholar, FLTA, graduate student or other professionals, a supply that is invaluable given the amount of time and resources this would require if we had to request foreign travel in order to collect these materials. This flexibility is further enhanced by CeLCAR's strong working relationships with internationally known linguists and language pedagogy specialists in the US and CA giving us the "language readiness" to address changing language needs. Finally, US and international instructors in nine CA languages (Pashto, Dari, Uzbek, Uyghur, Turkmen, Kazakh, Kyrgyz, Tajiki, and Mongolian) are brought to IU each summer for the IU Summer Language Workshop, an enormous institutional commitment on the part of IU, where they work with our LPT and PTP teams to deepen and broaden our empirically based proficiency standards and the inventory of our authentic language samples. These instructors form a largely unique resource not replicated elsewhere in the US.

1.B.3. Language Instructional Specialist (LIS). CeLCAR's Language Instructional Specialist (LIS) plays a crucial role in operations, serving as the Director's primary assistant in professional and pedagogical operations, just as the Assistant Director is in administrative and budgetary matters. The LIS ensures that all CeLCAR products are pedagogically sophisticated, accessible to and culturally appropriate for an American audience, and yoked to appropriately designed technological platforms, as well as being a crucial member of each LPT.

1.B.4 ICT Specialist. CeLCAR's Information and Communications Technology (ICT) Specialist assists the Director, LIS, and materials developers by programming and supporting graphic design, web design, software development, creating, editing, and formatting audio-visual material and smartphone apps to enhance learner experience and incorporating them into CeLCAR products. The ICT specialist also manages the various databases including the all-important archive of authentic material, collected over twelve years from many CA countries.

1.B.5 Advisory Boards The center's administrators are advised by a Local and a National Advisory Board who will review the status of center projects on a regular basis (see section 2.D).

1.C. Objectives. Since its founding in 2002, CeLCAR's mission has been to improve the teaching and learning of the languages and cultures of CA. As the nation's only LRC devoted solely to the languages of this important area, CeLCAR meets the nation's critical need for accessible and reliable language tools usable in CA. CeLCAR focuses on materials development in both paper and web formats, using the most effective communicative proficiency-oriented methodologies. All of CeLCAR's products are available at cost to US higher education institutions as well as US government agencies, NGOs, etc. CeLCAR carries out research on new methodologies of teaching these languages and will offer training and certification to instructors of languages where the demand is particularly intense.

Cooperation with other NRC's and LRC's has been part of CeLCAR's operations from the beginning. IU's IAUNRC, Center for the Study of the Middle East (CSME), and the Center for the Study of Global Change (CSGC) will support CeLCAR's Conference on Central Asian Languages and Linguistics (ConCALL), where peer-reviewed presentations on the structures and pedagogy of CA languages are presented, and a training and certification workshop is held for CA language teachers and CA language speakers wishing to become language instructors. CeLCAR will also collaborate with the Language Acquisition Resource Center (LARC) in cross-evaluating Pashto and Dari materials, as well as with the National Heritage Language Resource Center (NHLRC) on the evaluation of our Afghan heritage language learning materials

In the 2014-2018 grant period, CeLCAR is committed to meeting the following goals and objectives (adapted from Sec. 669.3):

1. *Research and disseminate* empirically based methods for teaching and learning foreign languages more effectively and integrating technology with pedagogical research.
2. *Develop and disseminate* new materials for teaching foreign languages, using peer-reviewed academic presses in doing so, and reflecting the results of recently published research, including our own research on effective teaching strategies.
3. *Develop, apply, and disseminate* performance testing to be used as a standard and comparable measurement of skill levels in foreign languages.
4. *Train and certify* teachers in the use of CeLCAR print and online materials, particularly in areas of urgent national need, as well as in the use of effective language teaching strategies.
5. *Serve* the nation through creating "language readiness" by supplying accurate and accessible information and instructional materials on the less commonly taught languages (LCTLs) of the CA region from the level of inquirer to advanced learner.

6. *Develop and disseminate* new materials for teaching foreign languages at elementary and secondary school levels.

7. *Operate* professional development seminars and assist CEUS and IAUNRC in operating and improving our intensive national summer program (IU Summer Language Workshop) with a focus on CA languages, as well as providing workshops as part of ConCALL.

1.D. Projects, Goals and Resources. The following sections list the specific projects that CeLCAR proposes to pursue within the four-year grant period as it meets the goals and objectives identified in the Announcement for this competition (refer to sections 5 and 6 of this proposal for greater detail on the products that will emanate from these projects). In addition, project personnel and center resources are identified for each project as well as specific outcomes (see Appendix D for more information).

1.D.1. Research in Teaching CA Languages (Goals 1,5). We will have two general research projects for this cycle, one focusing on the acquisition of and bridging between CA languages, and the other on the teaching of CA languages. These projects will be conducted by two leading researchers in IU's SLS Department, and their findings will be submitted to peer-reviewed journals and conferences. Furthermore, the materials we develop will actively reflect the conclusions drawn from the combined results of these two projects.

1.D.1.a. Research on the acquisition of and bridging between CA languages. CA languages have certain structural properties that make them particularly difficult to acquire for English-speaking learners, such as head-final word order in the case of Turkic (e.g. Azerbaijani, Kazakh, Kyrgyz, Uyghur, Uzbek) and Mongolic languages (e.g. Mongolian), which results in sentences having Subject-Object-Verb (SOV) word order as opposed to the SVO order typical of European languages such as English, as well as leading to such structural characteristics as having

postpositions, instead of prepositions like English. In the case of Iranian languages (e.g. Dari, Pashto, Tajiki), this situation is further complicated, as Iranian languages, unlike the great majority of languages of the world, illustrate an interesting dichotomy in that they are head-final at the sentential level, whereas they behave like head-initial languages with respect to noun phrases and prepositional phrases in certain contexts, making them highly ‘marked’ in terms of the linguistic hierarchy of language markedness, thereby rendering them more difficult to learn. Likewise, such phonological features as vowel harmony are distinctive characteristics of Turkic and Mongolic languages uncommon in other languages of the world, and are highly challenging for English-speaking learners of these languages, in many cases functioning as the primary cause for foreign accent (see e.g. Özçelik & Sprouse’s “The Deep Orthography Hypothesis and vowel harmony in English-Turkish Interlanguage”, to appear in *Second Language Acquisition of Turkish*). Rigorous research will be conducted to find more effective teaching methods geared towards the specific structural characteristics of CA languages and targeted specifically for English-speaking learners.

In the first stage of this research project, CeLCAR will determine the constructions that pose the greatest challenges for learners and find effective and innovative ways of teaching them. The findings of this research will inform the second stage, the development of a language bridging project (this project was in the 2010-2014 award cycle but had to be eliminated due to budget cuts): Currently, the number of Americans who are competent users of CA languages is critically small. Few US colleges and universities even offer instruction in these languages, and where instruction is offered, enrollments are generally modest and concentrated in only one or two of the relevant languages. By comparison, enrollments in two closely related languages outside of CA, Farsi and Turkish, are exponentially higher. These languages have much greater

numbers of speakers (including significant numbers of heritage learners and speakers) and a far higher cultural and geo-political profile in the United States. Therefore, one obvious strategy would be to seek to train students who have already studied one Turkic/Iranian language (L2) in a second Turkic/Iranian language (L3). This strategy was attempted under the Turkish Language Flagship Program (as part of the Flagship ‘bridging program’ of the National Security Education Program (NSEP)) focusing on bridging from L2 Turkish to L3 Uzbek, but was eliminated at the end of this academic year due to lack of existing research.

Clearly, empirical research is needed to find best ways of teaching certain challenging structural properties of CA languages, as well as bridging between CA languages, as informed from their structural characteristics, and this will be done during this grant cycle under the supervision of Professor Rex A. Sprouse (SLS), who will work in collaboration with CeLCAR’s Director and a graduate assistant. Specifically, we plan to study four main research questions:

- (1) Differential bridge instructional methodology based on the specific structural characteristics of the first language (L1) and the subsequently learned languages (L2 and L3);
- (2) Level of proficiency in the L2 at which bridging to the L3 should ideally occur;
- (3) A comparison of precision and accuracy attained in listening and reading (receptive) skills vs. speaking and writing (productive) skills;
- (4) A comparison of learners whose knowledge of the L2 was acquired primarily through formal instruction vs. through contact learning.

The results may provide new standards that can be disseminated nationwide to bolster opportunities for individuals who have invested in one or more “core” languages to quickly and effectively attain proficiency in one or more LCTLs in response to emerging interests/needs, including those of national security.

1.D.1.b. Research on the teaching of CA languages. In addition to the research project described above, we plan to conduct empirical research that will more directly inform our instructional design, both in language teaching materials we prepare (see section 1.D.2 below), and regarding our CA teacher training workshops.

Although we know from Krashen's (1981) Input Hypothesis that what learners need most is (comprehensible) input, and that other forms of presentation, such as focus on explicit rules, are not as effective as authentic input, recent research has also indicated that, for adult learners, more than input is needed (see e.g. Long 1983, Doughty 1991). This line of research has found that explicit focus on language is needed, even if through authentic materials. As Long (1991) has demonstrated, meaning-focused activities with 'focus on form' are necessary, and research by DeKeyser (2003, 2007), who also serves as one of our national advisory board members, maintained that in many cases explicit learning results in implicit knowledge and internalization through practice. Practice here does not mean repetition or substitution drills; it involves interaction with the language in meaningful ways through, for example, interactive language use.

More nuanced questions have recently emanated from these discussions since the issue regarding the importance of focusing on form has been settled. As a result, whereas some research has argued that explicit focus on form is more effective than implicit (Norris and Ortega 2000), others have demonstrated that explicit focus is especially advantageous for more complex structures (Spada and Tomita 2010). Likewise, with respect to the role of feedback and corrections, there is some evidence indicating that students receiving oral corrective feedback out-perform those that receive preemptive positive evidence in the form of models of the target structures (Ortega & Long, 1997; Leeman, 2003). In addition, recent studies carried out by Yilmaz (2012, 2013) from IU's SLS department, who will be heading this project, have shown

that explicit corrective feedback (oral or computer-mediated) is more effective than implicit corrective feedback.

As with many areas of second language acquisition and teaching however, the results are not clear-cut, and a lot depends on structural complexity and task demand. As such, whether implicit versus explicit instruction and/or feedback is needed in a specific case will depend a lot on the specific properties of the target language, and longitudinal research is needed, in the case of CA languages, with respect to what topics and structures should be covered with explicit vs. implicit instruction and what kind of student errors should be treated with explicit vs. implicit corrective feedback. In order to answer these questions, we will work with Prof. Yilmaz and a graduate assistant to help conduct experiments. As the research project with Rex Sprouse described in 1.D.1.a. above will already help identify structural complexity in CA languages, this will lead to an effective and efficient use of resources.

1.D.2. Materials Development Projects (Goals 2, 5): At the core of CeLCAR's activities lies high-quality, innovative language textbook preparation, using teams of native-speaker materials developers and specialists all with advanced degrees in language education, applied linguistics or CA area studies and trained at CeLCAR in new language teaching methodologies.

To date, CeLCAR has completed high-quality textbooks for introductory Dari, Pashto, Tajiki, Turkmen, Uyghur, and Uzbek, as well as intermediate Dari, Pashto, Uyghur, and Uzbek, in addition to one grammar reference book for Tajiki. We also have available drafts of advanced Dari, Pashto and Uyghur, as well as Pashto and Dari script workbooks, Pashto and Dari survival phrase workbooks, and Dari and Pashto language and culture guides designed for military audiences. However, there remain several major CA languages for which there are no high-quality classroom teaching materials. For this reason, in this cycle, CeLCAR will focus on

developing Introductory Azerbaijani, Mongolian, Kazakh, Kyrgyz and Tibetan, as well as Intermediate Mongolian, plus reference grammars for Dari, Pashto, Mongolian and Uyghur, as well as heritage materials in Afghan languages, and online language courses in Dari, Pashto, Mongolian, Uyghur and Uzbek so as to reach the widest possible audience for these languages.

1.D.2.a. Textbooks. Over the past twelve years, CeLCAR has fine-tuned an effective multi-stage textbook development procedure:

First, the Director assigns the LPT leader and assigns the individual team members, usually consisting of the related language experts, the LIS, and the ICT Specialist. The LPT conducts an initial analysis which typically includes researching current publications, examining existing proficiency guidelines, or in their absence, considering linguistic and grammatical elements needed to achieve the proficiency levels defined by the three main proficiency guidelines (ACTFL, IRL, and CEFR) according to the level of the textbook being developed, and finally creating and distributing a survey to determine the instructional needs of the instructors and potential language students. This survey also helps the LPT establish an accurate user profile.

Using these findings, the LPT creates a textbook Scope and Sequence organizing the proficiency expectations and learning objectives needed to help learners meet their proficiency goals. This Scope and Sequence is used as a design outline by the language developer and LIS for developing the individual units and chapters of the books. Once a solid first draft is completed, it is printed in-house at CeLCAR for being tested in the language classroom. Most often this test piloting occurs in IU's Summer Language Workshop or CEUS classes; however these drafts have occasionally been tested at other institutions when available. At the end of the semester, a formative evaluation survey is given to instructors and students to provide feedback on the textbook content. This feedback is then incorporated into an updated draft. At this stage,

the draft is moved from Microsoft Word (a plain document with only text and minimal pictures) to Adobe InDesign, where the ICT Specialist works with the LIS to apply the principles of Keller's ARCS Model of Motivational Design (attention, relevance, confidence, and satisfaction) (Keller, 1987) to the content and authentic materials in order to make the most accessible and effective textbook possible.

After final development and revisions have been completed, CeLCAR submits final drafts to Georgetown University Press (GUP) to conduct an external evaluation/peer-review of our materials. Sometimes this evaluation leads to further updates to the draft. Once CeLCAR and GUP are satisfied with the incorporated changes, the draft is moved into the next phase of publication: copyediting, printing, publicizing, and distributing through GUP. Each textbook is designed for use over a typical university academic year, though sufficient flexibility is incorporated to allow for use in other settings and for self-study.

In this grant cycle, we plan to follow through on this tried and tested textbook development procedure for preparing the following: Introductory Azerbaijani (Y1-Y2), Introductory Kazakh (Y3-Y4), Introductory Mongolian (Y1-Y2), Intermediate Mongolian (Y3-Y4), Introductory Kyrgyz (Y1-Y2), and Introductory Tibetan (Y3-Y4).

1.D.2.b. Online Language Learning Courses. Although our experience indicates that textbooks are still the preferred method for curriculum delivery for learners intending to study CA languages, there is an urgent need to make instruction in these languages available outside the traditional university context, especially for languages for which we already have high-quality published textbooks. Thus, in collaboration with IU's Center for Innovative Teaching and Learning (CITL), School of Education, and the Center for Language Excellence (CLE), CeLCAR will design quality on-line language courses in Dari, Mongolian, Pashto, Uyghur and

Uzbek, all of which will be offered through IU using both synchronous and asynchronous interaction with a distance instructor, will bear CEUS credit, and will be open for enrollment from all over the US, whether learners are IU students or not. In the case of Dari and Pashto, we will also provide teacher-training workshops for other institutions to start using these materials with a physically-present instructor or facilitator in the classroom who has received training from CeLCAR (see 1.D.4.b). These resources will be particularly useful for community colleges serving large populations of military and US government personnel, as well as students in minority serving institutions (see 1.D.7.). Community colleges and tertiary education institutions have increasingly moved into hybrid distance instruction for language learning to fit the needs of their students; CeLCAR's Dari and Pashto distance classes will be designed for that format.

1.D.2.c. Heritage Learning Materials. As part of the Collaboration with Community Colleges Initiative (1.D.7.), CeLCAR will begin development on the Afghan Languages Heritage Learning Project (AFHLP). The AFHLP team, which consists of the Director, Afghan languages developer, LIS, and ICT Specialist, will work in collaboration with the National Heritage Language Resource Center (NHLRC) and Northern Virginia Community College (NOVA) to research (Y1) and design a curriculum and materials (Y2) specifically tailored to the Generation 1.5 Learners¹ which will be test-piloted at NOVA in Year 3 and professionally published in Year 4. This project will also satisfy Competitive Preference Priority #2 and Invitational Priority #1.

1.D.2.d. Grammar reference books. Due to the positive response to our *Tajiki Grammar Reference* published through GUP, in addition to preparing high-quality textbooks in major CA languages, CeLCAR will prepare four grammar reference textbooks to accompany our already-published textbooks in Dari, Pashto and Uzbek, as well as Mongolian. For these, CeLCAR has

¹ Generation 1.5 learners are learners born in another country, but educated in the United States. They typically share traits with immigrants, yet do not fit into traditional ESL (LEP) categories, because while English is not their language at home, it is the language in which they have been educated (Harklau, 2003).

made an agreement with Routledge, which is renowned for publishing peer-reviewed grammar reference textbooks.

1.D.2.e. Language Learning Mobile Apps. During the 2010-2014 cycle, CeLCAR began developing language learning apps for tablets and smartphones. To date, we have had over 85K downloads of our alphabet and script tutorial apps for Dari, Pashto and Uyghur. During the 2014-2018 grant cycle, we plan to increase this outreach by extending our current apps to our other languages, including Azerbaijani, Kazakh, Kyrgyz, Mongolian, Tajiki, and Tibetan. Additionally, we will develop essential phrase and vocabulary building apps in all major CA languages, as well as developing “My first 500 words” apps in Dari and Pashto for use by K-12 heritage learners to familiarize themselves with the target script and play language games with their parents. LPTs for the mobile learning apps will be led by the ICT specialist, with assistance from the LIS and applicable materials developers.

1.D.3. Proficiency Testing Project (Goals 3, 4). Over the past eight years, CeLCAR has established a bank of proficiency guidelines and tests as part of its Proficiency Testing Project (PTP). The guidelines, based on a combination of standards (ACTFL, ILR, and the Common European Framework of Reference for Languages) have been modified for the specific constructions of each language (Pashto, Turkmen, Uyghur, and Uzbek). Each set of guidelines features six levels of proficiency (from novice I to advanced II) for speaking, writing, listening, and reading skills and feature specific language examples to illustrate each level descriptor for different language skills. Along with the guidelines, CeLCAR has developed novice and multi-levels standardized proficiency tests to measure learners’ progress in three skill areas – grammar, reading, and listening, with each item based on level descriptions defined in the PTP guidelines. All tests are offered free of charge in order to ensure that all postsecondary schools have access

to sufficient resources to assess their students' progress. A detailed analysis of each test taker's results, complete with item specifications and question types, item difficulties according to the PTP guidelines, and answer keys is available to test administrators.

In 2014-2018, CeLCAR plans to address national strategic demand by expanding our bank to include proficiency guidelines and tests for Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, and Tibetan. These guidelines and their accompanying tests will be developed using the existing PTP guidelines as a template by our PTP team, which is headed by Prof. Sun-Young Shin, a language assessment specialist from IU's SLS, and includes our language developers and the LIS. The PTP team will also work closely with language specialists involved with IU's Summer Language Workshop, and each test will be piloted during the summer workshops for reliability.

1.D.4. Teacher Training (Goal 4, 5, 7). In the coming grant cycle, CeLCAR will design, manage, and host a number of teacher-training workshops, responding to current demands.

1.D.4.a. IU Summer Language Workshop. In cooperation with the PTP project and the IU Summer Language Workshop, CeLCAR will hold workshops for CA language instructors from all over the globe which concentrate on creating curricula, improving instruction, developing proficiency guidelines, and evaluating results. Although held in cooperation with the IU Summer Language Workshop, the workshops will be heavily advertised and open to any interested instructors, whether they are currently teaching a language or not.

1.D.4.b. Hybrid teacher training workshop for Dari and Pashto. Community colleges in areas with significant military and US government personnel (Washington, Virginia, San Diego, etc.) have expressed interest in meeting the need in their communities with classes in Dari and Pashto. However, they lack both usable curricula for working students and pedagogically trained instructors. To meet these needs, CeLCAR will develop a web-based curriculum in teaching

Introductory and Intermediate Dari and Pashto with room for synchronous and asynchronous teacher-student interaction. This curriculum will be made available to community colleges and other interested institutions of higher learning throughout the nation.

During our Needs Analysis phase of establishing a teacher training workshop for Dari and Pashto during the previous cycle (a project annulled due to budget cuts), we found that a major obstacle for potential attendees was the travel expenses; therefore, to align the delivery method of our training with the needs of the users, we have decided to develop quality professional training via a hybrid professional development workshop. 80% of the workshop will be delivered online, incorporating the Badges system for each completed section of the online program. The remaining 20% of the program will be provided during a two-day workshop correlating with the annual IU Summer Language Workshop, as well as the bi-annual ConCALL. This alternating delivery method will save CeLCAR some funds, and also save money for those interested participants, as well as ensuring maximum outreach.

1.D.4.3. Center for Language Excellence. CeLCAR will be contributing \$4,000 a year to support IU's newly established Center for Language Excellence (CLE). CLE's mission is to improve language education through conducting research and leading professional development workshops for a national audience, and encouraging innovative standards-based teaching methods. CeLCAR's Director is a member of the CLE founding board, and, as a member of its National Advisory Board, will have substantial input on the CLE operations.

1.D.5. Disseminate knowledge about CA languages (Goals 1, 2, 5).

1.D.5.a. Informational Pamphlets on Central Asian Languages. The CA region has an extraordinary diversity of languages beyond the eleven major languages, which receive most of the attention in the Western world. However, these only scratch the surface of CA languages and

diversity exists both in the form of languages of ethnic groups and regions which do not form independent nations, as well as the dialectical divergence between standard written and spoken languages. During the 2010-2014 grant period, CeLCAR developed 23 full color informational pamphlets complete with information on the geography, people, culture, alphabets, grammar and structure of these languages, along with sample phrases (such as 'Hello', 'How are you?') complete with IPA transcription and translations, covering all regional languages of CA, including areas that are of strategic importance for CA (North Caucasus, Turkic and Iranian speaking populations outside of CA, etc.). Completed pamphlets include: Armenian, Azerbaijani, Balochi, Bashkir, Buryat, Chuvash, Dari, Farsi, Georgian, Kazakh, Kyrgyz, Kurmanji, Mongolian, Pashto, Sakha (Yakut), Sorani, Tatar, Tibetan, Tajiki, Turkish, Turkmen, Uyghur, and Uzbek. In the 2014-2018 cycle, CeLCAR plans to increase our informational pamphlets to 35 languages. Additional languages to develop include Altai, Brahui, Chechen, Gorani, Hazaragi, Kalmyk, Karakalpak, Khakas, Ossetian (Ossetic), Shoghni, Talysh, and Tuvan.

1.D.5.b. Course on Central Asian Languages. In Spring 2014, Dr. Özçelik developed and taught an undergraduate-level survey course in CEUS titled *Introduction to Central Eurasian Languages: Learn 30 Languages in 30 Days*, using CeLCAR's informational pamphlets (1.D.5.a.) as teaching materials. As an important "pipeline" course to encourage students to further pursue language instruction/proficiency in one or more CA languages, this course satisfied a general education requirement at IU and has already been successful in enticing several students to enroll in CA language courses. As part of collaboration with CEUS, we will continue offering this course, and will also share this course syllabus and materials with Norfolk State University (NSU), where it will be regularly offered, and thereby providing significant outreach before the institution starts teaching languages of the CA region (1.D.7.c.).

1.D.6. K-12-specific Initiatives (Goals 4, 6). The field of LCTLs widely recognizes that widening the pipeline by expanding the number of early learners is essential to language proliferation. Moreover, early exposure to language learning leaves a lasting international orientation which prepares learners for exposure later in life. For this reason, in addition to projects such as producing mobile apps for K-12 heritage learners, CeLCAR is proud to support IU's Title VI Center for the Study of Global Change in its program "Bridges: Children, Languages, World." The program develops classes at the IU School of Education to certify language instructors for early grades, as well as bringing world language classes to Boys and Girls Clubs, Monroe County Library, and other venues in Indiana. In response to community interest, this grant will set aside funds to keep Dari and Mongolian in this program.

1.D.7. Increase Outreach: Collaboration with Community Colleges and Minority Serving Institutions (Competitive priority #2). CeLCAR recognizes the need to extend the outreach of CA language education beyond the traditional four-year university setting to historically under-served populations such as two-year community colleges and minority serving institutions. Therefore, we have identified three institutions with whom we will collaborate in the 2014-2018 grant cycle (support letters in Appendix C), with the eventual goal of bringing CA language instruction to their programs. Our expectation is to use these collaborations as a basis on which to develop future collaborations with other similar institutions.

1.D.7.a. Northern Virginia Community College (NOVA). As part of Competitive Priority #2 and Invitational Priority #2, CeLCAR will work in collaboration with NOVA, in the greater Washington, D.C. area, to establish an Afghan Languages Heritage Learning Project to serve their 30,000 Afghan heritage population. NOVA is the second largest community college system in the U.S. with over 75,000 enrolled students a year. They currently offer 13 World Languages,

including a few LCTLs, such as Hindi and Vietnamese, and are looking to expand their LCTL offerings. Research will be conducted during Year 1 with curriculum design and materials development to be completed in Year 2, with testing of the program to occur at NOVA in Year 3 (establishing a course in Dari), and finally materials to be professionally published in Year 4.

1.D.7.b. Tidewater Community College (TCC). Over the past eight years, CeLCAR has had extensive experience leading languages and culture seminars for a number of military installations before deploying to Afghanistan. These seminars combined cultural and political knowledge with intensive language instruction in Dari or Pashto. Therefore, it makes sense that CeLCAR would collaborate with Tidewater Community College (TCC), a 2-year college located in Hampton Roads, VA which boasts 15,000 students associated with the armed forces (veteran, retired, dependent, civil service, etc.) and 2,200 active duty, because of their proximity to a variety of military bases including Little Creak Naval Amphibious Base, Ocean Naval Air Station, Camp Pendleton Military Reserve, Fort Eustis Army Base, Langley Air Force Base, Naval Weapons Station Yorktown, and Norfolk Naval Station, the world's largest naval base. CeLCAR will work directly with Dr. Bruce Brunson, Executive Director of the Center for Military and Veteran's Education (CMVE) to develop a basic course in Afghan languages and cultures geared towards the school's military population. We project development during Year 1, with instructor training and testing in the classroom during Year 2, and course offering in Year 3.

1.D.7.c. Collaboration with Norfolk State University (NSU). Norfolk State University, a historically black university in Norfolk, VA, is currently in the process of recommitting itself to delivering a well-rounded Global Education to its student population. As part of this effort, they are introducing a new Global Studies concentration within the Interdisciplinary Studies major under the direction of Associate Professor of World History and Director of International

Studies, Dr. Geoffroy de Laforcade. In addition to an emphasis on learning about history and cultures outside the Western world, Dr. de Laforcade plans to introduce his students to a wider range of languages, including LCTLs such as those spoken in the CA region. The first step in the plan is to begin offering the “30 Languages in 30 Days” course in Fall 2015 (Year 2; see section 1.D.5.b), and requiring students to take one CA language via online learning in 2016-2017 (Year 3), with a long term goal of NSU eventually hiring a full time CA instructor.

1.E Equal Access and Treatment. IU supports the national mandate of the Americans with Disabilities Act (ADA) to eliminate discrimination against individuals with disabilities by making reasonable accommodations so that qualified individuals with disabilities are provided access to the same employment opportunities as individuals without disabilities. Eigenmann Hall, the location of CeLCAR, is ADA-compliant for accessibility.

CeLCAR also strives to make its project outcomes accessible to learners with disabilities. Thus all CD-Roms and online materials have been produced to allow access to learners with disabilities, and are tested by IU’s Adaptive Technology and Accessibility Center (ATAC) for compliance. Furthermore, our LIS has training in providing accessible formats to learners with physical and learning disabilities, as well as two years of experience as the Lead Alternate Media Specialist at IU’s ATAC, thereby helping us ensure from very beginning of the design process that our projects are available in accessible formats to learners with disabilities.

2. QUALITY OF KEY PERSONNEL (brief CVs in Appendix A)

2.A. Center Director and Assistant Director. CeLCAR is currently headed by Öner Özçelik (Ph.D. McGill University, Department of Linguistics & Program in Language Acquisition; MA. University of Pittsburgh, Applied Linguistics), who has served as Director since August 2012. Dr. Özçelik is also a tenure-track Assistant Professor in CEUS, an Adjunct

Assistant Professor in SLS, and Director of IU's Central Asian Linguistics and Language Acquisition Lab, where he conducts experimental research on the acquisition and teaching of CA languages. As a renowned second language acquisition specialist with an emphasis on CA languages, he has over 20 publications in academic journals and presses, and has presented over 30 times at major peer-reviewed conferences, both nationally and internationally. He was also the Director, and was, until recently, the Chief Applied Linguist of the new Turkish Flagship Program funded by the Department of Defense. He also served, until 2012, as the Language Coordinator of CEUS, supervising language instruction at all levels of Dari, Estonian, Finnish, Hungarian, Kazakh, Mongolian, Pashto, Persian, Tibetan, Turkish, Uyghur, and Uzbek. In addition to his applied linguistics research interests, Dr. Özçelik is also an experienced instructor; he has taught courses on second language acquisition and linguistics, as well as Turkish language classes. Working at the intersection of applied linguistics research, area studies, language teaching, and language program administration, he understands multiple roles that a Title VI center has to play. During his two-year term as CeLCAR Director, Dr. Özçelik has overseen revitalization in the organization and productivity of the center, including the transition of five CA language textbooks from draft to externally reviewed publication and establishing the first ConCALL, with over 75 registered attendees. 50% of his time is dedicated to CeLCAR, and his administrative supplement for serving center Director and Chief Applied Linguist is paid by the College of Arts and Sciences.

Assistant Director of CeLCAR since 2007 is Mr. David Baer (MBA, Brigham Young). His experience in business (American Airlines, IBM) and non-profit (Red Cross, Community Service Council of Tulsa) administration, and his interest in CA languages (he has studied 1-2 years of several Turkic and Iranian languages: Dari, Farsi, Kazakh, Pashto, Turkish, Turkmen, Uzbek)

give him an excellent background for the administrative and budgetary side of CeLCAR. His 1.0 FTE salary is paid fully by the College of Arts and Sciences. The College also pays the full salary of Ms. Froozan Safi, accounting representative for CeLCAR. Ms Safi is a native speaker of two CA languages, Dari and Pashto, and 50% of her time is dedicated to CeLCAR.

2.B. Professional Staff. The Language Instructional Specialist (LIS) plays a key role in ensuring that all CeLCAR products combine pedagogical and technological sophistication with accessibility to non-specialist learners. Ms. Amber Kennedy Kent (MA, IU) has the educational training and teaching experience perfectly tailored for this role, with two masters degrees from IU in TESOL & Applied Linguistics and Computational Linguistics, a graduate certificate in Instructional Systems Technology from IU's School of Education, three years of experience as the Coordinator of the Language Learning Center at Bowling Green University, and six years combined K-12, undergraduate, and graduate ESL teaching experience. Since joining CeLCAR in the summer of 2009, she has excelled as “ambassador” and “translator” between linguists, materials developers, IT specialists, administrative staff, and faculty at CeLCAR. 53% of her 1.0 FTE salary will be paid by the College of Arts and Sciences.

Since December, 2007, CeLCAR's Information and Communications Technology (ICT) Specialist has been Mr. Sukhrob Karimov (MPA, IU). Mr. Karimov combines both backgrounds in web and graphic design and cinematography with knowledge of Tajiki and Russian languages and the Cyrillic and Arabic-Persian scripts. His knowledge of these scripts has made him invaluable in working with Pashto and Uyghur developers to find solutions for integrating these languages' diacritic-rich versions of the Arabic-Persian script with Flash and other software platforms, and his knowledge and experience in graphic design and computer programming has

made him instrumental in developing CeLCAR's award winning mobile language learning apps and audio video recording portals. Half of his 1.0 FTE salary will be paid by the College.

Three faculty members of IU's SLS Department will be assisting CeLCAR on research and development projects.

Dr. Sun-Young Shin has been directing CeLCAR's PTP project since he joined the faculty of the IU's SLS Department in the Fall of 2007. He received his PhD in Applied Linguistics with an emphasis on language assessment from UCLA under the guidance of Professor Lyle Bachman. His research interests include: second/foreign language assessment, language testing for academic purposes, computer/web-based language testing, standard setting, and heritage language learning and teaching. He will receive .10 FTE compensation from the grant for the first two years for his research and contributions on the PTP team.

Professor Rex Sprouse (PhD Germanic Linguistics, Princeton U) will head CeLCAR's research project on acquisition of and bridging between CA languages. An internationally renowned Full Professor of Second Language Studies, he has an extensive record of publications and research on second language acquisition of phonology, morphosyntax, semantics, and lexicon, models of nonnative language acquisition, and contact-induced language change, as well as experience as advisor and PI for grants from the National Science Foundation. His .05 FTE salary will be funded from the grant, in addition to receiving graduate hourly help (10 hours per week) in conducting his research.

Professor Yucel Yilmaz (PhD Florida State, Second Language Acquisition) will head CeLCAR's research project on teaching of CA languages. He has been at IU since 2012 and is an Assistant Professor of second language teaching. His specialties are effectiveness of different types of instruction and feedback and classroom methodology, and he has published extensively

in major applied linguistics journals. As a speaker of a Turkic language, specializing in research on second language instruction, he is the ideal person to head this project, and will be helped via a graduate student hourly (10 hours per week) funded through the grant.

2.C. Language Materials Developers. Throughout its existence, CeLCAR has been recruiting and training native-speaker curriculum developers from CA countries. Professional development occurs both through work with CeLCAR's professional staff and through teaching in CEUS classes during the academic year and in IU's Summer Language Workshop during the summer. Because of this, we have built a strong roster of committed and highly able developers.

Dr. Gulnisa Nazarova, Senior Lecturer in CEUS, is the principle developer for Uyghur language projects. In 1992, Dr. Nazarova defended her PhD dissertation on Uyghur lexicology. From 1994-2005 she worked in the Turkic Philology department of the Institute of Oriental Studies in Tashkent, teaching Uyghur and Turkish languages. She is currently researching the comparative lexicology of several Turkic languages (Uyghur, Uzbek, Kazakh, Turkish) and is the author of CeLCAR's *Uyghur: An Elementary Textbook*, published by GUP. Her second textbook *Uyghur: An Intermediate Textbook* has already been submitted to GUP and is currently under external peer review. She will devote .33 FTE to develop online Uyghur materials at CeLCAR, as part of our collaboration with CEUS at no cost to DoE.

Dr. Rahman Arman has been the principal developer for Dari language projects since November 2007. As of Fall 2014, he will take over as the Afghan Languages Developer, overseeing both the Dari and Pashto language projects. Dr. Arman received his M.D. from Herat University in Afghanistan, and since he began working for IU in 2007, he has taught both Dari and Pashto at the introductory, intermediate, and advanced levels, as well as leading intensive military seminars in both languages. Since 2010, he has completed two textbooks, Introductory

Dari and Intermediate Dari, with the former already published by GUP and the latter currently in revision with expected publication in Fall 2014, in addition to a draft of advanced level materials in Dari. During the 2014-2018 grant period, he will devote 1.0 FTE to CeLCAR activities, .67 of which will be paid by the grant and .33 will be paid by IAUNRC.

Tserenchunt Legden (MA, University of Humanity in Mongolia), who has for years served as Senior Lecturer in CEUS, will join CeLCAR as the Mongolian Language Developer. Mrs. Legden will be leading the development of Introductory and Intermediate Mongolian textbooks, in addition to being the lead developer of the Mongolian Online Language Learning program. Her research interests include teaching Mongolian as a foreign language, the comparative study of Mongolian and English, phonology of Mongolian, and bilingual dictionaries. She has published a series of Mongolian teaching resources, including *Survival Mongolia*, and an English-Mongolian pocket dictionary. She will devote .66 FTE to Mongolian materials development in CeLCAR, .33 FTE (textbook development) will be paid for by the grant and .33 (online course development) will be paid for by CEUS as part of our collaboration.

Malik Hodjaev is a PhD Candidate in Language Pedagogy from Samarkand State University, specializing in intensive methods of teaching Uzbek as a foreign language. He is a Senior Lecturer in CEUS, and has taught Introductory, Intermediate, and Advanced Uzbek in the traditional classroom, in the intensive summer sessions, and even as a distance learning course. In 2002, Hodjaev co-authored an Uzbek-English phrase-book and has published in numerous academic journals. He joins the CeLCAR staff and will devote .33 FTE to developing online Uzbek materials, as part of our collaboration with CEUS.

Shahyar Daneshgar (PhD, IU, 1995), long time Senior Lecturer in CEUS for Persian and Azerbaijani, will join CeLCAR as the Azerbaijani language Developer. Dr. Daneshgar, who has

a PhD in Turkic languages, will be overseeing the development of Introductory Azerbaijani textbook. His research interests include Iranian and Turkic linguistics, teaching Turkic and Iranian languages, and Central Eurasian comparative folklore and ethnomusicology. He has taught Persian and Azerbaijani courses at various levels at IU and elsewhere. Dr. Daneshgar will work on a contract of \$7,000/year for Year 1 and Year 2 of the grant period.

As in the past grant cycles, CeLCAR will make use of non-resident developers. For this coming grant cycle's work in the Kazakh language, we have identified potential developers with pedagogical training and experience teaching intensive summer classes in IU Summer Language Workshop, a unique strength of being at IU, as these developers are actually brought to IU every summer. For the PTP, pilot testing materials, and other projects, we also work with CA language instructors and visiting scholars in CEUS, as well as IU Summer Language Workshop instructors, and FLTAs in Uzbek, Kyrgyz, Mongolian, and Kazakh to extend the reach of our primary developers and the inventory of our authentic materials.

CeLCAR will also have one GA position each year of the cycle, which will be used to develop an introductory-level textbook in Kyrgyz in Year 1 and Year 2 and Tibetan in Years 3 and 4. They will have .5 FTE at CeLCAR, and their tuition and fee remission will be paid by the College. CeLCAR has successfully developed textbooks with GAs before; for example, the author of our introductory and intermediate Uzbek textbooks (published through GUP), Nigora Azimova from Tashkent, Uzbekistan, was a graduate student in IU's SLS.

2.D. Advisory Boards. (short CVs are attached in Appendix A)

2.D.1 Local Advisory Board. The Director and professional staff will rely on its Local Advisory Board to provide them with expert advice and evaluation on the design and future strategy of the center's projects. The board is composed of members of IU's faculty and

administration, all with a vested interest in CeLCAR and the CA Region, as well as teaching of LCTLs. The Director will convene the Advisory Board at least once a semester to report on the work of the center and to seek guidance on matters of policy and substance. Members of the Local Advisory Board are: Prof. Chris Atwood, Mongolian studies, CEUS; Prof. Kathleen Bardovi-Harlig, Chair, SLS; Prof. Jamsheed Choksy, Iranian studies and Chair of CEUS; Prof. Edward Lazzerini, Director, IAUNRC; Martha Nyikos, Chair, Foreign Language Education Program; Prof. Nazif Shahrani, Afghan studies, CEUS; Dr. Ariann Stern-Gottschalk, Director of IU Summer Language Workshop; and Prof. Yucel Yilmaz, SLS.

2.D.2 National Advisory Board. CeLCAR's National Advisory Board will provide strategic advice on activities and its relationship to national trends and developments in foreign language teaching, and is composed of world-renowned foreign language teaching and area studies specialists. During the four years of the grant, the National Advisory Board will meet twice in person and twice by videoconference. Current members are: Robert DeKeyser, Professor of Second Language Acquisition at the University of Maryland; Victor Friedman, Professor of Slavics and Linguistics and Director of CEERES at the University of Chicago; Jaklin Kornfilt, Professor of Turkic Linguistics at Syracuse University; Silvina Montrul, Professor of Linguistics & Second Language Acquisition and Teacher Education at the University of Illinois; and François Tochon, Head of World Language Education at the Education School, University of Wisconsin - Madison.

Additional members of both boards may be added later at the discretion of the Director.

2.E. Non-Discriminatory Employment. IU's Office of Affirmative Action (OAA) ensures compliance with all federal, state, and local regulations pertaining to the hiring of faculty and staff. OAA actively works to eliminate inequality and discrimination, to foster a climate of

tolerance and inclusiveness, and to provide opportunities for full participation in university life. IU recruits, hires, promotes, educates, and provides services to all persons based upon their individual qualifications. Discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status is prohibited.

By their very nature, IU's programs in CA languages and cultures attract a diverse faculty, administrative staff, student participants, and visiting scholars and include both US and foreign nationals. The university is also committed to enriching diversity on campus and there are an ever-growing number of office and services available: the Office of the Vice Chancellor for Academic Support and Diversity; the Commission on Multicultural Understanding; Faculty Council Affirmative Action committees; Americans with Disabilities Task Force; Recruitment of Minorities and Senior Women Faculty, and others.

3. ADEQUACY OF RESOURCES

3.A. Central Asian Resources at IU. Indiana University is the most appropriate site for an LRC dedicated to the languages of the CA region because it has one of the nation's most extensive concentrations of materials, human resources, and technical capabilities necessary to carry out CeLCAR's mission. The university has invested heavily over many years to support high quality research and publication by tenured and tenure-track faculty in CEUS, and to support language instructor positions for CA languages. All CeLCAR activity will be closely coordinated with activities undertaken by both the IAUNRC and CEUS.

IU has a national reputation for instruction in CA languages, regularly offering 12 CA languages, many of which are taught from introductory to advanced levels throughout the academic year (e.g. Dari, Kazakh, Mongolian, Pashto, Tibetan, Uyghur, and Uzbek), and five

during the summer sessions, as well as irregularly during the academic year (Azerbaijani, Kyrgyz, Tatar, Tajiki, Turkmen). These course offerings play a critical role in CeLCAR's mission by allowing our developers and instructors the opportunity to pilot-test the materials and practice new teaching methodology for which they have been trained.

Regular academic year offerings are supplemented by the IU Summer Language Workshop, an intensive eight-week summer institute with abundant course offerings in even less commonly taught CA languages (e.g. Tatar). With support from the College, IU Summer Language Workshop has been continuously operating for 64 years (since 1950) and is the premier summer institute for intensive study of CA languages. In 2014, the workshop will include seven instructors for six CA languages and an anticipated enrollment of 210 students, with 55 studying CA languages.

3.B. Other Collaborating Units at IU. Besides the strong collaboration between IAUNRC, CEUS and IU Summer Language Workshop, CeLCAR also works closely with other units at IU, including Second Language Studies (where our Director is an Adjunct Assistant Professor) and the School of Education's Program in Language Education and Instructional System Technologies, both valuable resources for language pedagogy, methodology, program assessment, and effective use of technology in education.

IU offers a breadth and depth of foreign languages, virtually unrivaled in the United States. Among the over 70 languages offered, many taught through the advanced level, it also currently hosts three Department of Defense-funded Language Flagship programs, including Chinese, Swahili, and Turkish. With a focus on proficiency-based learning, the Flagship programs move students from entry level to ACTFL-certified superior language fluency during the span of an undergraduate education. As of July 2014, the College of Arts and Sciences will combine best

practices from this proficiency based language instruction into a new Center for Language Excellence (CLE), where qualified experts will provide pedagogical and methodological training, technological support, and testing and evaluation methods and tools for language instructors, with a particular emphasis on instructors of LCTLs. CLE will incorporate the existing Center for Language Technology and Instructional Enrichment (CeLTIE) combined with additional support in on-line language tools and assessment, which will all be available to CeLCAR, whose Director is a founding member of the CLE advisory board.

3.C. Technology Resources. IU has major resources in instructional consulting, media services, and computer technology to support educational projects. The University's Instructional Support Services (UITS), an arm of the Office of Academic Affairs, provides consultation to support teaching, course development, classroom assessment, and classroom innovations, particularly helping faculty integrate new instructional strategies and technologies into their courses via CITL and IU's Online Instructional Design and Development (OIDD) department. CITL provides comprehensive services supporting excellent teaching and learning at IU, including offering guidelines on innovative curricula and pedagogy, and providing consultations and internal reviews using appropriate standards, such as Quality Matters, for developing online education. OIDD, a team in the Learning Technologies division of UITS, focuses primarily on the best practices and design of online learning as part of IU's Online Initiative. They partner along with CITL to support departments on campus looking to move to an online platform. CeLCAR has been working extensively with these two units on the preparations for developing our online courses, and this collaborative effort will continue into the next cycle.

3.D. Language and Computer Laboratories. IU's outstanding language technology resources include labs and audio-video production facilities. CLE provides technological

expertise to support language teaching, learning, and research at IU, creating a cutting-edge language educational environment in fostering faculty collaboration, improving research, and instructional capabilities with innovative tools and pedagogy. It also provides access to pedagogy training and performance-based teaching measurements, especially for LCTLs. In addition, IU's Central Asian Linguistics and Language Acquisition Lab, headed by our Director, provides space and means for conducting experimental second language acquisition and teaching research on CA languages and is the only language lab in the US focusing solely on CA languages.

3.E. Library Resources. IU Bloomington Libraries is a member of the Center for Research Libraries (CRL) consortium and is a recipient of the Association of College and Research Libraries' Excellence in Academic Libraries Award in the university division. Furthermore, they are nationally known for housing outstanding CA resources in both the Herman B. Wells Library (with over 20,000 volumes in CA languages) and several other specialized collections with additional volumes. The most important specialized collection is the Sinor Research Institute for Inner Asian Studies (SRIFIAS), which contains over 10,000 volumes and provides access in a single location to basic reference works, textbooks, grammars, and dictionaries relevant to Inner Asia, as well as to rare books and manuscripts. IU supports a full time Central Eurasian Librarian and a part time Central Eurasian cataloguer (.5 FTE), and assigns the equivalent of one FTE of three other cataloguers who handle CA materials.

3.F Center Office Space. CeLCAR is conveniently located in Eigenmann Hall on the campus of IU Bloomington, in the same building as three Language Flagships (including Turkish) funded by the Department of Defense and the National African Language Resource Center (NALRC). SGIS, of which CeLCAR is part, is also home to all international and area studies centers at IU, the language and literature departments and the Department of International

Studies, among other units. CeLCAR has 8 offices, a large conference room, and a center library, totaling over 2,170 square feet. Each office is equipped with a PC, Ethernet connection, and many of the offices have printers and scanners. The conference room is equipped with a large meeting table, PC, two televisions, white board, and polycom technology for distance/remote language instruction and remote meetings. The center library also has a communal printer, scanner, fax machine, and a small meeting table. All CeLCAR staff has multimedia workstations capable of producing the full range of print and web-based language materials. Following IU models, CeLCAR practices a three-year replacement cycle for hardware and software, fully funded by IU. CeLCAR also owns digital cameras (video and still), sound and picture editing software to allow in-house production of material, and has access to a sound-proof recording booth. CeLCAR's server enables collaborative work on individual projects involving large-file processing and hosts the database of authentic CA multimedia materials.

4. NEED AND POTENTIAL IMPACT.

There are at least five major issues in teaching languages of CA, all of which will be addressed by CeLCAR activities to be undertaken as part of the proposed funding. Obviously these problem areas are interconnected and must be addressed together; this has been the CeLCAR model since 2002 and has wider implications for foreign language study in the US.

4.A.1. Need for Materials. One of the principal reasons why CeLCAR was created in 2002 was the almost total lack of quality teaching materials for any of the languages of the CA region. Over the first two cycles of the Center's existence, a significant portion of available resources was devoted to rectifying this lack. All materials development at CeLCAR has been guided by a set of principles and criteria: The materials produced at the Center are designed using the most up-to-date principles of language teaching methodology; they are based on the

communicative approach, broadly conceived, which stresses language fluency as well as grammatical accuracy, emphasizes cultural understanding and pragmatic competence, and encourages active learning; the materials incorporate appropriate and effective use of various forms of technology; they are designed both for classrooms use and individual study and are attractively and professionally presented, enhancing the learner's pedagogical experience and increasing motivation.

Thus far, CeLCAR has completed high-quality textbooks for introductory Dari, Pashto, Tajiki, Turkmen, Uyghur and Uzbek, as well as intermediate Pashto, Dari, Uyghur and Uzbek; most of which have already been published by GUP, while a few remain in peer-review. CeLCAR has also completed three drafts of advanced level textbooks in Dari, Pashto and Uyghur, and a large number of freestanding web-based modules for all these languages as well as Kazakh, Kyrgyz, and Mongolian. Analysis of usage, however, indicates that sequenced textbooks are more desirable than free-standing modules - which could be due to a lack of effective teacher training for CA languages (a common problem with LCTLs), and/or because of the significant number of users employing CeLCAR materials for self-study. For this reason, in the materials development component of the next grant cycle, we believe the primary language need is to start developing our comprehensive instructional textbooks in additional CA languages (introductory Azerbaijani, Kazakh, Kyrgyz, Mongolian and Tibetan, as well as intermediate Mongolian), for which satisfactory textbooks do not exist.

4.A.2. Need for Proficiency Standards, Content Standards, and Guidelines and Assessment of Learning Outcomes and Goals. In the 2010-2014 grant cycle, CeLCAR proposed developing proficiency standards and guidelines for additional CA languages; however, this project was unfortunately left incomplete due to the reduced funding. To date, no

other program has attempted to define these, so this need remains unaddressed. Although initial steps have been made in some of the CA languages, generally agreed upon standards or guidelines by which students' proficiency can be assessed still do not exist. Some promising research and projects are close to bearing fruit, but only for individual languages (e.g. DLPT 5 for Pashto, STAMP project for Turkish). There is also an unfilled need for multi-level proficiency testing and a method to assess speaking and writing. Language programs as well as funding agencies need quantifiable, reliable, and empirical data on the progress made by students in the classroom. Similarly, government and non-government agencies need access to an accepted standards to refer to when making hiring and promotion choices. CeLCAR's PTP project has already gone far in addressing these needs in four CA languages; we propose to add six more: Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian and Tibetan. Additionally, there are no content standards for any of the CA languages; we plan to address this need initially starting with Mongolian, in collaboration with IAUNRC and one of our internal board members, Dr. Antonia Schleicher, Director of IU CLE and a member of the ACTFL Standards Development Board.

4.A.3. Need for Instructors and Professional Development Opportunities. Closely related to the lack of appropriate materials and content and proficiency standards is the lack of qualified teachers of these languages in the US. There are no tenure-track positions and relatively few permanent lectureships for instructors of CA languages. For languages of former Soviet CA, US universities rely mostly on visiting instructors (IU has recently moved to permanent lectureships for Uzbek, Uyghur, and Mongolian). For Afghan languages, there are numerous immigrant and heritage speakers, but very few with formal pedagogical training. In past grant cycles, CeLCAR has emphasized training for instructors from former Soviet CA, moving them from a grammar-translation approach to a communicative approach. In the current grant cycle,

based on US strategic needs, we will continue to work with instructors from former Soviet CA countries in the IU Summer Workshop and ConCALL, but will expand our efforts to include those who have no training in language teaching, including heritage speakers of CA languages. As different from previous cycles, we will also make these professional developments more accessible to current and potential instructors of Dari and Pashto by creating an additional online hybrid materials workshop, 80% of which will be online and 20% will be an in-person two-day workshop in conjunction with IU Summer Language Workshop and/or ConCALL. This hybrid workshop will also serve to train teachers of Dari and Pashto in the use of our online courses.

For the first time, the new ConCALL conference will also offer linguists and language educators specializing on CA languages a dedicated venue in which to present, publish, and network with other CA language specialists, as no academic conference currently exists solely on the languages of the CA region. We have already held the first ConCALL in May 2014, through internal grants from IU, with less than 40% acceptance rate and over 75 registered attendees (and with nearly a 100% “Overall Very Satisfied” response rate).

4.A.4. Need for Accessible CA Language Courses. Currently, there are only 13 academic institutions in the United States where one can study a CA language, and notably, these are four-year research universities. In fact, across the U.S. there were 468 students enrolled in CA language courses during the 2010-2014 school year. In order to increase the program numbers by 30% and boost enrollments to over 600, CeLCAR has developed a three prong approach to increasing the reach and impact of CA language education by offering additional learning opportunities beyond select four-year universities.

a. Community Colleges. CeLCAR has reached out to two community colleges, NOVA and TCC, to negotiate a significant collaboration for increasing the impact of teaching CA languages

in two-year colleges. The curriculum for NOVA will focus on heritage language learners (1.D.7.a.) and TCC on courses intended for military and corporate audiences (1.D.7.b.).

b. Minority Serving Institutions. CeLCAR is collaborating with NSU to bring courses on CA languages, culture, and area studies as part of their new Global Studies major (1.D.7.c.).

c. Online Language Learning Courses. Finally, because we recognize that the 21st century language learner has different needs than learners of yore, including geographical restrictions and non-traditional classroom availability, we will be developing quality online interactive language courses at introductory and intermediate levels in Dari, Mongolian, Pashto, Uyghur and Uzbek, so that these languages can be studied anytime and anywhere by English-speaking students across the globe.

4.A.5 Need for Collaboration and Dissemination of Research in CA Languages. In addition to attending and presenting at conferences, CA linguists and language educators need to publish their research in order to bolster their CVs, gain tenure, and most importantly, contribute to the ongoing development and advancement of the field. However, currently there exist no journals dedicated solely to the languages of the CA region. CA language experts have to submit articles to general area studies journals such as Journal of Central Eurasian Studies. And while publishing in these journals is notable, it does not reach the widest possible audience as would doing so in one dedicated journal sought to unite the specific field of CA languages and language pedagogy. Therefore, CeLCAR will establish the first Journal of Central Asian Languages and Linguistics (JCALL) to be peer-reviewed and published annually.

4.B. Dissemination of Proposed Material and Activities. CeLCAR is disseminating activities through a combination of downloads from our website, smartphone apps (available free for download), mailing of CD-Roms and print materials, and through a contract with GUP to

increase the profile of our textbooks. Once developing and pilot testing is completed, CeLCAR submits textbooks to GUP. Once peer-reviewed and approved for publication, the textbooks thereby have behind them the publicity and distribution network of a major university press, exponentially increasing their marketability. For example, with our Elementary Uyghur textbook, from 2009 to 2013, we delivered a total of 87 copies (drafts) to customers. By contrast, since publication in December 2013, GUP has already delivered a total of 147 copies in less than six months. This is an enormous increase in our impact. Overall, GUP has been delivering about 1,000 copies per year of our already published textbooks. However, modules, pamphlets, curricular standards and proficiency tests will all continue to be available free from our website, in addition to draft textbooks which are available at cost: During the 2010-2014 grant period, we sold 4,540 units of our draft textbooks, workbooks and language survival phrases. Between the 2010-2014 grant period, our website received an average of 2848 successful page hits a day.

Research efforts are also being disseminated through conferences. For example, our ICT Specialist Sukhrob Karimov presented his paper “Developing mobile apps for language instruction” at the mLearning DemoFest in San Jose, CA in June 2013 and the Director Dr. Ozcelik, presented his paper “L1 effects on the acquisition of prosody in Kazakh, Turkish and Uzbek” at the 2013 SLRF conference in Provo, UT in November 2013. Several CeLCAR developers have also often presented at NCOLCTL and ACTFL, and the Director recently spoke on CeLCAR materials in June 2014 in a panel together with the Acting Senior Director of IFLE Lenore Yaffee Garcia and Michelle Guilfold, Acting Director of the International Studies Division of IFLE.

4.C Impact on Foreign Language Study in the U.S. CeLCAR activities have directly impacted language study in both academic and non-academic environments. Reviews of past

CeLCAR works from academic audiences have been extremely favorable. For example, Dr. Mohira Suyarkulova, University of St. Andrews, said in the May 2012 issue of the peer-reviewed quarterly journal *Central Asian Survey* about our Introductory Uzbek textbook:

“The book is beautifully illustrated with original drawings and photographs. It is broken down into activities that greatly enhance classroom learning, providing plenty of listening, speaking, reading and writing practice exercises. Although the book is not intended as a self-study guide, it does allow for independent work, especially with the interactive activities on the CD-ROM included with the text. Even in the absence of contact with a native-speaker instructor or language helper it is possible for a student using this textbook to hear the correct pronunciation of words, the right intonations and even variations of language in a different dialect.”

We are confident that our 2014-2018 proposed activities will continue this tradition of quality.

The problems faced by the students and teachers of CA languages in the U.S. are similar in many ways to those faced by students and learners of other LCTLs. The “CeLCAR model” may be applicable to other world areas or language groups faced with the immense task of not only developing suitable materials but also simultaneously providing professional development opportunities for instructors, developing proficiency standards, providing reliable assessment tools, making use of research findings, and developing a supportive academic community through professional conferences and academic journals. We will maximize the impact of this model by continuing to cooperate with other LRC’s and NRC’s, presenting our results at conferences such as ACTFL, AAAL, NCOLCTL, and publishing in academic journals. Therefore, even in the small, but critically important field of CA languages, CeLCAR’s proposed activities will continue to have an outreaching effect on all LCTL programs in the United States.

5. LIKELIHOOD OF ACHIEVING RESULTS

Perhaps the most effective indicator of likelihood of achieving results is to reflect on the results of CeLCAR’s activities over the past three grant cycles. Over the past twelve years, CeLCAR has already changed the landscape of CA language education dramatically by creating

high quality language textbooks designed using the most up-to-date principles of language teaching methodology. By the end of CeLCAR's first twelve years of operation, we will have completed six completely new introductory-level textbooks with exercises, and accompanying CD-Roms, three in Iranian languages (Tajiki, Pashto and Dari) and three in Turkic (Uzbek, Uyghur, and Turkmen), as well as four intermediate-level textbooks, two in Iranian languages (Pashto and Dari) and two in Turkic (Uzbek and Uyghur). Most of these texts are already published (a few still under review) with GUP. We also have three advanced textbook drafts in Dari, Pashto and Uyghur. All of these textbooks come with multimedia CD-Roms for interactive language study. Additionally, CeLCAR has published numerous mobile apps, fifteen Intermediate Reading and Listening, Advanced News, and Video and Audio Modules (in Azerbaijani, Kazakh, Kyrgyz, Mongolian, Pashto, Tajiki, Uyghur, and Uzbek), as well as many other programs, tutorials, pamphlets, proficiency guidelines and numerous other resources to aid language learning, all are available for free download from our website.

5.A. Methodology and Procedures. The core mission of CeLCAR is to produce language materials that aim for communicative and cultural competence. The guiding principles behind CeLCAR's approach to textbook design are as follows:

- * Extensive, integrated coverage of all four language skills and pragmatics
- * Exclusive use of authentic or simulated-authentic materials for both reading and listening
- * Emphasis on skill development and effective strategy use
- * A task-based approach that teaches learners how to make use of any text (even long and complex texts), without having to understand every word
- * Careful sequencing to progress from receptive to productive language use, and from less complex to more complex materials

- * An emphasis throughout on active learning and learner autonomy
- * A strong emphasis both on cultural knowledge and on pragmatic appropriateness
- * A recognition of what learners themselves bring to the learning process - incorporating their own stories, experiences, interests, and creative ideas
- * a “spiral syllabus” design that emphasizes the importance of revising and building upon previously learned material

This methodology constitutes an ideal aim for all of CeLCAR’s materials, which will be incorporated into modules, teacher training, and other activities to the extent applicable.

All projects are executed by a collaborative project team using an iterative process based on the ADDIE model of instructional design (analysis, design, development, implementation, and evaluation) (Morrison, et al, 2010). All project teams attend both regular all-CeLCAR staff meetings as well as their own project meetings, and staff members are responsible for submitting bi-weekly achievement reports to the center Director reporting on individual progress. Each staff member will be a member of several projects, and projects have been designed so that all professional staff will collaborate across teams in order to make best use of center resources.

The Director of CeLCAR will implement IU's Human Resources Management Performance review protocols with center staff to formally provide individual feedback on annual performance. This will provide a structured means for guiding the staff and ensuring that the projects remain on task and on time with the proposed outcomes.

5.B. Practicability of Plans - Expectations of Success. (see timeline in Appendix B). The plan of operations set forth in this proposal constitutes a considerable quickening of the pace of CeLCAR’s materials development clock over the previous twelve years, based on our particularly productive operations in the previous cycle, which was despite reduced funding. We

believe that this plan is feasible due both to successful staff hires, the replacement of rotating visiting lecturers at IU with permanent lecturers, and the considerable backlog of materials already collected and previous textbook templates in several related CA languages.

Strategic hires include that of the Director with background in both Turkic Applied Linguistics and CA language program administration, a position filled in the summer of 2012. We believe that a director actively committed to CA language pedagogy and area studies is crucial. Although much of language pedagogy is transferable to other language groups, much is not. Moreover, as someone who is a tenure-track Assistant Professor in CEUS and an Adjunct Assistant Professor in SLS, as well as serving in the advisory boards of IAUNRC, IU Summer Language Workshop and the new CLE, Director Öner Özçelik has already been able to increase coordination with related organizations within IU and professional organizations elsewhere.

Most of our materials developers have already spent years teaching introductory to advanced levels of their respective languages. They have thus collected a large, if unsystematic, body of materials. Some of them already have textbooks, which they will adapt to online course platform. Added to these are the existing modules in several CA languages, which were produced in the previous grant cycles of CeLCAR, several of which were developed by current staff and can be plugged, virtually as is, into the textbooks. The primary desideratum is thus to organize these materials according to an empirically determined sequence of proficiency grades and the correct principles of textbook organization set out above. For the PTP and research projects, we will rely on both the considerable achievements of PTP to date and the past publication record of their project leaders, Dr. Shin, Professor Rex Sprouse and Dr. Yilmaz.

The online materials in Dari, Pashto, Uyghur and Uzbek will be partially based upon the introductory and intermediate material already published or under review by GUP during this

four-year grant. All online course curriculum and material will be reviewed, free of charge, by CITL and OIDD, to ensure they follow best practices of instructional design.

6. DESCRIPTION OF FINAL FORM OF RESULTS

The expected results from CeLCAR's activities will include products in the form of language learning materials, proficiency guidelines, proficiency exams, improvements in terms of increased teacher effectiveness, language workshops, bi-annual conference and proceedings, increase in CA programs and student enrollment. The expected products will be as follows:

- (1) 5 Introductory level textbooks: Azerbaijani, Kazakh, Kyrgyz, Mongolian, and Tibetan
- (2) 1 Intermediate level textbook: Mongolian
- (3) 4 Reference Grammar Books: Dari, Mongolian, Pashto, and Uyghur
- (4) 10 Online Introductory Language Courses: Introductory and Intermediate Dari, Pashto, Mongolian, Uyghur, and Uzbek
- (5) At least 4 articles and/or presentations based on empirical research on the acquisition and teaching of CA languages, as well as bridging between them.
- (6) Afghan Heritage Language Learning Workbook, Multimedia CD and smartphone app
- (7) 12 Informational Language Pamphlets in Altai, Brahui, Chechen, Gorani, Hazaragi, Kalmyk, Karakalpak, Khakas, Ossetian (Ossetic), Shoghni, Talysh, and Tuvan.
- (8) 6 Proficiency guidelines with associated exams: Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, and Tibetan
- (9) Mongolian-specific ACTFL Content Standards/Guidelines
- (10) 3 new CA language programs: NOVA, NSU, TCC
- (11) 2 Conferences on Central Asian Languages and Linguistics (ConCALL) (2016 and 2018) with published proceedings

- (12) 4 journals of Central Asian Languages and Linguistics (JCALL): published annually
- (13) 6 teacher development workshops, four linked with IU Summer Language Workshop and two with ConCALL
- (14) An Online Hybrid Teacher Development Workshop linked with IU Summer Language Workshop (4 times) as well as ConCALL (twice)
- (15) A minimum of 12 new smartphone apps to accompany our new textbooks

7. EVALUATION PLAN

CeLCAR has a comprehensive three-level evaluation plan for the 2014-2018 grant cycle, conducting not only internal evaluation, but also utilizing external expert evaluators trained in language program evaluation. The comprehensive four-year evaluation will include formative and summative evaluation of CeLCAR's materials, research output and seminars. The formative component will 1) evaluate the extent to which new activities are being implemented as intended and accomplishing their stated need, and 2) allow for continuous improvement to help ensure that objectives are met. The summative component will measure the extent to which CeLCAR has impacted participants' teaching, career, research, studies, and language use.

The evaluation specifically focuses on measuring the extent to which CeLCAR successfully meets its four general established goals (corresponding to the Title VI priorities): increase the number of quality, empirically-based language learning materials through the development and dissemination of new teaching materials for LCTLs from the CA Region, including heritage language materials; increase the development, application, and dissemination of performance testing materials for LCTLs from the CA Region; increase the number of highly qualified teachers and effective instructional materials through the conduct and dissemination of research on new and improved teacher methods; and, expand overall outreach for foreign

language instruction in CA languages, including to under-served populations and students at minority-serving institutions. As evidenced in Appendix E, we have developed meaningful and specific objectives (referred to as *performance measures*) linked to each of these four goals, as well as project-specific *activities* that support these project objectives. We have also prepared quantifiable outcome measures (referred to as *indicators*) to assess progress towards goals (such as external approval rating of our textbooks, number of textbooks completed, etc.), as well as the types and sources of data (GUP sales, online surveys, etc.), and the frequency of data collection, which are not included in Appendix E as per the LRC application instructions.

At the first level of the proposed three-level evaluation plan, CeLCAR will rely on the Local and National Advisory Board defined in section 2.D to review with the Director the stated Performance Measures and seek guidance and suggestions for improvement. The members of the Local Advisory Board will meet at least twice a year with the Director and review the center's progress towards its stated goals, and provide feedback as necessary for immediate adjustment and improvement. Members of the National Advisory Board will also meet at least once a year with the Director, and review the center's impact as a *national* language resource center and evaluate its progress. Each member of the board writes their own report, detailing the center's progress towards its stated goals, as well as their suggestions as to how these goals can best be met. In addition, all the reports and recommendations from both the local and the national boards are shared with the external evaluator, as is explained below.

At the next level lies an evaluation plan that is specific to each CeLCAR project. As detailed in section 1.D Projects, Goals, Resources, every planned CeLCAR activity will have at least one form of evaluation as part of its iterative design process, as well as undergoing summative evaluation before being disseminated. For example, with respect to textbook

preparation, our main activity, every completed manuscript is not only piloted in CEUS and IU Summer Workshop courses, but before publication, they are sent to GUP, an IU-external university press, which sends them out to external reviewers before deciding to publish them. Our grammar reference textbooks will similarly be sent to Routledge for external review. Findings of our research projects are submitted to peer-reviewed journals and conferences, again going through a rigorous external review process. As for online courses, which will form another major component of our next grant cycle, in addition to collaborating with GUP regarding summative and external evaluation, as part of an ongoing formative evaluation process, CeLCAR will use Quality Matters standards in collaboration with CITL, as well as working closely with Prof. Gamze Ozogul from the School of Education, an Instructional Designer specializing in Online Program Evaluation in order to evaluate existing program operations so that gaps in efficiency can be detected and areas for improvement can be suggested. Similarly, all teacher training workshops and the ConCALL conference have both on-going and final qualitative input from the participants, as well as follow-up evaluations after the workshops are completed. This process applies to all CeLCAR publications, including our pamphlets and multimedia resources, and is one CeLCAR prides itself with. These individual project evaluation reports are also shared with our Local Advisory Board and are discussed during National Advisory Board meetings.

The third level of evaluation is the contracting of an external expert evaluator with language program evaluation experience to evaluate our operations with a member of our National Advisory Board of their choice. Professor John McEwan Davis of the Department of Linguistics at Georgetown University (PhD, Second Language Studies, University of Hawaii at Manoa) has agreed to serve as the external evaluator. He is an experienced language program evaluator, with a scholarly research focus and teaching experience, and experience in language

program evaluation. In addition, having worked for Hawaii's NFLRC on multiple projects, he is well-versed in the work done by LRCs, as well as being well-acquainted with what an ideal LRC should look like. As an IU-external expert evaluator with no previous contact with any of the members of our Center, he is extremely qualified to make an objective evaluation of our program. All evaluative comments and reports from all of our projects as well as reports provided by our advisory board members will be shared with the outside evaluator, and he will visit Bloomington, IN twice during the cycle together with an external board member of his choice, thereby adding to the objectivity of the process, and bringing an additional perspective from a content expert with knowledge of CA languages. This is a productive combination in that one person (Prof. Davis) will organize the logistics of the evaluation (evaluation questions, uses, data collection, analysis, reporting, etc.), while guided by another person knowledgeable about CA language education. Finally, reports of these two external evaluators, along with reports from our individual projects, will also be shared with our board members, leading to a three-level evaluation plan in which each component perfectly informs the other two.

The aggregate information provided by these components will allow CeLCAR to make the necessary improvements as well as to document the impact that the center's activities has had on a variety of participants including current undergraduate/graduate students, alumni, university faculty, and non-IU language learners and instructors.

8. BUDGET AND COST EFFECTIVENESS

The budget proposed is adequate to complete the activities detailed in this proposal and close attention has been paid to the cost effectiveness of all proposed activities. IU's College of Arts and Sciences commits to an extensive institutional support, including providing prime office space on campus and clerical support for all activities. The College will ramp up its already

extensive contributions regarding salaries, fully funding the salaries and, where relevant, administrative supplements of the top administration of CeLCAR (Director, Assistant Director and the Accounting Representative), as well as providing two course releases (one per semester) from the Director's four-course CEUS course load. The College also provides more than half of the aggregate compensation of CeLCAR professional staff (ICT and LIS), plus tuition and fee remissions for graduate student developers. In addition, CEUS will be providing support for the development of a new major innovative project, online language learning courses, through providing release time for the language lecturers involved, adding to the cost effectiveness of this project which is already supported by the College through the services of the CITL, CLE and the OIDD. The College also supports a wide range of academic programs in the field of CA Studies (IAUNRC, IU Summer Workshop, CEUS, etc.), and linguistics (SLS) creating a unique collection of academic and research resources in a low-cost Midwestern town.

Project activities have been designed to maximize grant funds. This has been accomplished over the past grant cycle by investing in highly qualified individuals with multiple skill sets so that a variety of projects and activities can be developed simultaneously and have multiple functions. All of CeLCAR staff are multi-lingual and many combine talents in language pedagogy with those in IT, instructional design, graphic design and other relevant skills.

In addition, CeLCAR will aggressively seek to diversify funding by applying for additional grants, especially in the form of military seminars and Fulbright FLTAs, as well as support from other IU institutions. Likewise, CeLCAR's ConCALL and associated teacher training workshops will continue to be supported through other NRC's on campus. Similarly, IAUNRC financially supports some of our activities, such as funding one third of our Dari and Pashto materials developer's salary. Through close collaboration and the wider sharing of university resources,

both direct and indirect, and by following a flexible approach to product design, CeLCAR will be able to achieve its ambitious project in a cost-effective manner.

9. COMPETITIVE PREFERENCE PRIORITIES

This proposal will increase US language readiness in a total of eleven languages out of the total of seventy-eight (78) priority languages identified as strategic in the US Department of Education's list of LCTLs. In alphabetical order, the languages with which we proposed to work include Azerbaijani (Azeri), Dari, Kazakh, Kyrgyz (Kirghiz), Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uyghur (Uigur), and Uzbek. Our introductory pamphlets will also introduce basic facts and phrases for languages such as Chechen, in total affecting twenty of the 78 priority languages identified as strategic in the DoE's list of LCTLs. It is a measure of the strategic importance of the CA region that not only will we cover 11 out of the 78 listed languages in materials preparation projects, but *every single language dealt with in this proposal is strategic*. This is something few other LRC's can say.

Additionally, this cycle CeLCAR will be entering into significant and sustained collaborations with not one, but two community colleges, NOVA and TCC, and a minority-serving institution, NSU. This partnership will bring the instruction of two critical languages (Dari and Pashto) to these institutions, and in addition will bring an introductory course on the languages and cultures of these languages to NSU's existing Global Studies curriculum, thereby setting the initial steps of bringing CA language instruction to NSU campus. As part of our collaboration agreement with NOVA, CeLCAR will also be addressing Invitational Priority #2 by supporting the teaching and learning of heritage languages by offering Heritage Afghan language courses to those learners who grew up using the language at home and/or received K-12 education and would like to develop their fluency and/or become literate in the language.

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Curriculum Vitae, CeLCAR Title VI Proposal, 2014-2018

ADMINISTRATIVE AND PROFESSIONAL STAFF

Öner Özçelik, PhD, Director, since 2012

EDUCATION

Ph.D., Linguistics & Language Acquisition, McGill University, 2012

M.A., Applied Linguistics & TESOL, University of Pittsburgh, 2006

B.A., Foreign Language Education, School of Education, Boğaziçi University, 2004

CURRENT AND RECENT POSITIONS

Director, Center for Languages of the Central Asian Region (CeLCAR), since 2012

Assistant Professor, Department of Central Eurasian Studies (CEUS), since 2011

Adjunct Assistant Professor, Department of Second Language Studies (SLS), since 2012

Director, Central Asian Linguistics and Language Acquisition Lab, since 2011

Interim Director, Turkish Flagship Program, NSEP, Department of Defense, 2012

Language Coordinator, CEUS, for languages including: Dari, Estonian, Finnish, Hungarian, Kazakh, Mongolian, Pashto, Persian, Tibetan, Turkish, Uyghur, Uzbek, 2011-2012

RECENT RELEVANT COURSES TAUGHT

Turkish (Introductory, Intermediate and Advanced); “Turkic Applied Linguistics” (CEUS-R 589); “Structure of Turkish” (CEUS-R 389/589 & LING-L 490/ 590); “Central Eurasian Languages and Cultures” (CEUS-R 199); “Phonology” (LING 331); “Phonetics” (LING 330); “Intro to Linguistics” (LING 201); Intro to the Study of Language (LING 200)

SELECTED RECENT PUBLICATIONS (REFEREED)

Özçelik, Öner & Rex A. Sprouse (under review). The Deep Orthography Hypothesis and vowel harmony in English-Turkish Interlanguage. A. Gürel & Y. Bayyurt (eds.), *Second Language Acquisition of Turkish*. Philadelphia, PA: John Benjamins.

Özçelik, Öner. *Accepted*. Interface Hypothesis and the L2 acquisition of quantificational scope at the semantics-syntax-pragmatics interface. *Language Acquisition*.

Özçelik, Öner. 2014. Prosodic faithfulness to foot edges: the case of Turkish stress. *Phonology*.

Özçelik, Öner. 2013. Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3 Turkish of Uzbek-Russian bilinguals. *GLOW 36 Spring Newsletter*.

White, L., A. Belikova, P. Hagstrom, T. Kupisch, Ö. Özçelik. 2012. Restrictions on definiteness in second language acquisition. *Linguistic Approaches to Bilingualism*.

SELECTED RECENT PRESENTATIONS (REFEREED)

Özçelik, Öner. 2014. ‘Stress’ or ‘Intonational prominence’? Word accent in Kazakh, Turkish, Uyghur and Uzbek. *10th Workshop on Altaic Formal Linguistics*. MIT, Cambridge, MA.

Özçelik, Öner. 2013. L1 effects on the acquisition of prosody in Kazakh, Turkish and Uzbek. *Second Language Research Forum 32 (SLRF 32)*, Brigham Young University, Provo, UT.

RECENT AWARDS: Trustees Teaching Award (2013), Indiana University; Mellon Innovating International Research, Teaching and Collaboration Innovative Workshop grant (2013)

LANGUAGES

Turkish: native speaker; Azerbaijani, Gagauz, Turkmen, Uzbek: good; French, German, Mandarin: fair; Kazakh, Kyrgyz, Tatar, Uyghur: research/reading knowledge

Dave Baer, Assistant Director, since 2006

EDUCATION

MBA, Brigham Young University, Provo, UT, 1983

BS, Computer Science, Brigham Young University, Provo, UT, 1981

RELEVANT PROFESSIONAL EXPERIENCE

Assistant Director, Indiana University, Center for Languages of the Central Asian Region, 2007-Present

Accounting Representative, Indiana University, Center for Languages of the Central Asian Region, 2006-2007

Volunteer Coordinator, Tulsa Citizen Corps, Community Service Council of Greater Tulsa, Oklahoma; directed the Tulsa Human Response Coalition and Tulsa Language/Culture Bank

Instructor; also, Responder on Disaster Action Team, American Red Cross, Tulsa Oklahoma

Project Lead and Infrastructure Specialist, American Airlines, Tulsa, Oklahoma

Systems Programmer/Analyst, IBM – Communications Products Division, Raleigh, North Carolina

SERVICE TO PROFESSION

Team Leader, Online Course Development Team, CeLCAR, coordinating with university resources such as CITL (Center for Innovative Teaching and Learning) and OIDD (Online Instructional Design and Development) in order to take advantage of most recent trends, technologies and organizational policies, petitioning for tech or policy updates where required, developing materials for online language courses in Dari, Mongolian, Pashto, and Uzbek, 2014-Present

Operations Manager, directed day-to-day affairs of the publication of introductory, intermediate, and military textbooks/CDs in the languages of Dari, Pashto, Tajiki, Uyghur, and Uzbek; alphabet script workbooks/CDs in Dari and Pashto; phrasebooks/CDs in Dari and Pashto; language proficiency tests in Pashto, Turkmen, Uyghur, and Uzbek; mobile apps (for Apple, Android, Blackberry) in Dari, Pashto, and Uyghur, 2006-Present

Coordinator, Military Seminar for Afghan Languages and Cultures, delivered training to over 1,200 soldiers and government personnel in Dari and Pashto languages and multicultural issues, in seminars from 5 to 25 days in length, for US Army, Navy, Air Force, Marines, US State Department, and USAID, 2008-2013

Assisted with Conference on Central Asian Languages and Linguistics (ConCALL), Bloomington, IN, May 16-17, 2014

LANGUAGES

Spanish, Arabic, Dari, Japanese, Kazakh, Mandarin Chinese, Pashto, Persian/Farsi, Russian, Turkish, Turkmen, Uzbek, Welsh, American Sign Language

Froozan Amir Safi, Accounting Representative, since 2007

EDUCATION

Associate of Science in Business Administration, Ivy Tech State College, Bloomington IN, 2002

RELEVANT PROFESSIONAL EXPERIENCE

Accounting Representative, Indiana University, Center for Languages of the Central Asian Region (CeLCAR), 2007-Present

Accounting Representative, Indiana University, National African Language Resource Center (NALRC), 2012-Present

Office Service Assistant, Indiana University, Academic Support & Diversity, 2007

Assistant Account Associate, Indiana University, Office of Financial Management Services (FMS), 2005-2006

Administrative Assistant, Indiana University, Asian Cultural Center, 2004-2005

ADDITIONAL INFORMATION

Computer Skills: Microsoft Office (including Word, Outlook, Excel, and PowerPoint)

Amber Kennedy Kent, Language Instructional Specialist, since 2009

EDUCATION

Certificate in Instructional Systems Technology, Indiana University, Bloomington, IN, 2014
MA, Computational Linguistics, Indiana University, Bloomington, IN, 2005
MA, TESOL & Applied Linguistics, Indiana University, Bloomington, IN, 2005
BA (Magna cum laude), English, Old Dominion University, Norfolk, VA, 2001

RELEVANT PROFESSIONAL EXPERIENCE

Coordinator, Language Learning Center, Bowling Green State University, Bowling Green, OH, 2006-2009
Part-time Instructor, ESL Department, Bowling Green State University, Bowling Green, OH, 2006-2009
ESL Teacher K-12, Virginia Beach City Public Schools, Virginia Beach, VA, 2005- 2006;
Virginia State Teacher's License, ESL K-12 Endorsement, Issued: June 2005
Beginning ESL Teacher, English in the Evening, Indiana University, Bloomington, Indiana, 2003-2005

RELEVANT COURSES TAUGHT

Advanced Listening and Speaking (ESL 508); Intermediate Listening and Speaking (ESL 503);
ESL Academic Oral/Aural Skills I (ESL 103); ESL Academic Composition I (ESL 100)

RECENT CONFERENCE PRESENTATIONS

“Designing Interactive Webquests for the Language Classroom” 2008 Ohio Foreign Languages Conference, Cincinnati, OH, April 3-5, 2008
“Designing Pedagogically Effective Interactive Webquests for the Language Classroom,” 2008 MidWest Association for Language Learning Technology Conference, Cleveland, OH, October 17-18, 2008

RECENT SERVICE TO THE PROFESSION

Coordinator, Conference on Central Asian Languages and Linguistics (ConCALL),
Bloomington, IN, May 16-17, 2014

LANGUAGES

French, Spanish

Sukhrob Karimov, ICT Specialist/Developer, since 2007

EDUCATION

MPA, School of Public and Environmental Affairs, Indiana University, 2008

BS, School of Engineering Business and Management, Tajik Technical University,
Dushanbe, Tajikistan, 2005

Certificate in Web Design and Development, Tajik Technical University,
Dushanbe, Tajikistan, 2004

RELEVANT WORK EXPERIENCE

Financial Systems/ICT Specialist, Center for Languages of the Central Asian Region,
Indiana University, 2008-present

Manager/Developer, Indiana BlackBerry (Mobile App) Developers Group,
Bloomington, Indiana, 2012 - present

Database Manager and Web Developer, Indiana University, Bloomington, 2007-2008

Slavic and Central Asian Materials Assistant, Technical Services Department
(Herman B Wells Library), Indiana University, 2006-2007

Lead Website Developer, The Academy of Sciences of the Republic of Tajikistan,
Dushanbe, Tajikistan 2004-2006

Graphic and Web Designer, University of Central Asia (UCA),
Dushanbe, Tajikistan 2002-2005

Web Developer /Graphic Designer, The Aga Khan Humanities Project for Central Asia,
Dushanbe, Tajikistan, 2000-2001

Interactive Material Developer/Scriptwriter/Actor, “Kinoservice” Ltd (Dom Kino),
Dushanbe, Tajikistan, 1999-2002

RELEVANT HONORS AND AWARDS

Mobile Design - Adobe Design Achievement Awards Semifinalist Certificate, March 2012

Application Development - SONY Ltd., AIR App Challenge for SONY, November 2011

Pashto Script Tutorial App - "Most Compelling Academic Application", BlackBerry®
Developer Challenge, October 2011

RECENT CONFERENCE PRESENTATIONS

“M-Learning: Adding Mobile to Your Learning Environment,” Conference on Central Asian
Languages and Linguistics (ConCALL), Bloomington, IN, May 16-17, 2014

“Technology in Teaching and Evaluating Languages Skills,” 2013 National Council of Less
Commonly Taught Languages Conference (NCOLCTL), Chicago, IL, April 25-28, 2013

TECHNICAL SKILLS

Software: Adobe CC and Adobe CS6.0 Design and Production premiums, SQL Server
2008/R2/2012, SharePoint 2012, Adobe Flash/Flex Builder, ColdFusion, Eclipse IDE

Programming Languages: Action Script 3.0, MXML, Flex, C#, PHP, Java, ASP, JavaScript,
Perl, Python, SQL, XHTML, XML, HTML5, CSS3

LANGUAGES

Russian, Tajik, Dari, Farsi, Shughni

Professor Rex A. Sprouse, PhD, Coordinator of the CA Language Acquisition and Bridge Instruction Research Projects, since 2014

EDUCATION

Ph.D., Germanic linguistics, Princeton University, 1989

M.A., Germanic linguistics, Princeton University, 1983

B.A., Comparative literature and German (minor: Russian literature), Hiram College, 1979

RELEVANT PROFESSIONAL EXPERIENCE

Professor, Second Language Studies, Indiana University, 2014-Present

Henry H.H. Remak Professor, Indiana University, 2011-2014

Professor, Germanic & Second Language Studies, Indiana University, 2006-2014

Associate Professor, Germanic Studies, Indiana University, 1999-2006

Assistant Professor, Germanic Studies, Indiana University, 1994-1999

Assistant Professor, Germanic Philology, Harvard University, 1989-1994

Instructor, German, Harvard University, 1988-1989

Assistant Professor, German, Eastern Oregon State College, 1986-1988

Visiting Assistant Professor, German and Linguistics, Bucknell University, 1985-1986

PRIMARY RESEARCH INTERESTS

Second and additional language acquisition,

Structure and history of languages of Europe and Turkic languages

Language contact

SELECTED RECENT PUBLICATIONS

Assisted with Conference on Central Asian Languages and Linguistics (ConCALL),
Bloomington, IN, May 16-17, 2014

Özçelik, Öner & Rex A. Sprouse (under review) The Deep Orthography Hypothesis and vowel harmony in English-Turkish Interlanguage. Solicited by Ayşel Gürel & Yasemin Bayyurt (eds.), *Second Language Acquisition of Turkish (Language Acquisition and Language Disorders Series)*, Philadelphia, PA: John Benjamins.

Schwartz, Bonnie D. & Rex A. Sprouse (2013) Generative approaches and the poverty of the stimulus. In Julia Herschensohn & Martha Young-Scholten (eds.), *The Cambridge Handbook of Second Language Acquisition*, New York: Cambridge University Press, pp. 137-158.

Darcy, Isabelle, Laurent Dekydtspotter, Rex A. Sprouse, Justin Glover, Christiane Kaden, Michael McGuire & John H.G. Scott (2012) Direct mapping of acoustics to phonology: On the lexical encoding of front round vowels in L1 English-L2 French acquisition. *Second Language Research* 28: 5-40.

Sprouse, Rex A. (2010) The invisibility of SLA theory in mainstream creole linguistics. *Second Language Research* 26: 261-277.

Sprouse, Rex A. (2009) Creoles and interlanguages, conclusions and research desiderata: A reply to Plag. *Langage, Interaction et Acquisition/Language, Interaction and Acquisition* 1: 273-291.

Dekydtspotter, Laurent, Bruce Anderson & Rex A. Sprouse (2007) Syntax-semantics interface. In Dalila Ayoun (ed.), *French Applied Linguistics (Language Learning and Language Teaching, 16)*, Philadelphia: John Benjamins, pp. 75-102.

Professor Yucel Yılmaz, PhD, Coordinator of the CA Language Teaching Research Project, since 2014

EDUCATION

Ph.D., Second Language Instruction, Florida State University, Tallahassee, Florida, 2008

Ms.Ed., Teaching English to Speakers of Other Languages University Of Pennsylvania, Philadelphia, Pennsylvania, 2004

B.A., American Culture and Literature, Istanbul University, Istanbul, Turkey, 2000

RELEVANT PROFESSIONAL EXPERIENCE

Assistant Professor, Indiana University, 2012-Present

Assistant Professor, Sakarya University (Turkey), 2009-2012

Postdoctoral Fellow, University Of Calgary (Canada), 2008-2009

RELEVANT COURSES TAUGHT

Second Language Research in Pedagogical Contexts

Language Learning Technology

TESOL Practicum

Second Language Acquisition

The Successful Language Learner

Method in Teaching ESL/EFL to Adults

SLA & Language Instruction

RECENT PUBLICATIONS

Yılmaz, Y., & Granena, G. (under review). The role of explicit language aptitude on the relative effects of explicit, implicit and mixed feedback. *Bilingualism: Language and Cognition*.

Goo, J., Grañaena, G., Yılmaz, Y., & Novella, M. (invited, 2013). Implicit and explicit instruction in L2 learning: Norris & Ortega (2000) revisited and updated. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages*. Amsterdam: John Benjamins.

Yılmaz, Y. (2013a). Relative Effects of Explicit and Implicit Feedback: The Role of Working Memory Capacity and Language Analytic Ability. *Applied Linguistics*, 34(3), 344-368.

Yılmaz, Y. (2013b). The relative effectiveness of mixed, explicit and implicit feedback. *System*, 41(3), 691-705.

RECENT AWARDS

2014 Spencer Small Grant Proposal –Teaching, Learning, and Instructional Resources \$49,934.00 (under review)

2013 NSF Grant Proposal –Behavioral and Cognitive Sciences (Linguistics) \$136.000 (not funded)

2010-2011 Post-doctoral Fellowship offered by the Spanish Government, Estancias de Jovenes Doctores Extranjeros \$40.000

LANGUAGES

Turkish – native language; English – speak fluently and read/write with high proficiency;

Spanish – speak, read, and write with basic competence

Professor Sun-Young Shin, PhD, Coordinator of the Proficiency Testing Project, since 2007

EDUCATION

Ph.D., Applied Linguistics & TESL, University of California, Los Angeles (UCLA), 2007

M.A., English as a Second Language, University of Hawai'i at Mānoa, 2002

B.A., English Language and Literature, Korea University, Seoul, Korea

RELEVANT WORK EXPERIENCE

Assistant Professor, Second Language Studies, Indiana University, Bloomington, Indiana, 2011–Present

Lecturer & Language Testing Specialist, Second Language Studies, and Center for the Languages of the Central Asian Region, Indiana University, Bloomington IN, 2007–2011

Coordinator, Korean Flagship Admission Test, Center for World Languages, UCLA, 2004–2006

Test Developer & Researcher, Korean Language Proficiency Test (Level I, II, & III), Los Angeles Unified School District (LAUSD), 2004 – 2006

PUBLICATIONS

Bardovi-Harlig, K., & Shin, S.-Y. (2014). Expanding Traditional Testing Measures with Tasks from L2 Pragmatics Research. *Iranian Journal of Language Testing*, 4(1), 26-49.

Shin, S.-Y. (2013). Proficiency scales. In C.A.Chappelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford, UK: Wiley-Blackwell.

Shin, S.-Y. (2013). Developing a Framework for Using E-portfolios as a Research and Assessment tool. *ReCALL*, 25(3), 359-372.

Shin, S.-Y. (2012). Web-based Language Testing. In C. Coombe, B. O'Sullivan, P. Davidson & S. Stoyloff (Eds.), *The Cambridge Guide to Language Assessment* (pp.274-279). Cambridge: Cambridge University Press.

Shin, S.-Y. (2010). The Functions of Code-Switching in a Korean Sunday School. *Heritage Language Journal*, 7(1), 91-116.

RELEVANT COURSES TAUGHT

Web-based Language Teaching & Testing, SLS T500(a)

L2 Program Evaluation, SLS T500(b)

Survey of Applied Linguistics, SLS T522

Language Testing, SLS T550

Models of SLA, SLS S532

Quantitative Research for Language Study, SLS S600

Design and Development of Language Assessment, SLS S650

Seminar in Applied Linguistics (Advanced issues in language assessment), SLS S700

AWARDS

Spaan Fellowship for second and foreign language assessment, University of Michigan, 2007

Korean Honor Scholarship, the government of Republic of Korea, 2004

UCLA Korean Alumni Association Scholarship, 2004

LANGUAGES

Korean (native), English (near native), and Japanese (intermediate)

LANGUAGE DEVELOPERS

Dr. Rahman Arman, Dari/Pashto Language Developer, since 2007

EDUCATION

Department of Justice Certified MSPT Dari & Pashto Language Tester, 2012
Pashto & Dari ACTFL/ILR Certified Language Tester, 2010
Indiana University Distance Education Certification, Pashto Language Course, 2009
Medical Doctor, Herat University Medical Faculty School of Medicine, Herat, Afghanistan, 2005
B.S. in Bio-Chemistry, Herat University Medical Faculty School of Medicine, Herat, Afghanistan, 1997

RELEVANT WORK EXPERIENCE

Lecturer, CELCAR/CEUS, Department Language, Indiana University, 2007-Present
Language Assessment Dari & Pashto language expert, Avant, 2011-Present
Language Instructor, Summer Language Workshop, Indiana University, 2010-2012
Language Translator, Academy for Educational Development (AED)/Higher Education Portal (HEP)-USAID Pashto/Dari, 2007-2011
Lead Instructor/Coordinator, Afghan Language and Culture Seminars (for Provincial Reconstruction Teams, Agribusiness Development Teams, Embedded Training Teams), Center for Languages of the Central Asian Region, Indiana University, 2008-2009
Volunteer, Bloomington Hospital Ortho-Neuro Department, 2007-2008
General Practitioner, Razy Clinic, Herat Hospital, 2006-2007
Residency, General Practitioner, Herat University Medical Faculty School of Medicine, Herat, Afghanistan, 1997-2005

RELEVANT PUBLICATIONS

Dari: An Introductory Textbook, textbook/CD, approved to be published by Georgetown University Press in 2015
Dari: An Intermediate Textbook, textbook/CD, manuscript submitted for approval to be published by Georgetown University Press in 2015
Essential Dari Survival Phrases for Military, phrasebook/CD, published by Indiana University
Essential Pashto Survival Phrases for Military, phrasebook/CD, published by Indiana University
Pashto: Afghan Languages & Cultures, military textbook published by Indiana University
Dari: Afghan Languages & Cultures, military textbook published by Indiana University
Dari Script Writing Tutorial, workbook/CD, published by Indiana University
Language Proficiency Test, Dari Language, Novice Level
Dari Alphabet App, published by Indiana University for Apple, Android and Blackberry
Pashto Alphabet App, published by Indiana University for Apple, Android and Blackberry
Pashto Script Tutorial App, published by Indiana University for Apple, Android, Blackberry

LANGUAGES

Native speaker of Dari and Pashto; fluent in Farsi and English; Urdu skills good

Dr. Shahyar Daneshgar, PhD, Azerbaijani Language Developer, since 2014

EDUCATION

Ph.D., Turkic languages, Indiana University, 1995

RELEVANT WORK EXPERIENCE

Senior Lecturer, Persian, Central Eurasian Studies, Indiana University, Bloomington, Indiana, 2008-Present

Visiting Assistant Professor, Azerbaijani, Summer Language Workshop (was SWSEEL), Indiana University, Bloomington IN, 2001- 2011

COURSES TAUGHT

Introductory & Intermediate Persian, academic year, Indiana University, 2002-Present

Introductory Azerbaijani, intensive summer classes, Indiana University, 2001- 2011

Directed reading courses for grad students, in Azerbaijani, Persian, Tatar and Ottoman Sources, 2003-Present

PUBLICATIONS

Ketaab-e Farsi: Shoru'e Jadid (Persian Textbook: Fresh Start), Shahyar Daneshgar & Naser Hassanzadeh, Indiana University copy: Bloomington, Indiana, 2013

Intermediate Persian Booklet, Daneshgar & Hassanzadeh, Bloomington IN, 2013.

CONFERENCES AND PRESENTATIONS

Invited Guest Speaker, Azerbaijan-German Forum (Azerbaidjanisch-Deutsch Forum), Berlin, Germany, 2014, Topic: "The Worldview and Philosophy of the Azerbaijani People in their Proverbs and Maxims" ("Die Weltanschauung und Philosophie des Azerbaidjanischen Volks in den Sprichwörtern und Maxims")

Presenter, Turkish as an International and Instructional Teaching Language Conference, organized by the Muğla Sıtkı Köçman Üniversitesi, Muğla, Turkey, 2014, Topic: "Turkish Language Studies at American Universities: A Historical Overview and Assessment"

Invited guest speaker, Azerbaijan Student Organization at Ankara University, Ankara, Turkey, 2014, Topic: "The Status of Azerbaijani Language Spoken in Iran"

SERVICE TO PROFESSION

Supervised and acted as a consultant for the Persian language class for "Bridges: Children, Languages, World", 2014; three of my students taught Persian every Saturday to young children of ages 5-10.

Designed the curricula for intensive introductory and intermediate Azerbaijani classes for the Summer Language Workshop, Indiana University, 2001-2011.

Reviewed *Persian Intermediate Level*, by Shahnaz Ahmdeian, published by Languages Acquisition Research Center (LARC), San Diego, 2013-Present.

LANGUAGES

Native speaker of Azerbaijani, Persian; fluent in Dari, Tajiki, Turkish, English, German; Turkmen, Uzbek, Uyghur skills good; research skills in Ottoman, Chagatai; working knowledge of Arabic, Russian

Malik Hodjaev, Uzbek Language Developer, since 2014

EDUCATION

Ph.D. Candidate and Researcher, Samarkand State University, Language Pedagogy Program, June 2003-Present. Working on Dissertation: “Intensive Methods of Teaching Uzbek as a Foreign Language”.

COURSES RECENTLY TAUGHT

Introductory Uzbek: CEUS-U171, 172/353, 354 (these courses are taught to IU and in Distance to UI and MSU students)

Intermediate Uzbek: CEUS-U271, 272/453, 454 (these courses are taught to IU and in Distance to OSU students)

Advanced Uzbek: CEUS-U556, 557

Uzbek, ADLS (Advanced Direct Language Study): CEUS-U600

RELEVANT PUBLICATIONS

Teaching Manuals:

M. Suleymanov, M. Hodjaev, *Culture of Communication. Uzbek-English phrase-book*, Samarkand, Uzbekistan, MChJ Tong, 2002.

M. Hodjaev, T.B. Rysnaya, M.Y. Molyavskaya, *English for the Youngest*, Samarkand, Uzbekistan, MChJ Tong, 1999.

JOURNAL ARTICLES

Intensive Uzbek Language Courses in the USA, *Til va Adabiyot ta’limi*, Tashkent, Uzbekistan, 2006

Intensive Methods of Teaching Uzbek via ITV, *Til va Adabiyot ta’limi*, Tashkent, Uzbekistan, 2005.

Teaching Uzbek as a Foreign Language. *Til va adabiyot ta’limi*, Tashkent, Uzbekistan, 2004.

Language Center of the World Standard. *Ma’rifat Nuri*, Samarkand, Uzbekistan, 2001.

Language is the Key to the World, Zarafshon, Samarkand, Uzbekistan, 2001.

Intensive Way of Learning English, Ulugbek Vorislari, Samarkand, Uzbekistan, 1999.

Samarkand – Seattle – TESOL. International connections, Samarkandskiy Vestnik, Samarkand, Uzbekistan, 1998.

Language Teaching Experiment, Samarkandskiy Vestnik, Samarkand, Uzbekistan, 1997.

PAPERS PRESENTED AT CONFERENCES

Teaching and Learning Uzbek Grammar. The Fourteenth Annual Central Eurasian Studies Conference, IU, Bloomington, IN, USA (March 2007).

Lexical Changes in Uzbek Since the Mid-1980, John A. Ericson, Umida Khikmatillaeva, Malik A. Hodjaev, Central Eurasian Studies Society, Seventh Annual Conference, UM, Ann Arbor, Michigan, September 2006.

Intensive Methods of Teaching Uzbek Language, The Thirteenth Annual Central Eurasian Studies Conference. IU, Bloomington, Indiana, April 2006.

Prospects of teaching Uzbek language via ITV, The Twelfth Annual Central Eurasian Studies Conference. IU, Bloomington, Indiana, April 2005.

Tserenchunt Legden, Mongolian Language Developer, since 2014

EDUCATION

Ph.D. Candidate, Mongolian University of Education, Ulaanbaatar, Mongolia, 2004-present;

Topic: “Intensive Methods of Teaching Mongolian as a Foreign Language”

Master of Arts, University of Humanities, Ulaanbaatar, Mongolia, 1996-1997; Thesis

“Comparative Study of Mongolian and English Voices”

Graduate, English Language Intensive Program for Graduate Students, Mongolian National University, Ulaanbaatar, Mongolia, 1994-1996

Graduate, Advanced Program on the Methodology of Teaching Foreign Languages, The Pushkin Institute of Russian Language, Moscow, Russia, 1982-1984

Bachelor of Arts, Pedagogical Institute of Irkutsk, Russia, majoring in Russian Language and Literature, 1976-1980

RELEVANT WORK EXPERIENCE (further, service to profession available upon request)

Participant, Mongolian Language and Culture Instructor for Korean Overseas Volunteers’ training in Seoul, South Korea, 1999

Participant, Training for Teaching Intensive Russian, Academy of Management, Moscow, Russia, 1984

Senior Lecturer, Central Eurasian Studies, Indiana University, Bloomington, Indiana, 2014-Present

Lecturer, Central Eurasian Studies, Indiana University, Bloomington IN, 2009-2013

Visiting Lecturer, Indiana University, Bloomington IN, 2004-2009

Director, Bridge International College, Ulaanbaatar, Mongolia

Director, Bridge Mongolian Language Learning Center, Ulaanbaatar, Mongolia

Lecturer and Senior Lecturer, Higher Party School (now National Academy of Governance), an Implementing Agency of the Mongolian Government

RELEVANT COURSES TAUGHT

Introductory Mongolian, 2004-Present

Intermediate Mongolian, 2004-Present

Advanced Mongolian, 2004-Present

Advanced Directed Mongolian Language Study, 2004-2011

Introductory Mongolian, Summer Language Workshop (was SWSEEL), 2007-Present

Introduction to Mongolia and the Mongols (culture course, R-369), 2011-Present

PUBLICATIONS (further, articles and presentations at conferences available upon request)

Mongolian Language Survival Course for Foreigners, Tserenchunt Legden and Sharon Luethy, Ulaanbaatar, Mongolia, 2001, 2002, 2007

Sain baina uu? Mongolian Language Textbook, in three separate levels, Levels I, II & III, Tserenchunt Legden and Sharon Luethy, Ulaanbaatar, Mongolia, 2000, 2004, 2006, 2009

English-Mongolian and Mongolian-English Mini Dictionary, Tserenchunt Legden and Uvsh Purev, Ulaanbaatar, Mongolia, 2000, 2004

LANGUAGES

Mongolian, native fluent; English, fluent; Russian, fluent

Dr. Gulnisa Nazarova, PhD, Uyghur Language Developer, since 2005

EDUCATION

Certificate of Distance Education, System Planning and Management, Indiana University, Bloomington, Indiana, 2009

PhD, Philological Sciences, Institute of Linguistics, Almaty, Kazakhstan, 1992

MA, Russian Language and Literature, Ivanovo State University, Russia, 1987

RELEVANT PROFESSIONAL EXPERIENCE

Uyghur Language Instructor, Department of Central Eurasian Studies, Indiana University, Bloomington, IN, 2005-Present

Uyghur Language instructor, Intensive Distance Uyghur, Yale University, 2009

Senior Lecturer, Tashkent State Institute of Oriental Studies, 1994-2005

COURSES TAUGHT

Uyghur (Introductory, Intermediate, and Advanced)

Cultural Course: “Central Asia: traditions and customs”

Comparative Lexicology of Turkic Languages

Theoretical Grammar of Turkic Languages

Lexicology of Turkish

Introduction to Linguistics

Methods of Teaching of Turkic languages

RECENT PRESENTATIONS

“Teaching Uyghur and Teaching about Uyghurs at Indiana University” at The Week of Uyghur Studies Conference in Paris, France, 2013

“Teaching Uyghur Culture Using Authentic Materials in the Language Classroom” at the Summer Language Workshop, Indiana University, 2013

“Using Silent Movies in the Classroom: Purposeful Design (based on Uyghur Language)” at the Symposium on Kazakhstan, University of Wisconsin-Madison, 2013

LANGUAGES

Uyghur, Uzbek, Russian, English, Turkish; high level of comprehension of other Turkic languages such as Azeri, Kazakh, Kyrgyz, Turkmen

CeLCAR PROGRAM EVALUATORS

Professor John Davis, PhD, Head of External Evaluation Committee, since 2014

EDUCATION

PhD, Second Language Studies, University of Hawai‘i at Mānoa, 2007-2012

MA, Applied Linguistics (TESOL), University of Melbourne, 2004-2005

BA, English, University of California at Santa Barbara, 1990-1994

CURRENT POSITION

Visiting Assistant Professor, Georgetown University, since 2013

COURSES TAUGHT

How To Teach Second/Foreign Languages (LING 359), Georgetown University, 2014

Introduction to Language Testing (LING 350), Georgetown University, 2014

Language Program Evaluation (LING 548), Georgetown University, 2014

Statistics for Linguistics Research (LING 584), Georgetown University, 2013, 2014

How Languages are Learned (LING 251), Georgetown University, 2013, 2014

Intro to Second Language Acquisition (SLS 302), University of Hawai‘i at Mānoa, 2011

Intro to Second Language Teaching (SLS 303), University of Hawai‘i at Mānoa, 2010

RECENT PUBLICATIONS

Kondo-Brown, K., Davis, J. McE., & Watanabe, W. (Forthcoming, 2015). Evaluation capacity building in college language programs: Developing and sustaining a student exit survey project. American Association of University Supervisors and Coordinators.

Davis, J. McE. (Forthcoming, 2015). Sampling in applied linguistics research. In J. D. Brown & C. Coombe (Eds.), *The Cambridge guide to research in language learning and teaching*. Cambridge, UK: Cambridge University Press.

Davis, J. McE. (Forthcoming, 2014). The usefulness of accreditation-mandated outcomes assessment: Trends in university foreign language programs. In J. M. Norris, J. McE. Davis, & Y. Watanabe (Eds.), *Student learning outcomes assessment in college foreign language programs*. Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.

Davis, J. McE. (2012). Issues, trends, and recommended practice in college foreign language outcomes assessment: An interview with John McE. Davis. *Portuguese Language Journal*, 6. Retrieved from <http://www.ensinoportugues.org/>.

Brown, J. D., Davis, J. McE., Takahashi, C., & Nakamura, K. (2012). Upper-level Eiken examinations: linking, validating, and predicting TOEFL iBT scores at advanced proficiency Eiken levels. Society for Testing English Proficiency, Tokyo, Japan.

LANGUAGES

English (native); Korean, French

Professor Gamze Ozogul, PhD, Online Program Evaluation Expert, since 2014

EDUCATION

Ph.D., Educational Technology Program, Division of Psychology in Education, Arizona State University, Tempe, Arizona, 2006

M.S., Computer Education and Instructional Technology Department, Middle East Technical University, Ankara, Turkey, 2002

B.S., Curriculum and Instruction Department, Hacettepe University, Ankara, Turkey, 2000

RESEARCH AND WORK EXPERIENCES

Faculty Member, Assistant Professor of Instructional Systems Technology, School of Education, Indiana University, 2013-Present

Associate Director of Measurement and Evaluation, Collaborative Research and Evaluation Office, Mary Lou Fulton College of Education, ASU, Phoenix AZ, 2012-2013

Faculty Member, Assistant Research Professor, School of Electrical, Computer and Energy Engineering, ASU Tempe, AZ, 2011-2012

Evaluator, Evaluation of the Rich Dad Financial Literacy courses offered at the Maricopa Community Colleges, Phoenix AZ, 2004-2005

Evaluator, Evaluation of the Arizona Community Foundation's Learning Communities Project, Arizona State University, Tempe AZ, 2002–2003

PUBLICATIONS

Johnson, A.M.; Butcher, K.R.; Ozogul, G.; Reisslein, M. (2013) Introductory Circuit Analysis Learning From Abstract and Contextualized Circuit Representations: Effects of Diagram Labels, *Education, IEEE Transactions*. 99: 1-10.

Johnson, A.M., Ozogul G., DiDonato M.D., & Reisslein M. (2013). Learning from abstract and contextualized representations: the effect of verbal guidance. *Computers in Human Behavior*, 29(60): 2239-2247.

CONFERENCE PRESENTATIONS

Johnson, A.M., Ozogul, G., Reisslein, J. & Reisslein M. (2013, June). Evaluating An Engineering Overview Brochure for Educational Outreach to Elementary Schools. Hawaii University International Conference-Education and Technology. Waikiki HI.

Ozogul, G., Borden, R. & Clark, B. (2013, March). Preservice Teacher Professionalism Game: How to evaluate effectiveness and transfer. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013*.

TEACHING EXPERIENCE

Instructor, Indiana University, Bloomington Indiana August 2013-current. Designed and taught R521-Instructional Design and Development, and R561- Evaluation and Educational Change graduate level classes. Teaching R561 online currently.

Coordinator, EDT 300 Computers in Education, Arizona State University, Tempe AZ, 2005-2006

LANGUAGES

English, Turkish

INTERNAL ADVISORY BOARD

Christopher P. Atwood, Associate Professor, Department of Central Eurasian Studies (CEUS)

EDUCATION

PhD, Major in Mongolian Studies, minors in history and East Asian languages and cultures, Indiana University, Bloomington, Dissertation: “Revolutionary Nationalist Mobilization in Inner Mongolia, 1925-1929,” 1994

MA, Major in Mongolian studies, minor in Tibetan studies, Indiana University, Bloomington, 1990

AB (summa cum laude), Concentration in Chinese and Mongolian studies, Harvard University, Boston, MA, 1986

CURRENT AND RECENT POSITIONS

Associate Professor, Central Eurasian Studies Department, IU, 2002 on

Interim Director, Center for the Languages of the Central Asian Region, 2009–2011

Chair, and Associate Professor, Central Eurasian Studies Department, IU, 2006–2013

COURSES TAUGHT

Mongolian (Introductory, Intermediate, and Advanced); “Mongol Conquest” (C104); “Modern Mongolia” (R360/560); “Mongolia’s Middle Ages” (R560)

RECENT AWARDS, FELLOWSHIPS, AND HONORS

Honorary Doctorate, conferred by the Institute of History, Academy of Sciences of Mongolia, December 11, 2011

International Mentor, Academic Fellowship Program (Open Society Institute), January-August, 2012-14. \$5,000 travel and stipend annually.

Member, School of Historical Studies, Institute for Advanced Study, Princeton NJ, academic year 2006-07. \$50,000 stipend.

MAJOR PUBLICATIONS

Encyclopedia of Mongolia and the Mongol Empire. New York: Facts of File, 2004.

Young Mongols and Vigilantes in Inner Mongolia’s Interregnum Decades, 1911-1931. 2 vols. Leiden: Brill, 2002.

“Six Pre-Chinggisid Genealogies in the Mongol Empire.” *Archivum Eurasiae Medii Aevi*, vol. 19 (2012), 5-57.

RECENT SERVICE TO THE PROFESSION

Editorial Board, *Inner Asia* (Cambridge), 1999 to the present.

Inner Asian Book Review Editor, *Journal of Asian Studies*, July, 2003 to October, 2008.

LANGUAGES

Mongolian: fluent; Chinese: good; French, Japanese: fair; Russian, Tibetan, Manchu, Latin: reading

Kathleen Bardovi-Harlig, Chair, Department of Second Language Studies (SLS)

EDUCATION

Ph.D., 1983. Linguistics, The University of Chicago, Chicago, Illinois

M.A., 1978. Linguistics, California State University, Northridge

B.A., 1976. Linguistics, California State University, Northridge

CURRENT AND RECENT POSITIONS

Professor and Chair, Second Language Studies, Indiana University, Bloomington, IN

Adjunct Professor, Cognitive Science, Linguistics, and German Studies Departments, Indiana University, Bloomington, IN

RELEVANT COURSES TAUGHT

Second Language Acquisition (S532)

Second Language Acquisition Research Design (S533)

Current Research in Second Language Acquisition (S632)

Seminar in Second Language Acquisition (S711)

Pragmatics and Second-Language Learning (T539)

Teaching ESL/EFL to Adults (T534)

L2 Pragmatics (S600)

RECENT PUBLICATIONS, BOOKS

Tense and aspect in second language acquisition: Form, meaning, and use (2000, Blackwell)

Pragmatics and Language Learning (with Félix-Brasdefer & Omar, Eds; 2006, University of Hawai'i, National Foreign Language Resource Center)

Interlanguage Pragmatics: Exploring Institutional Talk (with Hartford, Eds., 2005, Erlbaum)

Teaching pragmatics (with Mahan-Taylor, 2003, Washington, DC: United States Department of State) <http://exchanges.state.gov/english/teaching/resforteach/pragmatics.html>

RECENT PUBLICATIONS, ARTICLES

Bardovi-Harlig, K. (2014). Documenting interlanguage development. In Z.-H. Han & E. Tarone (Eds.) *Interlanguage 40 years later* (pp.127-146). Amsterdam: John Benjamins.

Bardovi-Harlig, K. (2013). Awareness of meaning of conventional expressions in second language pragmatics. *Language Awareness*. doi 10.1080/09658416.2013.863894

Bardovi-Harlig, K. (2013). Developing L2 pragmatics. *Language Learning*, 63:Suppl.1, 68–86.

Bardovi-Harlig, K. (2013). Research design: From text to task. In R. Salaberry & L. Comajoan (Eds.) *Research design and methodology in studies on second language tense and aspect* (pp. 219-269). Berlin: Mouton de Gruyter.

Bardovi-Harlig, K. (2012). Formulas, routines, and conventional expressions in pragmatics research. *ARAL*, 32, 206-227.

LANGUAGES

Spanish, Hungarian

Jamsheed K. Choksy, Chair, Department of Central Eurasian Studies (CEUS)

EDUCATION

PhD, Harvard University, History and Religions of the Near East and Inner Asia (1991).
AB, Columbia University, Middle Eastern Languages and Cultures (1985).

RECENT POSITIONS:

Professor (2001–), in Departments of Central Eurasian Studies, History, India Studies Program,
& Adjunct Professor in Department of Religious Studies; Chairman, Department of Central
Eurasian Studies (2013–); Chairman, Department of Near Eastern Languages & Cultures
(1999–2000); at Indiana University.

U.S. National Council on the Humanities, overseeing the National Endowment for the
Humanities, nominated by the US President & confirmed by the US Senate (2008–2014).

SELECT AWARDS

American Numismatic Society, New York City (elected Fellow 2009).

American Philosophical Society Sabbatical Fellowship (2006–2007).

American Academy of Religion Individual Research Grants (2005–2006, 1995–1996).

Andrew W. Mellon Fellowship, Center for Advanced Study in the Behavioral Sciences,
Stanford (2001–2002).

John Simon Guggenheim Memorial Foundation Fellowship (1996–1997).

Royal Asiatic Society of Great Britain and Ireland, London (elected Fellow 1994).

National Endowment for the Humanities Fellowship, Institute for Advanced Study, Princeton
(1993–1994).

SELECT RECENT COURSES TAUGHT

Prophets, Poets, and Kings: Iranian Civilization.

Old Iranian Languages: Avestan and Old Persian.

Middle Iranian Languages: Pahlavi, Parthian, Manichean.

Advanced Persian.

SELECT RECENT PUBLICATIONS

2013 “Antisemitism’s Permutations in the Islamic Republic of Iran,” in Resurgent
Antisemitism: Global Perspectives, ed. A. Rosenfeld (Bloomington: Indiana University
Press), pp. 337–361.

2013 Gifts to a Magus: Indo-Iranian Studies Honoring Firoze Kotwal, Co-editor with J.
Dubeansky (New York: Peter Lang Publishing).

2013 “Sailors, Soldiers, Priests, and Merchants: Reappraising Iran’s Early Connections to
Ceylon,” *Iranica Antiqua* 48, pp. 363–391.

2012 “Non-Muslim Religious Minorities in Contemporary Iran,” *Iran and the Caucasus* 16, 3,
pp. 271–299.

RESEARCH LANGUAGES

Arabic, Avestan, Bactrian, Balochi, Elamite, English, French, German, Greek, Gujarati,
Khwarezmian, Latin, Manichaean Middle Persian, Mazandarani, New Persian (Farsi), Old
Persian, Pahlavi, Parthian, Saka, Sanskrit, Sinhala, Sogdian, Yaghnobi

Edward Lazzerini, Director, Inner Asian and Uralic National Resource Center (IAUNRC)

EDUCATION

PhD, History, The University of Washington, Seattle, WA, 1973

MA, Russian Area Studies, Fordham University, NY, 1967

BA, Modern Languages, Trinity College, Hartford, CT, 1965

MAJOR AREAS OF RESEARCH AND EXPERTISE

History of Volga and Crimean Tatars; Turkic peoples of Eurasia; Modernism in Non-Western Societies; Comparative Empires: Russian, Chinese, and Ottoman

NON-ENGLISH LANGUAGES FOR RESEARCH PURPOSES

Russian, French, German, Italian, Turkish (modern and Ottoman), Crimean Tatar, Volga Tatar, Old Tatar

CURRENT AND RECENT POSITIONS

Director, Denis Sinor Research Institute for Inner Asian Studies, Indiana University, Bloomington, IN, 2008-2015

Director, Inner Asian and Uralic National Resource Center, Indiana University, Bloomington, IN, 2008-2015

Academic Specialist, Department of Central Eurasian Studies, Indiana University, Bloomington, IN, 2002-Present

Adjunct Professor of History, Indiana University, Bloomington, IN, 2004-Present

RECENT PUBLICATIONS

Books

Lazzerini, Edward J. *Russia's First Muslims and the Conceptualization of Modernity (Jadidism)*. Under consideration.

Brower, Daniel, and Edward J. Lazzerini (eds.). *Russia's Orient: Imperial Borderlands and Peoples, 1700-1917*. Bloomington: Indiana University Press, 1997.

Lazzerini, Edward J. (ed.). *The Supplement to the Modern Encyclopedia of Russian, Soviet, and Eurasian History, Vols. 2-3*. Gulf Breeze, Fla.: American International Press, 1997-2000.

Lazzerini, Edward J. *The Chinese Revolution*. Westport, CT: Greenwood Press, 1999.

Selected Chapters

Lazzerini, Edward J. "Tsarist Russian Administration and Socio-Economic Change (1884-1917): The Governates General." In *Cambridge History of Modern Central Asia*. Cambridge: Cambridge University Press. In press.

Lazzerini, Edward J. "Истоки возникновения новой парадигмы." In *Istoriia Tatar*, Vol. 6. Ed. by Il'dus Zagdiullin. Kazan: Izd. "Rukhiat," 2012, pp. 711-720.

Lazzerini, Edward J. "Историческое опыт этноконфессионального взаимодействия в Среднем Поволжье и Приуралье," *Исторические судьбы народов Поволжья и Приуралья*, вып. 2. Kazan: Tatar Academy of Sciences, 2011, pp. 19-23.

Martha Nyikos, Professor, Literacy Culture and Language Education, School of Education, Indiana University

EDUCATION

Ph.D., Purdue University, 1987

MA, University of Pittsburgh, 1979; OPI certification; *Ph.D.*, Purdue University, 1987

Certification in TESOL, University of Pittsburgh, 1975

Pennsylvania State Teacher Certification, 1974

BA, Washington and Jefferson College, 1973

SERVICE TO PROFESSION

Director, Program area for World Languages Education, K-12 teaching 5 years; post-secondary teaching 36 years

Pedagogy training for language instructors: Advanced Study of Foreign Language Teaching; Methods of foreign language teaching Grades 5-12; STARTALK for Arabic, Chinese, Turkish teachers

RESEARCH AND TRAINING

Heritage language maintenance and loss; foreign language teacher education and pedagogy; foreign language vocabulary learning; gender effects in language learning, language teacher pedagogical assessment.

RECENT PUBLICATIONS

2008 Gender in Language Learning. In *Lessons from Good Language Learners: Insights for Teachers and Learners*. Carol Griffiths, ed. Cambridge University Press;

2007 A Review of Vocabulary Learning Strategies Research: Focus on Language Proficiency and Learner Voice. In *Language Learner Strategies: Thirty Years of Research and Practice*. A. Cohen and E. Macaro, eds. Oxford University Press (with M. Fan);

2004 Heritage Language Maintenance in Children of International Scholars. *LACU Forum: Language, Thought, and Reality* 30

AWARDS OF DISTINCTION

STARTALK grants 2011, 2012, 2013 for teacher training in Arabic, Turkish

Senator Paul Simon Group Award for Leadership in the promotion of language learning and international, 2014

AREA COURSES AND INTERNATIONAL COURSES TAUGHT

Teaching Culture through Literature and Media

Advanced Study of Foreign Language Teaching

Methods of Teaching Foreign Languages 5-12

Teaching Language to Young Learners

Practicum in Language Teaching

Bilingualism, Multilingualism and Identity

Honors course for working with pre-K-6 children learning Arabic, Turkish, Mongolian.

LANGUAGES

Hungarian-Level 4, German-4 Level, French-Level 1

Antonia Schleicher, Director, Center for Language Excellence (CLE); Director, National African Language Resource Center (NALRC); and Visiting Professor, Linguistics and African Languages

EDUCATION

Certified Tester for Yoruba, American Council on the Teaching of Foreign Languages (ACTFL) and Interagency Language Roundtable (ILR), February 2010
Certificate in Oral Proficiency Testing, ACTFL, Tester for English, February, 1989
Ph.D., General Linguistics, University of Kansas, 1987
M.Phil., General Linguistics, University of Kansas, 1985
M.A., General Linguistics, University of Ibadan, Nigeria, 1982, Certificate for National Youth Service Corps, Nigeria, 1981

RELEVANT PROFESSIONAL EXPERIENCE

Director, Center for Language Excellence, Indiana University, Bloomington, 2014-Present
Director, National African Language Resource Center (NALRC), Indiana University, Bloomington, 2012-Present
Professor, Department of African Languages and Literature, University of Wisconsin-Madison, 2000-2012
Director, National African Language Resource Center (NALRC), UW-Madison, 1999-2012
Director, African Languages Flagship Center, UW-Madison, 2008-2010
Chair, Department of African Languages and Literature, UW-Madison, 2006- 2008

NATIONAL ORGANIZATIONS

National Federation of Modern Language Teachers Association (NFMLTA), President-Elect (2013-2014), President (2014-2015)
Center for Applied Linguistics (CAL), Board of Trustees, 2013-Present
American Council on the Teaching of Foreign Languages (ACTFL), Board of Directors, 2010-2013
National Standards for Foreign Language Learning Collaborative Board, Member, 2006-Present
National Council of Less Commonly Taught Languages (NCOLCTL), Executive Director (2004-present), President (2002-2004), President-Elect (2000-2002), Executive Board Member (1996-2006), ALTA Representative (1991-Present)

HONORS, AWARDS, AND SCHOLARSHIPSRECENT SERVICE TO THE PROFESSION

OSU Center for African Studies Oyekan Owomoyela Endowment Fund for Yoruba Studies Second Annual Lecture Series Award, 2014
Yoruba Studies Association of Nigeria Award for Distinguished Services for Yoruba language education globally, 2013
Induction into the Nigerian Academy of Letters (the highest level of academic award in the Arts and Humanities in Nigeria), 2012
Ron Walton Award, A Lifetime Award for Distinguished Service for LCTLs teaching and learning, 2010
UW-Madison Chancellor's Distinguished Teaching Award, 2010

**Nazif Shahrani, Professor of Anthropology, Central Asian and Middle Eastern Studies;
Afghanistan and Central Asia Specialist**

EDUCATION

PhD, Anthropology, University of Washington, Seattle, WA, 1976

MA, Anthropology, University of Washington, Seattle, WA, 1972

BA, Anthropology, University of Hawaii, Honolulu, HI, 1970

Education major, Kabul University, Kabul, Afghanistan, 1967

CURRENT AND RECENT POSITIONS

Professor of Anthropology, Central Asian & Middle Eastern Studies, Indiana University,
Bloomington, IN, 1990- present

Chair, Department of Near Eastern Languages and Cultures, Indiana University, Bloomington,
IN, 2007-2011 and 2001-2004.

RECENT SCHOLARSHIPS, FELLOWSHIPS, GRANTS AND AWARDS

Ostrom Workshop in Political Theory and Policy Analysis, COAS Ostrom Faculty Grant &
College Arts and Humanities Institute (CAHI) awards in support of Workshop on
“AFGHANISTAN: ASSESSING THE IMPACT OF 35 YEARS OF WARS AND
VIOLENCE ON SOCIAL INSTITUTIONS” held at IUB campus, 2014.

Sabbatical Leave Award, COAS, Indiana University, 2012.

Visiting Scholar, Workshop on Political Theory and Policy Analysis, 2011-2012.

Strategic Vision Award for Scientist/Scholar 2010, Turkish Asian Center for Strategic
Studies/Turk Asya Stratejik Arastermalar Merkezi (TASAM), a Think Tank in Istanbul,
Turkey.

SELECT PUBLICATIONS, BOOKS

The Kirghiz and Wakhi of Afghanistan: Adaptation to Closed Frontiers and War. 2nd edition.
Seattle and London: University of Washington Press, pp. xli + 302, 2002.

Revolutions and Rebellions in Afghanistan: Anthropological Perspectives. M. Nazif Shahrani
and Robert L. Canfield, eds. Berkeley, Institute of International Studies, University of
California, pp.xiv + 394, 1984.

The Kirghiz and Wakhi of Afghanistan: Adaptation to Closed Frontiers. Seattle, University of
Washington Press, pp.xxiii + 264, 1979.

SELECT PUBLICATIONS, ARTICLES

Political Islam in Afghanistan. The Oxford Handbook of Islam and Politics, edited by John L.
Esposito and

Emad El-Din Shahin, Oxford University Press (2013), pp. 453-74.

Center-Periphery Relations in Afghanistan. In Local Politics in Afghanistan, Conrad Schetter,
ed. London: Hurst Publishers Co (2013), pp. 23-38.

State, Islam and Insurgency in Afghanistan. In The Afghanistan Conflict and Australia’s Role,
edited by Amin

LANGUAGES

Persian, Uzbek, Kyrgyz, Pashto, Turkish

Ariann Stern-Gottschalk, Director of Indiana University Summer Language Workshop

EDUCATION

PhD, UCLA, 2002.

MA, University of Arizona, 1996.

BA, Mount Holyoke College, 1992.

CURRENT AND RECENT EXPERIENCE

Director, Summer Language Workshop, Indiana University. Bloomington, IN, 2009-present.

Lecturer, Department of Slavic Languages and Literatures, Indiana University. Bloomington, IN, 2009-present. Core faculty member in Medieval Studies. Faculty affiliate in Jewish Studies, and Russian and East European Studies.

RELEVANT COURSES TAUGHT

S320/S540 Polish Jewish Culture; Old Russian Literature; Linguistic Approaches to Literature (R351/551); *R201* and *R202* Intermediate Russian I & II; *R 592* Methods of Russian Language Instruction; Old Church Slavic; Russian for Graduate Students (R491 and R492).

SELECT CONFERENCE PAPERS

"Trends in US-based Central Asian Language Instruction" at the Conference on Central Asian Languages and Linguists (ConCALL). May 2014, Bloomington IN.

"The Language Workshop Faculty Learning Community: Impacting Teaching and Learning across Languages and Levels" at the annual Chicago Language Symposium. April 2014. Chicago, IL.

"Making the Old New: Updated Methodologies for Teaching Reading" *Midwest Slavic Conference. March 2014. Columbus, OH.*

Discussant, "Outcomes-Based Instruction for ROTC: Eurasian Languages in the "Project GO" Critical Language Training Program." Association for Slavic, East European and Eurasian Studies Annual Conference. November 2013. Boston, MA.

Invited Talk: "Innovations in LCTL (Less Commonly Taught Languages) Instruction" at the ACM-CIC Enhancing the Midwest Knowledge Ecosystem Meeting on Languages. June 2013. Chicago, IL.

"Teaching Russian through Advanced Readings in Social Sciences." Association for Slavic, East European and Eurasian Studies Annual Conference. November 2012. New Orleans, LA.

PROFESSIONAL DEVELOPMENT SEMINARS

Member, Non Tenure Track Faculty Learning Community, Indiana University Center for Innovation in Teaching and Learning, Spring 2014.

Completed Peer Review Training Program, Indiana University Faculty Colloquium on Excellence in Teaching, March 2014.

24 contact-hour Winter Passage Rating Workshop. San Diego State University Language Acquisition Resource Center, January 2014.

Completed ACTFL OPI Familiarization & Implications Workshop. College Station, TX. April 2013.

Yucel Yilmaz, Assistant Professor, Department of Second Language Studies (SLS)

EDUCATION

Ph.D., Second Language Instruction, Florida State University, Tallahassee, Florida, 2008

Ms.Ed., Teaching English to Speakers of Other Languages University Of Pennsylvania, Philadelphia, Pennsylvania, 2004

B.A., American Culture and Literature, Istanbul University, Istanbul, Turkey, 2000

RELEVANT PROFESSIONAL EXPERIENCE

Assistant Professor, Indiana University, 2012-Present

Assistant Professor, Sakarya University (Turkey), 2009-2012

Postdoctoral Fellow, University Of Calgary (Canada), 2008-2009

RELEVANT COURSES TAUGHT

Second Language Research in Pedagogical Contexts

Language Learning Technology

TESOL Practicum

Second Language Acquisition

The Successful Language Learner

Method in Teaching ESL/EFL to Adults

SLA & Language Instruction

RECENT PUBLICATIONS

Yilmaz, Y., & Granena, G. (under review). The role of explicit language aptitude on the relative effects of explicit, implicit and mixed feedback. *Bilingualism: Language and Cognition*.

Goo, J., Grañena, G., Yilmaz, Y., & Novella, M. (invited, 2013). Implicit and explicit instruction in L2 learning: Norris & Ortega (2000) revisited and updated. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages*. Amsterdam: John Benjamins.

Yilmaz, Y. (2013a). Relative Effects of Explicit and Implicit Feedback: The Role of Working Memory Capacity and Language Analytic Ability. *Applied Linguistics*, 34(3), 344-368.

Yilmaz, Y. (2013b). The relative effectiveness of mixed, explicit and implicit feedback. *System*, 41(3), 691-705.

RECENT AWARDS

2014 Spencer Small Grant Proposal –Teaching, Learning, and Instructional Resources \$49,934.00 (under review)

2013 NSF Grant Proposal –Behavioral and Cognitive Sciences (Linguistics) \$136.000 (not funded)

2010-2011 Post-doctoral Fellowship offered by the Spanish Government, Estancias de Jovenes Doctores Extranjeros \$40.000

LANGUAGES

Turkish – native language; English – speak fluently and read/write with high proficiency;

Spanish – speak, read, and write with basic competence

EXTERNAL ADVISORY BOARD

Robert De Keyser, Professor of Second Language Acquisition, University of Maryland at College Park

EDUCATION

Ph.D., Education, Stanford University (minor in Linguistics), 1986

M.A., Education, Stanford University, 1982

B.A., Romance Philology (Licentiaat Romaanse Filologie), University of Leuven (summa cum laude), 1979

RECENT PROFESSIONAL EXPERIENCE

Professor, Second Language Acquisition, University of Maryland at College Park, 2005-Present

Associate Professor, Linguistics, University of Pittsburgh, 1997-2005

Assistant Professor, Linguistics, University of Pittsburgh, 1991-1997

Visiting Assistant Professor, Linguistics, University of Pittsburgh, 1988-1991

RECENT HONORS AND AWARDS

Nominee for the university-wide Distinguished Teacher-Scholar Award, 2014

Nominee for the university-wide Graduate Mentoring Award, University of Maryland, 2010

RELEVANT COURSES TAUGHT

Second Language Acquisition

Research Methods in Applied Linguistics

Fundamentals of language instruction and acquisition

Individual differences in second language learning

Age effects in second language learning

Practice in second language learning

The languages of Europe

SELECTED RECENT PUBLICATIONS

Acquisition of grammar by instructed learners. In K. Geeslin (ed.), *The Handbook of Spanish Second Language Acquisition*. Chichester: Wiley-Blackwell, 2014, 449-465 (as first author, with G. Prieto Botana as second author)

Age effects in second language learning: Stepping stones toward better understanding. *Language Learning*, 63:1 (2013), 52-67.

Neural network models to distinguish effects of cognitive maturation from crosslinguistic interference in L2 gender acquisition. (As last author, with D. Monner, K. Vatz, G. Morini, S-O. Hwang as co-authors). *Bilingualism, Language, and Cognition*, 16: 2 (2013), 246-265.

Interactions between individual differences, treatments, and structures in SLA. *Language Learning*, 62: S2 (2012), 189-200.

LANGUAGES

Fluent in English, Dutch (native language), French, Spanish; intermediate in German; elementary knowledge of Japanese

Victor Friedman, Andrew W. Mellon Distinguished Service Professor in the Humanities and Linguistics; Director, Center for East European and Russian/Eurasian Studies (CEERES), University of Chicago, since 2005

EDUCATION

Ph.D., Slavic Department and Linguistics, University of Chicago, 1975
M.A., Slavic Languages and Literatures, University of Chicago, 1971
B.A., Russian, Reed College, 1970

RELEVANT PROFESSIONAL EXPERIENCE

Chair, Slavic and Linguistics, University of Chicago, 2013-14, 1997-2004
Professor, Slavics, University of North Carolina-Chapel Hill, 1984-1993
Associate Professor, Slavic and Linguistics, UNC-Chapel Hill, 1979-84
Assistant Professor, Slavic and Linguistics, UNC-Chapel Hill, 1975-79

DISTINCTIONS

“1300 Years of Bulgaria” medal for contributions to Bulgarian studies, 1982
University of Skopje Gold Plaque Award for contributions to the field of Macedonian studies, 1991, 2003, 2007
Elected member Macedonian Academy of Arts & Sciences, 1994
Academy of Arts & Sciences of Kosovo, 2004
Albanian Academy of Arts and sciences, 2005
Senior Policy & Political Analyst for UN Protection forces in former Yugoslavia, 1994
Doctor Honoris Causa U. Skopje 2007
AATSEEL Award for Outstanding Contributions to Scholarship, 2009

SELECTED RECENT PUBLICATIONS

2014: Lessons from Judezmo about the Balkan Sprachbund and Contact Linguistics. (with Brian D. Joseph) *International Journal of the Sociology of Language* 226.3-23.
2013: Compartmentalized Grammar: The Variable (Non)-Integration of Turkish Verbal Conjugation in Romani Dialects. *Romani Studies*. 5, 23.1-14.
2012: Enhancing National Solidarity through the Deployment of Verbal Categories: How the Albanian Admirative Participates in the Construction of a Reliable Self and an Unreliable Other. *Pragmatics and Society*. 3,2.189-225.
2013: The Use of *li* as a Marker of Evidential Strategy in Romani. *Contrastive Linguistics* 38,2-3.253-261.
2012: Perhaps Mirativity is Phlogiston, but Admirativity is Perfect: On Balkan Evidential Strategies. *Linguistic Typology* 16.505-527.
2012: Tense-Aspect and Language Contact. *The Oxford Handbook of Tense and Aspect*, ed. Robert Binnick, Oxford: Oxford. 398-427.

LANGUAGES

Russian [Level 5], Macedonian [5], Albanian [5], Bulgarian [5], Romani [4], Turkish [4], Georgian [read=4, other = 3], Lak [read=4, other=3], Old Church Slavonic [read=5, other=N/A]

Jaklin Kornfilt, Professor of Linguistics, Syracuse University

EDUCATION: HIGHEST DEGREE

Ph.D., Harvard University, 1985. Dissertation: "Case Marking, Agreement, and Empty Categories in Turkish"

RELEVANT PROFESSIONAL EXPERIENCE

Professor, Syracuse University, 2003-Present
Associate Professor, Syracuse University, 1991-2003
Assistant Professor, Syracuse University, 1984-1991
Instructor, Syracuse University, 1983-1984

RECENT GRANTS, AWARDS, AND FELLOWSHIPS

Fellowship (1 month), Max Planck Institute for Evolutionary Anthropology, Leipzig, 2014
Grants from DFG and NSF, for the Workshop on Phrasal Compounds, held in June 2013, University of Mannheim (Co-PI, with Carola Trips, University of Mannheim), 2013
Fellowship, Max Planck Institute for Evolutionary Anthropology, Leipzig, Summer 2012
Humboldt Prize (for lifetime research achievements; used as guest of Stuttgart University, Institute of Linguistics), 2010-2011

COURSES TAUGHT

The Nature and Study of Language; Languages of the World; Linguistic Analysis; Syntactic Analysis; Advanced Syntax; Introduction to Diachronic Linguistics; Topics in Introductory Pragmatics; Phonological Analysis; Introduction to Cognitive Science; Introduction to Morphological Analysis; Independent Studies in Turkish syntax; Independent Studies in Hebrew morpho-syntax; Independent Studies in Japanese syntax (Syracuse University)
Topics in Turkic Syntax (Leipzig Spring School on Linguistic Diversity), 2008

RECENT PUBLICATIONS, BOOKS

J. Kornfilt & J. Whitman (eds.) *Studies in Syntactic Nominalization*; special issue of *Lingua* (Vol. 121, #7), 2011; Amsterdam: Elsevier; 1159-1313. (Also online: www.sciencedirect.com)
J. Kornfilt *Turkish Grammar*; London: Routledge (in its "Descriptive Grammars" series), 1997; reprinted, 2000; paperback edition, 2010

RECENT PUBLICATIONS, ARTICLES AND BOOK CHAPTERS

"Revisiting 'Suspended Affixation' and Other Coordinate Mysteries", in *Functional Heads: The Cartography of Syntactic Structures*; vol. 7; L. Brugé, A. Cardinaletti, G. Giusti, N. Munaro, C. Poletto (eds.); Oxford: Oxford University Press, 2012; 181-196.
"Genitive Subjects in TP Nominalizations", Kornfilt & Whitman in *Proceedings of JeNom 4*; G. Iordachioaia (ed.); Working Papers of the SFB 732; Stuttgart: OPUS, 2012; 39-72.
"Afterword: Nominalizations in Linguistic Theory", Kornfilt & Whitman in *Lingua* 121:7, Kornfilt, J. & J. Whitman (eds.), 2011; 1297-1313.

LANGUAGES

Turkish, German (natively); English and French (highly competent)

**Silvina A. Montrul, Professor of Second Language Acquisition and Teacher Education;
Professor of Spanish, Italian & Portuguese, University of Illinois at Urbana-Champaign**

EDUCATION

Certificate of Business, University of Illinois, 2012

Ph.D., Linguistics, McGill University, 1998

M.A., English, University of Cincinnati, 1992

Profesora de Enseñanza Universitaria de Inglés, Universidad Nacional de Mar del Plata, Mar del Plata, Argentina, 1989

Profesora de Enseñanza Secundaria de Inglés, Universidad Nacional de Mar del Plata, 1989

Maestra de Enseñanza Primaria de Inglés, Universidad Nacional de Mar del Plata, 1986

RELEVANT PROFESSIONAL EXPERIENCE

Professor, Department of Spanish, Italian and Portuguese (75%), Department of Linguistics (25%), University of Illinois at Urbana-Champaign, 2010-2013

Associate Professor, Department of Spanish, Italian and Portuguese (75%), Department of Linguistics (25%), University of Illinois at Urbana-Champaign, 2005-2010

Assistant Professor, Department of Spanish, Italian and Portuguese, University of Illinois at Urbana-Champaign, 1999-2005

SERVICE TO PROFESSION

Head, Department of Spanish, Italian and Portuguese (SIP) (currently on leave)

Founder and Director, University Language Academy for Children, 2010-Present

Director Second Language Acquisition and Bilingualism Lab (SLAB), 2007-Present

Director of the interdisciplinary doctoral program on Second Language Acquisition and Teacher Education (SLATE), 2008-2011

Director Spanish Undergraduate Studies, 2005-2010

External evaluator, Department of Spanish and Portuguese, University of Texas at Austin, 2013; Department of Spanish and Portuguese, University of California, Berkeley, 2014

HONORS, RECOGNITIONS, AND OUTSTANDING ACHIEVEMENTS

University Scholar. University of Illinois System-wide award for demonstrated excellence in scholarship, teaching, and leadership, 2013

Helen Corley Petit Scholar. Award for best record of tenure and promotion in the College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign, 2005-2006

Fellow Center for Advanced Study. University of Illinois at Urbana-Champaign (release time for Spring 2005) Research Project Title: "Understanding the Long-lasting Effects of Early Linguistic Input in Bilinguals, 2004

PUBLICATIONS

Montrul, S. (forthcoming in 2015). *The Acquisition of Heritage Languages*. Cambridge, UK: Cambridge University Press.

Montrul, S. 2013. *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell. (pp. xii+ 352)

Montrul, S. 2008. *Incomplete Acquisition in Bilingualism. Re-examining the Age Factor*. [Series on Studies in Bilingualism] Amsterdam: John Benjamins (pp. vii + 312).

Francois Victor Tochon, Professor, World Language Education; Professor, Curriculum and Instruction, UW-Madison

EDUCATION

Ph.D. in Education, Educational Psychology, Univ. of Ottawa, Ontario, Canada, 1997.
Huesped de Honor, equivalent of an honorary doctorate, National University of Rio Cuarto, Cordoba, Argentina, 1993.
Professor Honorario, equivalent of an honorary doctorate, Universidad Inca Garcilaso de la Vega, Lima, Peru. 1993.
Ph.D. in Didactique (Curriculum & Instruction, Applied Linguistics), Laval University, Canada, 1990

CURRENT AND RECENT POSITIONS

University of Wisconsin-Madison, Full Professor, 2001
Award of International Excellence, University of Granada (Spain), 2012
Workshop on deep education at NCOLCTL, 2011
Erasmus Fellowship: workshops in Oslo, Reims, Granada and Porto, 2010
Deep Approach workshops at Indiana-Bloomington and at Columbia University, 2011

RECENT AWARDS

Medal of the International Council Chairperson of the Lions Clubs International for outstanding academic and humanitarian merit and the creation of the Deep University Concept, 2014
Medal of the Taiwan Council Chairperson of the Lions Clubs International for outstanding contributions to Academic Affairs and Humanity, 2014
Award of International Excellence for Outstanding Research by the Campus of Excellence of the University of Granada, Spain, 2012
Principal Investigator of Title VI project for the U.S. Department of Education, International and Foreign Language Education - International Resource Information System (IRIS): "A Deep Approach to Turkish Teaching and Learning", 2009-2012

RELEVANT COURSES TAUGHT

C&I 864 Semiotics for Education
C&I 764 Globalization and Linguistic Human Rights in Education
C&I 743 Educational Technologies for Deep Language Learning

RECENT PUBLICATIONS

Tochon, F. V. (2014). Help them learn a language: Why we need a Deep Approach to World Languages and Cultures. Blue Mounds, WI: Deep University Press.
Tochon, F. V. (2013). Signs and Symbols in Education. Blue Mounds, WI: Deep University Press.
See list of articles/books: https://www.researchgate.net/profile/Francois_Tochon2/

LANGUAGES

French (native); English (superior); German (intermediate); Spanish (intermediate; advanced reading); Turkish (novice)

Timeline of CeLCAR Activities, 2014-2018

Shading for all activities that involve collaboration with other departments, NRCs, LRCs, and academic institutions.

| Activity Description | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|---------|
| 1. Research in CA Language Teaching Methodologies and Teacher Training Programs (Goals 1, 5) | | | | |
| 1.1. Research on Acquisition and Bridging (pp. 8-10) | *** | *** | *** | *** |
| 1.2 Research on the teaching of CA Languages (pp. 11-12) | *** | *** | *** | *** |
| 1.3 Hosting the Conference on Central Asian Languages and Linguistics (ConCALL) and publishing its proceedings, in collaboration with IAUNRC, CSME and CSGC. | | *** | | *** |
| 1.4 Publishing the annual Journal of Central Asian Languages and Linguistics (JCALL) | *** | *** | *** | *** |
| 2. Materials Development Projects (Goals 2, 5) | | | | |
| 2.1 Design and Development of Introductory and Intermediate Textbooks (pp. 13-14) | | | | |
| 2.1.a Draft of Introductory Azerbaijani textbook | *** | | | |
| 2.1.b Revision of Introductory Azerbaijani textbook | | *** | | |
| 2.1.c Draft of Introductory Kazakh textbook | | | *** | |
| 2.1.d Revision of Introductory Kazakh textbook | | | | *** |
| 2.1.e Draft of Introductory Kyrgyz textbook | *** | | | |
| 2.1.f Revision of Introductory Kyrgyz textbook | | *** | | |
| 2.1.g Draft of Introductory Mongolian textbook | *** | | | |
| 2.1.h Revision of Introductory Mongolian textbook | | *** | | |
| 2.1.i Draft of Intermediate Mongolian textbook | | | *** | |
| 2.1.j Revision of Intermediate Mongolian textbook | | | | *** |
| 2.1.k Draft of Introductory Tibetan textbook | | | *** | |
| 2.1.l Revision of Introductory Tibetan textbook | | | | *** |
| 2.2 Design and Development of Online Language Learning Courses (pp. 14-15). Collaboration with IU's CEUS (for Mongolian, Uyghur and | | | | |

| | | | | |
|--|-----|-----|-----|-----|
| Uzbek), IAUNRC (for Dari and Pashto), and Center for Innovative Teaching and Learning (CITL) and Online Instructional Design and Development (OIDD) (for review and on-going evaluation of produced materials) | | | | |
| 2.2.a Introductory Dari | xxx | xxx | | |
| 2.2.b Intermediate Dari | | | xxx | xxx |
| 2.2.c Introductory Mongolian | xxx | xxx | | |
| 2.2.d Intermediate Mongolian | | | xxx | xxx |
| 2.2.e Introductory Pashto | xxx | xxx | | |
| 2.2.f Intermediate Pashto | | | xxx | xxx |
| 2.2.g Introductory Uyghur | xxx | xxx | | |
| 2.2.d Intermediate Uyghur | | | xxx | xxx |
| 2.2.e Intermediate Uzbek | xxx | xxx | | |
| 2.2.f Intermediate Uzbek | | | xxx | xxx |
| 2.3 Design and Development of Heritage Learning Materials (p. 15) | | | | |
| 2.3.a Research on audience and heritage learning methods | xxx | | | |
| 2.3.b Draft of materials | | xxx | | |
| 2.3.c Test-piloting and revision of materials | | | xxx | xxx |
| 2.4 Grammar reference books (pp. 15-16) | | | | |
| 2.4.a Dari | | xxx | | |
| 2.4.b Mongolian | | | | xxx |
| 2.4.c Pashto | | | xxx | |
| 2.4.d Uyghur | xxx | | | |
| 2.5 Language Learning Apps (p. 16) | xxx | xxx | xxx | xxx |
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TIDEWATER COMMUNITY COLLEGE
From here, go anywhere.™

DISTRICT ADMINISTRATION

June 23, 2014

To Whom It May Concern:

I write in support of the application of the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University for U.S. Department of Education Title VI funding as a national language resource center (LRC).

Tidewater Community College (TCC) is the largest provider of higher education and workforce solutions services in Hampton Roads and the 11th largest public two-year community college in the entire nation. By virtue of its location, the college has a long-standing, strong relationship with the U.S. military. In 2013-14, TCC enrolled more than 42,400 credit students, of whom 34% (14,343) had a relationship to the military (i.e., 2,076 active duty personnel, 6,523 veterans, and 5,744 family members). As well, in 2013-14, the college provided education and training services to more than 175 military commands and agencies, both in and outside of the Hampton Roads region.

The college's relationship with the military provides the opportunity to offer academic and workforce training programs uniquely suited to meet the needs of active duty personnel and the various civilian elements who support them (e.g., government employees, contractors, etc.). We would welcome the opportunity to offer courses in Afghan languages and cultures for individuals seeking such knowledge, whether for professional purposes or for personal reasons. We understand that, with the Title IV funding being sought, CeLCAR would be able to provide assistance with course development and instructor training, as well as authentic materials and language learning resources for courses that will offer both academic and professional value as well as cultural awareness for military-related students and the general community at large.

In our conversations with CeLCAR's director, Öner Özçelik, and his staff, we have been intrigued by the potential benefits that this collaboration can mean to our students and academic program at TCC. We strongly support CeLCAR's application for Title VI funding under the LRC program and look forward to working with CeLCAR in the upcoming four-year grant cycle.

My contact information is [redacted] and [redacted]

Sincerely,

[redacted signature]

Franklin T. Dunn
Executive Vice President

FTD/
c: Dr. Özçelik
Dr. Brunson



NORTHERN VIRGINIA COMMUNITY COLLEGE

June 5, 2014

To Whom It May Concern:

Northern Virginia Community College (NOVA) is pleased to offer a letter of support for the Center for Languages of the Central Asian Region (CeLCAR)'s 2014-2018 Title VI Language Resource Center grant application.

NOVA is a public two-year community college and one of 23 community colleges in the Virginia Community College System. NOVA serves over 75,000 students a year across six campuses in Northern Virginia. The college was established in 1964 and has a long and respected history in the state's educational system. NOVA offers associate degree programs for both university transfer and direct workplace entry in a variety of professional and academic fields.

NOVA has a vibrant world languages program. Currently, NOVA offers 15 world languages, including Arabic, Chinese, French, German, Greek, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Vietnamese, and English. We are very interested in partnering with CeLCAR to bring some of the languages from the Central Asian region to our program. Specifically, we are very interested in beginning with a Dari heritage language course in order to meet the needs of the 30,000+ Afghan who reside in Northern Virginia.

We are enthusiastic about this collaboration that will combine the mission of CeLCAR to disseminate information and support the learning of languages from the Central Asian Region and the mission of NOVA to deliver high quality language courses to the residents of Northern Virginia and Washington D.C.

Sincerely,

[REDACTED]
Charlotte Calobrisi
Dean
[REDACTED]

DIVISION OF LANGUAGES AND LITERATURE

[REDACTED] Annandale, Virginia 22003-3796
Phone: [REDACTED] Fax: [REDACTED] www.nova.edu P229A140007

June 28, 2014

To Whom It May Concern,

It is with great pleasure that I write this letter of support and collaboration for the current funding cycle for the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University.

Norfolk State University is a historically black four year university in Norfolk, Virginia currently serving approximately 6,200 students. NSU has committed itself to providing access to global study opportunities for its students. One of the mandates of the Office of International Studies and Service-Learning at NSU is to develop an interdisciplinary Global Studies concentration within the College of Liberal Arts. This project will be spearheaded by Associate Professor of History and Director of International Studies Dr. Geoffroy de Laforcade. As part of a well-rounded Global Education, students will take a course developed by CeLCAR Director Oner Ozcelik entitled "30 Languages in 30 Days," which examines the Turkic, Iranian, Mongolic, Uralic and Indo-European languages spoken in the greater Eurasian region. This course explores the history of the languages and the peoples who speak them, unique linguistic features, cultural elements such as greetings, music and food, as well as sample phrases complete with IPA transcription (such as "Hello" and "How are you?" for each language). The course will feature use of guest speakers from the target languages when possible and use CeLCAR's course materials along with supplemental multimedia resources. By means of providing this course, we will offer outreach for these languages, and generate interest in our students to study at least one of these languages later. Our eventual goal will be to offer courses in these Central Asian languages through a reciprocal credit program with Indiana University, where NSU students can study the language either as part of IU's Summer Languages Workshop, via their planned online language courses currently being developed by CeLCAR, or a combination of both.

We can say with all sincerity that we are greatly looking forward to this substantial collaborative effort with CeLCAR as part of their new grant application. We feel their contributions will contribute to NSU's overall mission of *Achieving with Excellence*, as well as meeting the needs of our students, to help them stand out and be more competitive in the job market upon

matriculating from NSU. Furthermore, after reviewing CeLCAR's previous material, as well as attending their Conference on Central Asian Languages and Linguistics this past May, we are confident in the quality of CeLCAR personnel and productivity to deliver their portion of the proposed collaboration.

Sincerely,

[Redacted]

Geoffroy de Laforcade
Director, International Studies
Office of International Studies and Service-Learning
Norfolk State University

[Redacted]

Norfolk, VA 23504

[Redacted] / [Redacted]



**COLLEGE OF
ARTS AND SCIENCES**

INDIANA UNIVERSITY
Office of the Executive Dean
Bloomington

U.S. Department of Education, OPE
International Education Programs Service
Language Resource Centers Program
1990 K Street NW, Room 6077
Washington, DC 20006-8521

2 July 2014

Dear members of the peer review committee:

I am pleased to write this letter of endorsement for the Center for Languages of the Central Asian Region's (CeLCAR) application for funding under the Title VI Language Resource Centers (LRC) program FY2014 competition.

Since its creation in 2002 as Indiana University's first Language Resource Center, CeLCAR has played a valuable role in our university's mission to research and teach about Central Asia. In 1956, Indiana University made a pioneering commitment to Central Asian studies with the formation of the Central Eurasian Studies Department (then the Uralic and Altaic Studies Department). The formation of CeLCAR added a much needed focus for improving the effectiveness of language pedagogy in Central Asian language learning.

Over the past 12 years, CeLCAR has completed outstanding Introductory textbooks for Dari, Pashto, Tajiki, Turkmen, Uyghur and Uzbek, as well as Intermediate Dari, Pashto, Uyghur, and Uzbek, most of which have already been published and a few still under external peer review. All of these texts are based on the most up to date best practices in language pedagogy (such as the communicative method and tasked-based learning) and contain extensive supplementary audio-visual materials. CeLCAR has also helped train an outstanding number of Central Asian language educators, many of whom have become instructors at IU and other universities.

For the next four years, CeLCAR proposes to add textbook development in Azerbaijani, Kazakh, Kyrgyz, Mongolian, and Tibetan, all critical Central Asian languages for which there currently do not exist quality teaching materials. Additionally, CeLCAR's new project to research and develop Afghan Heritage Learners materials is an important contribution to the field, because it fills a need of providing learning materials for those Afghan-Americans that grew up hearing their heritage languages, but are not themselves fluent and/or literate. Also, we, at Indiana University, are confident that the development of Reference Grammar guides in Dari, Mongolian, Pashto, and Uyghur (to join their Tajiki Reference Grammar Handbook), as well as research on effective teaching strategies and language bridging that CeLCAR proposes for the 2014-2018 grant cycle through collaboration with faculty from IU's Department of Second Language Studies, will be important contributions not just to the Central Asian studies

community and Less Commonly Taught Languages (LCTL) community, but also the general Linguistics, Applied Linguistics, Language Education communities as well.

For this cycle, CeLCAR also demonstrates its commitment to strengthen the Central Asian language education and research community through hosting a bi-annual Conference on Central Asian Languages and Linguistics (ConCALL), as well as publishing its proceedings. To date, although many areas of the world have dedicated scholarly conferences on their languages (such as East Asia, Africa, Western Europe, Oceania, etc.), Central Asia hasn't had a conference dedicated to its languages and language pedagogy. The first ConCALL was, thus, held in May, and we are pleased to hear about CeLCAR's plans to continue this conference and associated teacher training workshops through Title VI funds.

Indiana University and more specifically the College of Arts and Sciences, continues to provide substantial institutional support for the Center, including for the positions of the Director, the Assistant Director and the Accounting Representative. Additionally, the College makes a substantial contribution to all of the full time professional staff, including the Language Instructional Specialist and the Information Communication Technology Specialist (ICT), and the College provides support for graduate student materials developers in Kyrgyz (Year 1 and Year 2) and Tibetan (Year 3 and Year 4).

Furthermore, IU has supplied over 2,100 square feet of prime office space as well as institutional access to what we believe is the best technological support of any public university in America – something particularly important for producing multi-media language materials today. In particular, CeLCAR benefits from its free access to the Center of Innovative Teaching and Learning (CITL), Center for Language Excellence (CLE) and the office of Online Instructional Design and Development (OIDD), three support centers with which they will be working closely while developing their online language teaching courses in Dari, Pashto, Mongolian, Uyghur and Uzbek, a project much needed to ensure widest possible outreach for these languages.

Sincerely,

A solid black rectangular box redacting the signature of Larry D. Singell.

Larry D. Singell
Executive Dean



INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT
FOR INTERNATIONAL AFFAIRS

June 24, 2014

U.S. Department of Education, OPE
International Education Programs Service
Language Resource Centers Program
1990 K Street NW, Room 6077
Washington, DC 20006-8521

To Whom It May Concern:

I am very pleased to offer my strong support of the application submitted by the Center for Languages of the Central Asian Region (CeLCAR) for a Title VI Language Resource Center grant for 2014-2018. CeLCAR has provided invaluable language teaching and expertise to the strategically important field of the less commonly taught languages of the Central Asian region. At Indiana University in particular, CeLCAR has enhanced the impact of the several departments, including the Department of Central Eurasian Studies, the IU Summer Language Workshop, the Inner Asian & Uralic National Resource Center, and the Sinor Research Institute for Inner Asian Studies.

In addition to the successful cooperation with departments within Indiana University, CeLCAR has also had a national impact through the dissemination of quality language learning materials, collaborations with other LRCs and NRCs, and the establishment of a major international academic conference, Central Asian Languages and Linguistics (ConCALL), where research papers are presented on the linguistics and pedagogy of Central Asian languages by researchers from all over the world. Since its founding in 2002, CeLCAR has excelled at creating, designing, and producing pedagogically sound and superior language teaching materials, thus fulfilling the crucial need for promoting security and understanding in the United States and within the Central Asian region.

Particularly noteworthy is CeLCAR's ongoing commitment to the integration of language learning technology into its curricula and materials, especially the very popular and successful mobile learning apps that are available to download for free through major platforms such as Apple iOS. While many in the field of language learning are still reticent to embrace the incorporation of technology, CeLCAR has recognized the vital need for integrating pedagogically effective technology in the 21st century paradigm of language teaching. This need is even more imperative in the field of Less Commonly Taught Languages (LCTLs) such as those focused on in CeLCAR, because of the lack of input outside of the language classroom available to most learners. By making the incorporation of technology a priority, CeLCAR is effectively reaching a wider audience of learners and more effectively meeting the needs of today's digital native students by engaging them in the mediums in which they are most comfortable.

Sincerely,

David Zaret
Vice President



DEPARTMENT OF
SECOND LANGUAGE STUDIES

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

July 2, 2014

Dear Colleagues:

It is our great pleasure to write this letter of support and confirmation of collaboration for the current funding cycle for the Center for Languages of the Central Asian Region (CeLCAR). The collaboration between CeLCAR and the Department of Second Language Studies has deepened over the years. What started as an affiliation of one faculty member with CeLCAR has matured into full collaboration with joint research projects, advisory roles, and many mutual interests in second language acquisition and materials development. The Department of Second Language Studies provides a research and pedagogical framework for promoting national language readiness by supporting the work of our Title VI Centers.

We are very pleased that the Director of CeLCAR since 2012, *Öner Özçelik, is a trained linguist (PhD in Linguistics, McGill University), a native speaker of Turkish, and a specialist in second language acquisition. Professor Özçelik is also an adjunct faculty member in the Department of Second Language Studies. It is an extremely promising for a Director of CeLCAR to have such developed disciplinary knowledge and dedication to the field: The efforts of the Center are in excellent hands.*

Three SLS faculty will provide disciplinary expertise for projects in three areas: Coordinator of the Proficiency Testing Project (Professor Sun-Young Shin), Coordinator of the Central Asian Language Acquisition Research project (Professor Rex Sprouse), and Coordinator of Central Asian Language Teaching Research project (Professor Yucel Yilmaz).

The head of language assessment is Professor Sunyoung Shin who will be leading the Performance Testing Project. Dr. Shin's area of specialization in Language Assessment and his work in Central Asian languages has full support from SLS. During the last cycles, the assessment project has developed proficiency guidelines for several languages in the region. In this funding cycle, CeLCAR plans to address national strategic demand by expanding the assessment component to include proficiency guidelines and tests for Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, and Tibetan.

Two new research projects are proposed for this cycle. Language acquisition research is an important aspect of the center because it lays the foundation for excellence in pedagogy, materials development, and assessment. Very little second language acquisition research has been undertaken where in the target languages are from the Central Asian Region. Thus, the research projects are vital to CeLCAR's mission and the quality of its deliverables.

The two new projects involve research with immediate pedagogical ramifications for Central Asian languages. These involve research on the identification of structures that pose particular challenges for second language learners studying Central Asian languages (led by Professor Rex Sprouse) and empirical studies of the efficacy of different approaches to teaching and feedback (led by Professor Yucel Yilmaz). The former study will provide the constructions for investigation by the second. Professor Sprouse is one of the leading SLA theorists and researchers in the world, and his work will be immediately noticed at conferences and in publications. Professor Yilmaz has quickly established a reputation for excellence in experimental design in instructional effects studies and has published in the top ranked journals. Successful completion and dissemination of this important work will immediately raise the profile of Central Asian languages in the SLA research community leading to additional research in the area that extends beyond Title VI funding, thus contributing to the eventual mainstreaming of Central Asian languages in SLA research.

The Department of Second Language Studies regularly helps to educate teachers in current methods of language instruction. The Foreign Language Teaching Assistants (FLTAs) assigned to the Central Asian languages often take our regularly offered fall graduate course, SLST-T500, Introduction to Languages for Academic Purposes. This course includes several in-class observations of participating instructors throughout the semester, thus enriching the teacher training experience from workshop length (offered by most centers) to semester length. Classroom observations of the FLTAs are provided by cooperating language coordinators for the relevant languages. Through this class, teachers are welcomed into the larger language-teacher community on campus. CeLCAR and Central Asian language instructors have always been enthusiastic participants.

We can say without bias that CeLCAR has worked successfully to bring current pedagogically- and acquisitionally-based principles to bear on materials development for Central Asian languages. With their proposed projects which build on their previous materials development achievements CeLCAR is bringing Central Asian languages out of an era characterized by the dearth of appropriate materials to a new future with forward-looking materials and pedagogical activities. We look forward to continuing our close collaboration with CeLCAR.

In short, we are very pleased to support this application for Title VI funding by CeLCAR in the immediate grant cycle. We are committed to the projects named and will contribute faculty expertise and energy to new CeLCAR projects as they arise.

Sincerely,

A solid black rectangular box used to redact the signature of Kathleen Bardovi-Harlig.

Kathleen Bardovi-Harlig
Professor and Chair



INDIANA UNIVERSITY
DEPARTMENT OF CENTRAL EURASIAN STUDIES
College of Arts and Sciences
Bloomington

June 24, 2014

To: US Department of Education, Language Resource Centers Program, Washington DC

RE: Title VI Language Resource Center for the Languages of the Central Asian Region (CeLCAR)

Central Asia is a vastly important and interesting region due to its geographical centrality, range of energy and mineral resources, and diversity of cultures. Political and economic stability in that region is key not only to prosperity in the rest of Asia but across the globe. Turmoil in that region does not stay there; it finds its way into the Middle East, South and East Asia, even Europe and North America. In addition to the vast resources of lives and funds that the US has expended in Afghanistan and Pakistan to bring about societal stability, unrest generated by ethnic, religious, linguistic, and economic differences threatens to destabilize several of the former Soviet Republics, Xinjiang, and Tibet. Other areas of Central Asia face different yet no less serious problems, such as Mongolia's alcohol epidemic.

As the world's nations become increasingly intertwined through electronic communications, swift travel, and trading interdependence, fully comprehending the cultures of Central Asia is vital for America's self-interest in foreign policy, trade policy, and bilateral and multilateral interactions. Complete facility with the languages of Central Asia is absolutely essential to make accurate comprehension and effective interaction possible—and one institutional name stands at the cutting edge of Central Asian language study: CeLCAR.

Indeed Indiana University's (IU) Center for the Languages of the Central Asian Region (CeLCAR) has been at the forefront of US language resources relating to Central Asia since 2002. CeLCAR draws and builds upon this university's unrivaled investigation, teaching, and outreach talents that go back to the middle of the twentieth century. As chairman of the Department of Central Eurasian Studies (CEUS), and a faculty member for two decades, I write to emphasize in the very strongest terms how absolutely important the research, pedagogical, and service contributions by CeLCAR have been not merely to scholars but even more important to students, agencies, and decision-makers. I must note that the CEUS department has unique resources such as a steady stream of scholars and language teachers from Central Asian countries who are both well trained and very eager to work with CeLCAR in developing online and traditional language course materials.

As result of its individual and its collaborative efforts, CeLCAR has pioneered online course learning, both instructor facilitated and non-facilitated, at the introductory and intermediate levels in strategically important languages such as Dari, Pashto, Uyghur, Uzbek, and Mongolian. Several of those courses are being developed in conjunction with the CEUS department, involve faculty members, and will be offered as regular instruction with credit through IU Online.

Likewise, CeLCAR has been instrumental in collaborating with the CEUS department in producing introductory and intermediate textbooks on the Mongolian language, introductory level textbooks on the Azerbaijani and Kazakh languages, and if funding permits will produce textbooks to facilitate study of Tajiki plus less commonly taught languages such as Tibetan and Kyrgyz. These current and future pedagogical materials build upon CeLCAR's stellar successes of the immediate past which have been published by Georgetown University Press and are standard issue for staff at many governmental and non-governmental agencies.

For all the reasons outlined above, renewal of funding for CeLCAR as a Title VI Language Resource Center is absolutely essential and most earnestly requested.

Sincerely,


Dr. Jamsheed K. Choksy

Chairman, Department of Central Eurasian Studies

Professor of Iranian Studies, Central Eurasian Studies, India Studies, & History
Adjunct Professor of Religious Studies & Islamic Studies
Indiana University
Bloomington, IN 47405, USA

Member, United States National Council on the Humanities
National Endowment for the Humanities


Washington, DC 20506, USA



INDIANA UNIVERSITY

DEPARTMENT OF CENTRAL EURASIAN STUDIES

College of Arts and Sciences
Bloomington

July 2, 2014

U.S. Department of Education
Washington, DC

To Whom it May Concern:

I am writing to support the application for renewal as a Language Resource Center being submitted by the Center for the Languages of the Central Asian Region (CeLCAR) at Indiana University.

As Director of IU's Title VI Inner Asian and Uralic National Resource Center, it has been my great pleasure to have worked closely with the staff of CeLCAR since the center's inception in 2002 and to follow their work as they develop, test, and publish instructional materials in the less commonly taught languages of the region. I know that the success of CeLCAR is a direct consequence of the dedication of its leadership and language developers, and applaud the remarkable products of their efforts. Our two units serve complementary purposes in fostering study of the region and its related territories; each has its specific priorities, but we constantly find opportunities to collaborate, whether on specific language projects, organization of conferences, or sharing of ideas. Like the NRC that I direct, CeLCAR is unique as a Foreign Language Resource Center for its regional focus. For this reason alone, it must be maintained as our country, led by President Obama's strong commitment, strives to expand foreign language skills not just among an elite few, but more broadly throughout the ranks of the general population.

With best wishes,


Edward J. Lazzerini
Director, IAUNRC
Professor, Central Eurasian Studies Department



INDIANA UNIVERSITY

CENTER FOR INNOVATIVE TEACHING AND LEARNING

Office of the Vice Provost for Undergraduate Education /
University Information Technology Services
Bloomington

Dear members of the review committee:

I am pleased to write this letter of endorsement for the Indiana University Center for Languages of the Central Asian Region (CeLCAR) application for funding under the Title VI Language Resource Centers (LRC) Program FY2014 competition, directed by Dr. Öner Özçelik.

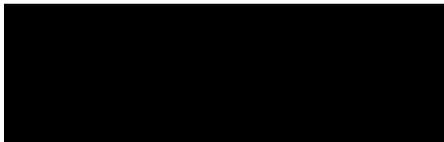
I have found CeLCAR's work to be both pedagogically and technologically sound, publishing language materials that are built on strong instructional footings and that utilize technologies in innovative ways. Of particular note is their cutting-edge use of mobile technologies to deliver language-learning applications across multiple platforms. Projects like this, in addition to their other online language offerings, mark CeLCAR's distinctive competency with language instruction. Key to their ongoing success is the value the center places on employee development, making sure its instructors and developers stay updated on the most recent instructional and technological innovations.

The CITL is prepared to assist CeLCAR in its efforts moving forward, particularly in its efforts to develop new online language courses. Specifically, the CITL can offer support in the following areas, free of charge to CeLCAR:

- Training and support for the use of the Canvas learning management system. Indiana University recently adopted Canvas in part for the excellent tools it offers for online learning.
- Instructional design consultation, including the use of Quality Matters rubrics for both course planning and assessment.
- Exploration of gaming principles as a means of increasing student engagement with online exercises.

The CITL encompasses a wide variety of instructional and technological expertise that complements that which already exists within CeLCAR. We are ready to continue and enhance our partnership with this talented group as they continue to develop and offer distinctive language instruction programs.

Sincerely,



Gregory J. Siering
Director, Center for Innovative Teaching and Learning



<http://citl.indiana.edu>



**INDIANA UNIVERSITY
BLOOMINGTON**

01 July 2014

U.S. Department of Education, Office of Postsecondary Education
International Education Programs Service
Language Resource Centers Program
1990 K Street NW, Room 6077
Washington DC 20006-8521

Re: Letter of Support, CeLCAR Application for Grants, Language Resource Centers Program

Dear Members of the Peer Review Committee,

I am glad to write this letter of endorsement for the Indiana University Center for Languages of the Central Asian Region (CeLCAR) application for funding under the Title VI Language Resource Centers (LRC) Program FY2014 competition, directed by Dr. Öner Özçelik. CeLCAR, the Center for Languages of the Central Asian Region, is an integral part of IU's global face to the world. We support the main activities of CeLCAR, which include the following:

- Expand into new Central Asian languages that they have not yet had a chance to develop: Azerbaijani, Kazakh, Kyrgyz, Mongolian, Tibetan, and even Persian/Farsi and Turkish.
- Create with us the Center for Language Excellence with the support of the national resource centers at Indiana University.
- Develop online language courses, which will open up organized efforts to learn these less commonly taught languages (LCTLs) beyond the borders of Indiana, allowing everyone in the world to have access to quality instruction for these languages where they may not otherwise.
- Continue to build on the success of the recent ConCALL conference, the first ever to focus on Central Asian languages and linguistics. This bi-annual conference will again be held here at Indiana University-Bloomington.
- Explore new areas of language research, including efforts to provide proficiency evaluations in new languages and to bridge from one target, as well as research into new ways to engage heritage learners with these Central Asian languages.

CeLCAR has a proven record of success in publishing language materials with a strong pedagogical structure, materials that are improved through in-class trials and through independent external review. They innovate with technology by developing new online materials and mobile apps for smartphones and tablets and are comfortable enough to use technology as a canvas and not as a crutch with limited use. CeLCAR repeatedly maintains its edge through on-going efforts of employee development. The center combines all of these characteristics in order to give to students, soldiers and adult language learners high quality language materials that truly make it easier to learn some very difficult languages.

We wish to underscore our strong support of the Center for Languages of the Central Asian Region as a nationwide Language Resource Center for Title VI and for the US Department of Education.

Sincerely,



Antonia Schleicher,
Director, Center for Language Excellence (CLE), Indiana University



GEORGETOWN UNIVERSITY PRESS

Washington, DC 20007

7 July 2014

U.S. Department of Education, Office of Postsecondary Education
International Education Programs Service
Language Resource Centers Program
1990 K Street NW, Room 6077
Washington DC 20006-8521

Re: Letter of Support, CeLCAR Application for Grants, Language Resource Centers Program

Dear Members of the Peer Review Committee:

I am pleased to write this letter of endorsement for the Indiana University Center for Languages of the Central Asian Region (CeLCAR) application for funding under the Title VI Language Resource Centers (LRC) Program FY2014 competition, directed by Dr. Öner Özçelik.

Georgetown University Press enjoys a productive partnership with CeLCAR in developing language teaching materials. CeLCAR takes the lead in developing manuscripts along with audiovisual materials for the languages covered by its program. When CeLCAR has tested the materials in the classroom and determined that they are ready for broader dissemination, the center submits the manuscript and audiovisual files to the press for peer review. If the peer review is supportive and the financial case for publication is sound, the press then offers CeLCAR a contract for publication. The press copyedits the manuscripts and tests the audiovisual materials prior to manufacture and release. To date, we have published introductory materials for the Tajiki, Uzbek, Pashto, and Uyghur languages. An elementary Dari volume is in production, and we have accepted for publication an intermediate Pashto textbook. In addition, manuscripts of intermediate textbooks for Dari and Uzbek have been submitted to the press for review; an intermediate Uyghur textbook is under development at CeLCAR.

So far, we have found that sales of the books are steady and that their reputation is good. We are eager to see CeLCAR receive funding through 2018 so that we can extend our partnership into the future. The center expects to develop materials for learning Azerbaijani, Kazakh, Kyrgyz, Mongolian, and Tibetan in these years; we will consider them for publication once CeLCAR submits them to us. We are particularly interested in publishing textbooks for languages related to those under their purview, such as Turkish and Persian/Farsi, and hope that they will take those up soon. We have held initial discussions with them about the possibility of using published materials in the development of online language courses; we hope to continue those discussions during the grant period and perhaps extend the nature of our partnership into this new arena.

In sum, we at Georgetown University Press strongly support continued funding for CeLCAR. That funding will allow us to continue a vital partnership that helps us meet our mission of supporting instruction in the less commonly taught languages.

Sincerely,

David G. Nicholls, PhD
Acquisitions Editor, Languages

www.press.georgetown.edu

PR/Award # P229A140007

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U.S. Department of Education, Office of Postsecondary Education
International Education Programs Service
Language Resource Centers Program
1990 K Street NW, Room 6077
Washington DC 20006-8521

25th June 2014

Dear members of the peer review committee,

Re. Letter of Support, CeLCAR Application for Grants, Language Resource Centers Program

I am pleased to write this letter of endorsement for the Indiana University Center for Languages of the Central Asian Region (CeLCAR) application for funding under the Title VI Language Resource Centers (LRC) Program FY2014 competition, directed by Dr. Öner Özçelik.

CeLCAR has demonstrated competency in its ability to:

- Develop language learning materials appropriate for use either in a classroom, in an online environment, or by self-study
- Use technology in its language materials, but with emphasis on communicative content
- Create online language materials

Future joint projects—Routledge and CeLCAR are discussing possible future publishing opportunities.

- language materials with strong pedagogical structure and independent external review
- proposed CeLCAR materials: grammar reference books in the languages of :
 - Dari
 - Kyrgyz
 - Mongolian
 - Pashto
 - Tibetan
 - Uyghur

Please contact me should you want any further information.

Yours sincerely,
Andrea Hartill

Publisher,
Routledge Books.

07 July 2014

[Redacted signature block]

s) Bookpoint Limited,

; Fax:

www.tandf.co.uk

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Table of Objectives, CeLCAR Title VI Proposal, Fiscal Years 2014-2018

| Objectives | Fundable Activity (section 669.3) | Parameters for Assessment of Meeting Objectives | Time |
|--|---|---|-------------|
| Research on acquisition of CA languages and bridging from Turkish and Farsi (L2) to Turkic and Iranian CA languages (L3) | Conduct research; Meet strategic needs | Conference presentations and published research; Specific modifications to language materials; Redesigned bridge classes | Y 1-4 |
| Research on innovative teaching methodologies of CA languages | Conduct research; Meet strategic needs | Conference presentations and published research; Teacher training; Specific modifications to language materials | Y 1-4 |
| Host bi-annual academic Conference on Central Asian Languages and Linguistics (ConCALL) and publish proceedings | Disseminate research and new methods | Number of conference attendees; Conference evaluation feedback; Published proceedings made available through CeLCAR; Proceedings widely accessed | Y 2&4 |
| Publish an annual Journal CALL | Disseminate research and new methods | Published journal; Materials made available through CeLCAR; Materials peer-reviewed and widely accessed | Y 1-4 |
| Develop Introductory Azerbaijani textbook | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 1-2 |
| Develop Introductory Kazakh textbook | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 3-4 |
| Develop Introductory Kyrgyz textbook | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; | Y 1-2 |

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| | | Materials peer-reviewed and widely accessed | |
| Develop Introductory Mongolian textbook | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 1-2 |
| Develop Intermediate Mongolian textbook | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 3-4 |
| Develop Introductory Tibetan textbook | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 3-4 |
| Develop Introductory Dari Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 1-2 |
| Develop Intermediate Dari Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 3-4 |
| Develop Introductory Mongolian Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 1-2 |
| Develop Intermediate Mongolian Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; | Y 3-4 |

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| | | Student course evaluation feedback | |
| Develop Introductory Pashto Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 1-2 |
| Develop Intermediate Pashto Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 3-4 |
| Develop Introductory Uyghur Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 1-2 |
| Develop Intermediate Uyghur Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 3-4 |
| Develop Introductory Uzbek Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 1-2 |
| Develop Intermediate Uzbek Online Language Learning Course | Develop, disseminate new materials; Meet strategic needs | Materials evaluated by Quality Matters Program; Materials made available through IU Online; | Y 3-4 |

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| Course | | Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | |
| Develop Afghan Heritage Learning Materials | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 1-4 |
| Develop Dari grammar reference book | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 2 |
| Develop Mongolian grammar reference book | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 4 |
| Develop Pashto grammar reference book | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 3 |
| Develop Uyghur grammar reference book | Develop, disseminate new materials; Meet strategic needs | Materials made available through CeLCAR; Materials published by independent publisher; Materials peer-reviewed and widely accessed | Y 1 |
| Develop Language Learning Apps to be used as supplementary learning tools on mobile technology | Develop, disseminate new materials using advanced educational technology; Meet strategic needs | Materials made available through CeLCAR; | Y 1-4 |
| Create Azerbaijani proficiency guidelines and corresponding proficiency tests | Development, application, assessment of proficiency testing; Train teachers in use of materials and tests | Proficiency Guidelines published; Proficiency Tests designed; Materials made available through CeLCAR; Materials widely accessed and customers satisfied | Y 1-2 |
| Create Dari proficiency guidelines and corresponding | Development, application, assessment of proficiency testing; | Proficiency Guidelines published; Proficiency Tests designed; | Y 1-2 |

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| proficiency tests | Train teachers in use of materials and tests | Materials made available through CeLCAR; Materials widely accessed and customers satisfied | |
| Create Kazakh proficiency guidelines and corresponding proficiency tests | Development, application, assessment of proficiency testing; Train teachers in use of materials and tests | Proficiency Guidelines published; Proficiency Tests designed; Materials made available through CeLCAR; Materials widely accessed and customers satisfied | Y 1-2 |
| Create Kyrgyz proficiency guidelines and corresponding proficiency tests | Development, application, assessment of proficiency testing; Train teachers in use of materials and tests | Proficiency Guidelines published; Proficiency Tests designed; Materials made available through CeLCAR; Materials widely accessed and customers satisfied | Y 1-2 |
| Create Mongolian proficiency guidelines and corresponding proficiency tests | Development, application, assessment of proficiency testing; Train teachers in use of materials and tests | Proficiency Guidelines published; Proficiency Tests designed; Materials made available through CeLCAR; Materials widely accessed and customers satisfied | Y 1-2 |
| Create Tibetan proficiency guidelines and corresponding proficiency tests | Development, application, assessment of proficiency testing; Train teachers in use of materials and tests | Proficiency Guidelines published; Proficiency Tests designed; Materials made available through CeLCAR; Materials widely accessed and customers satisfied | Y 1-2 |
| Establish Mongolian Proficiency Standards Board and produce Mongolian Standards | Develop, disseminate new materials; Train teachers in use of materials and tests; Meet strategic needs | Standards developed; Standards submitted to ACTFL for review; Standards made available through ACTFL website; Standards widely accessed and customers satisfied | Y 1-2 |

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| Conduct Professional Development Workshop for IU's Summer Language Workshop | Disseminate new research; Train teachers in use of materials and tests; Operate seminars | Workshops conducted for target languages; Target numbers of participants reached; Instructors satisfied and IU SLW and CA language instruction improved | Y 1-4 |
| Conduct Teacher Training Workshop as part of ConCALL | Disseminate new research; Train teachers in use of materials and tests; Operate seminars | Workshops conducted for target languages; Target numbers of participants reached; Instructors satisfied and CA language instruction improved | Y 2&4 |
| Conduct Hybrid Teacher Training Workshop | Disseminate new research; Train teachers in use of materials and tests; Meet strategic needs; Operate seminars | Workshops conducted; Target numbers of participants reached; Participants satisfied and instruction improved | Y 1-4 |
| Contribute to research and training of LCTLs via Center of Language Excellence | Disseminate new research; Train teachers in use of materials and tests; Meet strategic needs; Operate seminars | Workshops conducted; Target numbers of participants reached; Participants satisfied and instruction improved | Y 1-4 |
| Informational Pamphlets on CA Languages | Meet strategic needs | Pamphlets made available from CeLCAR; Pamphlets accessed widely and users satisfied | Y 1-4 |
| Develop/improve "Introduction to Central Eurasian Languages: Learn 30 Languages in 30 Days" survey course | Meet strategic needs | Curriculum revised and published; Materials made available from CeLCAR; Materials accessed widely and users satisfied | Y 1 |
| Teach Dari and Mongolian to K-6 learners via "Bridges: Children, Languages, World" program (with IU Center for Study of Global Change) | Develop, disseminate elementary/secondary language materials | Instructor identified and given elementary materials; Learners and parents satisfied with program | Y 1-4 |

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| Collaboration with NOVA on developing and offering a Heritage Language Learning course, including training instructor | Develop, disseminate new materials; Train teachers in use of materials and tests; Meet strategic needs; Operate seminars | Heritage Language Learning curriculum developed; Materials made available through CeLCAR; Course enrollment numbers; Student proficiency at completion of course; Student course evaluation feedback | Y 1-4 |
| Collaboration with TCC on developing and offering courses on Dari and Pashto for specific purposes (aimed at military and businessmen), including training instructor | Develop, disseminate new materials; Train teachers in use of materials and tests; Meet strategic needs; Operate seminars | Dari and Pashto for specific purposes curriculum developed; Materials made available through CeLCAR; Course enrollment numbers; Student proficiency at completion of course; Student course evaluation feedback | Y 1-4 |
| Collaboration with NSU on developing and offering a course on CA Languages for their Global Studies program, including training instructor | Develop, disseminate new materials; Train teachers in use of materials and tests; Meet strategic needs; Operate seminars | CA Languages curriculum developed; Materials made available through CeLCAR; Course enrollment numbers; Student knowledge on completion of course; Student course evaluation feedback | Y 1-4 |

1. Project Goal #1: To increase the number of quality empirically-based language learning materials through the development and dissemination of new teaching materials for LTCLs from the Central Asian Region, including Heritage Language materials (CP1 and IP2).

| 2. Performance Measures | 3. Activities |
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| <p>A. Develop Quality, Empirically-based Language Learning Materials for Afghan Heritage Learners to support a growing Afghan heritage community</p> | <p>A.1 Research heritage teaching methods</p> <p>A.2 Gather authentic materials</p> <p>A.3 Develop and design draft textbook based on research</p> <p>A.4 Test pilot materials</p> <p>A.5 Collect, analyze, and update materials based on learner and instructor feedback</p> <p>A.6 External review and publication</p> |
| <p>B. Develop Quality, Empirically-based Language Learning Materials for Introductory Azerbaijani</p> | <p>B.1 Research proficiency requirements</p> <p>B.2 Gather authentic materials</p> <p>B.3 Develop and design draft textbook based on research</p> <p>B.4 Test pilot materials</p> <p>B.5 Collect, analyze, and update materials based on learner and instructor feedback</p> <p>B.6 External review and publication</p> |

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| <p>C. Develop Quality, Empirically-based Language Learning Materials for Introductory Kazakh</p> | <p>C.1 Research proficiency requirements</p> <p>C.2 Gather authentic materials</p> <p>C.3 Develop and design draft textbook based on research</p> <p>C.4 Test pilot materials</p> <p>C.5 Collect, analyze, and update materials based on learner and instructor feedback</p> <p>C.6 External review and publication</p> |
| <p>D. Develop Quality, Empirically-based Language Learning Materials for Introductory Kyrgyz</p> | <p>D.1 Research proficiency requirements</p> <p>D.2 Gather authentic materials</p> <p>D.3 Develop and design draft textbook based on research</p> <p>D.4 Test pilot materials</p> <p>D.5 Collect, analyze, and update materials based on learner and instructor feedback</p> <p>D.6 External review and publication</p> |
| <p>E. Develop Quality, Empirically-based Language Learning Materials for Introductory and Intermediate Mongolian</p> | <p>E.1 Research proficiency requirements</p> <p>E.2 Gather authentic materials</p> <p>E.3 Develop and design draft textbook series based on research</p> <p>E.4 Test pilot materials</p> |

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| | <p>E.5 Collect, analyze, and update materials based on learner and instructor feedback</p> <p>E.6 External review and publication</p> |
| <p>F. Develop Quality, Empirically-based Language Learning Materials for Introductory Tibetan</p> | <p>F.1 Research proficiency requirements</p> <p>F.2 Gather authentic materials</p> <p>F.3 Develop and design draft textbook based on research</p> <p>F.4 Test pilot materials</p> <p>F.5 Collect, analyze, and update materials based on learner and instructor feedback</p> <p>F.6 External review and publication</p> |
| <p>G. Develop a Series of Comprehensive Reference Grammar books for CA Languages (Dari, Mongolian Pashto, Uyghur)</p> | <p>G.1 Research grammar and syntax of the language</p> <p>G.2 Gather language examples</p> <p>G.3 Develop and design reference grammar draft textbook based on research</p> <p>G.4 Ongoing consultation with language instructors and linguists</p> <p>G.5 External review and publication</p> |

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| <p>H. Conduct ongoing evaluation of CeLCAR products and activities (textbooks, grammar guides, etc.) with respect to quality, usefulness, and relevance by customers</p> | <p>H.1 Track the number of products achieving at least 80% approval rating on formative evaluations by students and instructors</p> <p>H.2 Track the number of sales for completed textbooks</p> |
| <p>I. Facilitate ongoing evaluation of CeLCAR products and activities (textbooks, grammar guides, etc.) with respect to quality, usefulness, and relevance by independent expert reviewers</p> | <p>I.1 Track the number of texts achieving at least 90% approval rating on summative external evaluations</p> <p>I.2 Track the number of textbooks approved for publication by independent publishers</p> |

1. Project Goal Statement #2: To increase the development, application, and dissemination of content and performance testing standards and materials for LCTLs from the Central Asian Region (CP1).

| 2. Performance Measures | 3. Activities |
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| <p>A. Coordinate a Mongolian Standards Board to create published Mongolian Content Standards</p> | <p>A.1 Identify and recruit Mongolian language experts, inviting them to serve on the standards board</p> <p>A.2 Establish goals and expectations, and coordinate meeting times</p> <p>A.3 Facilitate emails and evaluate progress according to established goals</p> <p>A.4 Submit to ACTFL for review, approval, and publication</p> |
| <p>B. Develop Proficiency Guidelines for CA LCTL for which Proficiency Guidelines do not exist (Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Tibetan)</p> | <p>B.1 Research grammar and syntax of the language</p> <p>B.2 Collect and edit, as needed, authentic samples as illustrations</p> <p>B.3 Create draft guidelines using CeLCAR template</p> <p>B.4 Submit draft guidelines to external language experts for review</p> <p>B.5 Publish proficiency guidelines for free download on CeLCAR Website</p> |

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| <p>C. Develop Proficiency Tests for CA LCTLs for which a Standardized Proficiency Test do not exist (Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Tibetan)</p> | <p>C.1 Reference created proficiency guidelines for important distinctions regarding grammar, syntax, pragmatics, etc.</p> <p>C.2 Create a bank of test items</p> <p>C.3 Develop and design test draft</p> <p>C.4 Prototype testing of exams for accuracy</p> <p>C.5 Update tests based on results from prototype testing</p> <p>C.6 Publish tests on CeLCAR Website</p> |
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| 1. Project Goal Statement #3: To increase the number of highly qualified teachers and effective instructional materials through the conduct and dissemination of research on new and improved teacher methods (CP1). | |
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| 2. Performance Measures | 3. Activities |
| A. Research improved teaching methods for LCTLs to support language material development and teacher training programs | <p>A.1 Review existing teaching methodology</p> <p>A.2 Research and identify CA language constructions that pose special difficulties for English-speaking learners and develop new and innovative teaching methods</p> <p>A.3 Publish journal article on research</p> <p>A.4 Present proposal at a renowned academic conference</p> |
| B. Develop a Hybrid Teacher Training Workshop to provide ongoing professional development opportunities for LCTL CA language teachers | <p>B.1 Conduct Needs Analysis</p> <p>B.2 Identify new methodologies</p> <p>B.3 Identify learning objectives and outline organized modules</p> |
| C. Host the bi-annual Conference on Central Asian Languages and Linguistics (ConCALL) and publish the proceedings for dissemination | <p>C.1 Plan and coordinate bi-annual conference</p> <p>C.2 Send submitted abstracts for external review by at least three language experts</p> <p>C.3 Hold the conference with an acceptance rate of less than 50%</p> <p>C.4 Publish conference proceedings</p> <p>C.5 Host videos of plenary sessions on website</p> |

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| <p>D. Publish an annual academic journal focused on the linguistics and pedagogy of Central Asian languages</p> | <p>D.1 Establish a board of language experts to serve as an advisory board</p> <p>D.2 Send submitted papers for external review by at least three language experts</p> <p>D.3. Review and edit</p> <p>D.4 Publish with reputable publishers</p> |
| <p>F. Research and identify approaches to bridging from Turkish to LCLT CA Turkic languages and Persian to LCTL CA Iranian languages</p> | <p>F.1 Review existing bridging research</p> <p>F.2 Identify CA language constructions to be targeted</p> <p>F.3 Research and identify new and innovative bridging methods</p> <p>F.4 Publish journal article on research</p> <p>F.5 Present proposal at a renowned academic conference</p> |

1. Project Goal Statement #4: Expand overall outreach for foreign language instruction in CA LCTLs, including to underserved populations and at Minority-Serving Institutions (CP2 and IP2).

| 2. Performance Measures | 3. Activities |
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| <p>A. Collaborate with Northern Virginia Community College (NOVA) to bring adequate Heritage Language Learning courses to an underserved Heritage population</p> | <p>A.1 Conduct Needs Analysis A.2 Establish learning objectives and develop program curriculum A.3 Assist NOVA in implementation of program curriculum A.4 Assist NOVA in ongoing program evaluation and review</p> |
| <p>B. Collaborate with Tidewater Community College (TCC) to bring Dari and Pashto Language courses to an underserved military and NGO population</p> | <p>B.1 Conduct Needs Analysis B.2 Establish learning objectives and develop program curriculum B.3 Assist TCC in implementation of program curriculum B.4 Assist TCC in ongoing program evaluation and review</p> |
| <p>C. Collaborate with Norfolk State University (NSU) to bring Central Asian Languages and Cultures curriculum to an emerging Global Studies degree</p> | <p>C.1 Conduct Needs Analysis C.2 Establish learning objectives and develop program curriculum C.3 Assist NSU in implementation of program curriculum C.4 Assist NSU in ongoing program evaluation and review</p> |

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| <p>D. Develop Online Language Learning Courses for Introductory and Intermediate language learners who do not have access to traditional classroom learning paradigms at academic institutions (Dari, Mongolian, Pashto, Uyghur, and Uzbek)</p> | <p>D.1 Conduct Needs Analysis</p> <p>D.2 Establish learning objectives and develop program curriculum</p> <p>D.3 Design and develop online modules and exercises</p> <p>D.4 Conduct formative evaluations reviewing course content and overall efficacy</p> <p>D. 5 Teach courses via IU Online allowing any interested learner from all over the US to enroll</p> <p>D.6 Share Dari and Pashto online teaching materials with community colleges and minority serving institutions</p> |
| <p>E. Develop self-contained Language Learning Mobile Applications for supporting classroom instruction and independent language learning needs</p> | <p>E.1 Conduct Needs Analysis</p> <p>E.2 Create a working group to work on apps for each of the languages CeLCAR focuses on</p> <p>E.3 Design, develop and test the apps internally</p> <p>E.4 Publish developed apps on Apple App Store, Google Play and other app stores.</p> <p>E.5 Maintenance and support of published apps</p> |

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| <p>F. Research, design, and develop informational pamphlets to disseminate at conferences and to support the Central Asian Languages and Cultures Survey Course “30 Languages in 30 Days’</p> | <p>F.1 Research the history, alphabet, cultures, and significant grammatical features of Altai, Brahui (Bravi), Chechen, Gorani, Hazaragi, Kalmyk, Karakalpak, Khakas, Ossetian (Ossetic), Shoghni, Talysh, and Tuvan (Tuvinian, Tyvan, Tuvin).</p> <p>F.2 Develop full color informational pamphlets</p> <p>F.3 Contact language experts for feedback and accuracy</p> |
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Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative

Line 1: Personnel

Administrative: No budget is given for the Director, Assistant Director, or Accounting Representative because their salaries will not be provided through DOE grant funds.

1. Project Activities Development

- a. Language Instructional Specialist. Amber Kennedy Kent, the Language Instructional Specialist is paid for 12 months. Grant funds will pay 47% of her 1.0 FTE.
- b. Information Communication Technology (ICT) Specialist. Sukhrob Karimov, the Information Communication Specialist is paid for 12 months. Grant funds will pay 50% of his 1.0 FTE.
- c. Dari and Pashto Developer. Rahman Arman, is paid on a 10 month schedule, as with other teaching staff at IU. Grant funds will pay for 67% of his 1.0 FTE. Arman is a bilingual speaker of Dari and Pashto and will develop Introductory and Intermediate online courses in both Dari and Pashto, Afghan Heritage language learning materials, and both Dari and Pashto reference grammar books.
- d. Mongolian Developer. Tserenchunt Legden, the Mongolian Developer is paid on a 10 month schedule, as with other teaching staff at IU. Grant funds will pay for 33% of 67% FTE. Legden is a native speaker of Mongolian and will develop Introductory and Intermediate online courses in Mongolian, an Introductory Mongolian textbook, an Intermediate Mongolian textbook, and a Mongolian reference grammar book.
- e. CA language acquisition and bridge Instruction Specialist. Rex Sprouse will receive 5% summer effort salary for his research on language acquisition and bridging. He will work with CeLCAR's director, Öner Özçelik, and with a grad student (10 hours per week, for 32 weeks each year) on research on acquisition of Central Asian languages and on bridge instruction, transferring from one language to another similar language.

- f. Proficiency Evaluation Expert. Sun-Young Shin will receive 10% summer effort salary for Years 1-2 for his work developing proficiency guidelines and examinations for Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, and Tibetan.
 - g. Azerbaijani Developer. Shahyar Daneshgar will be paid \$7,000 a year as a contract employee in Years 1-2. Daneshgar is a native speaker of Azerbaijani and will develop an Introductory Azerbaijani textbook.
2. Graduate Students and Part-time Hourly Employees
- a. Part-time hourly employee - Uyghur. A native Uyghur speaker will be paid \$15 an hour for 10 hours per week over 30 weeks during Year 1 to finish developing our Uyghur reference grammar book.
 - b. Kyrgyz graduate student. The college will provide fee remission and grant funds will pay a student stipend plus health insurance in Years 1-2 for a graduate student to develop an Introductory Kyrgyz textbook.
 - c. Tibetan graduate student. The college will provide fee remission and grant funds will pay a student stipend plus health insurance in Years 3-4 for a graduate student to develop an Introductory Tibetan textbook.
 - d. Part-time hourly assistants – CA language acquisition and bridging research project. A graduate student will be paid \$15 an hour for 10 hours per week for 32 weeks over Years 1-4 to assist Rex Sprouse and Öner Özçelik with research on CA language acquisition and on bridge instruction.
 - e. Part-time hourly assistants – CA language instruction research project. A graduate student will be paid \$15 an hour for 10 hours per week for 32 weeks over Years 1-4 to assist Yucel Yilmaz and Öner Özçelik with research on language teaching methodologies for CA language instruction.

- f. Part-time hourly assistants - Center for Language Excellence (CLE). Two student employees will be paid \$15 an hour for 20 hours per week for two weeks to assist collaboration projects with the Center for Language Excellence.
- g. Part-time hourly editors. Native English speakers with CA language proficiency will be paid as needed in Years 2, 3, and 4 for editing CeLCAR instructional materials.

Line 2: Fringe Benefits: Fringe benefits are calculated according to the standard rates for IU employees as determined by IU's Office of Research Administration.

Line 3: Travel

- 1. Foreign Travel: None.
- 2. Domestic Travel
 - a. Travel for CeLCAR staff to attend the American Council on the Teaching of Foreign Languages (ACTFL)'s Annual Conference. Travel is necessary for professional development, exhibition of CeLCAR materials and networking to re-establish the Central Asian Language Teacher Association (CALTA). Includes travel for two people in Years 1 & 3 and for one person in Years 2 & 4. Preference will be given to staff members presenting their research at the conference.
 - b. Travel for CeLCAR staff to community colleges or minority serving institutions (Tidewater Community College, Norfolk State University, and NOVA or North Virginia Community College). Travel is necessary for collaboration, professional development, and evaluation. Includes travel for two people in Years 1 & 3 and for one person in Years 2 & 4.
 - c. Travel to Indiana University-Bloomington for Mongolian Standards Board. Travel is necessary for collaboration, development, and evaluation. Includes partial travel funds for two or more people in Years 2 only.

- d. Travel to Bloomington for CeLCAR program evaluators. Travel is essential for thorough program evaluation. Includes two days of travel for two people (external evaluators) in Years 1 & 3 only.
- e. Travel to Bloomington for teacher training workshops led under CLE (Center for Language Excellence). Includes partial travel funds for one person each year.

Line 4: Equipment: Not applicable.

Line 5: Supplies: Not applicable.

Line 6: Contractual: Not applicable.

Line 7: Construction: Not applicable.

Line 8: Other

- 1. Contract fees for non-IU personnel
 - a. Kazakh Developer. A Kazakh developer will be paid an agreed upon contracted amount during Years 3-4 to develop an Introductory Kazakh textbook.
- 2. Evaluation Fees
 - a. Professional service fees for two external evaluators to evaluate CeLCAR on a bi-annual basis. To be paid a specific amount as contract employees in Years 1 and 3.
- 3. Conference on Central Asian Languages and Linguistics (ConCALL)
 - a. During Year 2 (Spring 2016) and in Year 4 (Spring 2018), CeLCAR will host an academic Conference on Central Asian Languages and Linguistics. Grant funds will assist with bringing in renowned specialists and guest speakers working on Central Asian and LCTL language pedagogy and supplement registration costs for conference attendees.

4. Center for Language Excellence (CLE)
 - a. CeLCAR will contribute \$2,200 a year for an instructional specialist to provide high quality professional development workshops for CA language educators.
 - b. CeLCAR will also contribute \$358 towards publishing and distributing CLE workshop instructional materials.
5. Project supplies and services
 - a. Printing and duplicating: This will help cover the immediate printing and duplicating costs as well as amortization of equipment.
 - b. Postage – Shipping materials for increasing outreach.
6. Instructional Materials
 - a. Production cost of DVDs. To keep costs low for users, we will use DOE funds to cover the equipment costs for producing DVDs which are used for our modules.
 - b. Resource Center Materials. CeLCAR developers need to keep up to date with books, films, CDs, computer-based courses, and other material being developed elsewhere.
7. Contributions to Consortium and Other Collaborators
 - a. K-12 Language Instruction: CeLCAR will continue our collaboration with IU Global Center (Center for the Study of Global Change) by supporting the Mongolian (Goyo Goyo) and Dari (Pishogak) programs for K-6 learners: “Bridges: Children, Languages, World.” This program provides early learners exposure to international languages and cultures. Grant funds will help pay for a graduate student to offer language enrichment at local community centers (Monroe County Library, Boys and Girls Clubs, etc.).
8. Instructional/Materials Development Technology

These resources are specific to tasks in the four-year grant and not for projects outside of the scope of the grant.

- a. Digital camera. We will need to replace our dated digital camera in Year 2 in order to continue offering quality high-resolution images for our website, newsletter, instructional materials, and informational materials.
- b. Tablet. In Years 1 & 3 we will order new tablets for developing/testing mobile language apps. Because tablet technology evolves very quickly, we need to plan on updating our library of equipment so that we are able to develop apps that fit the most correct technologies that learners will be using.
- c. Computer software. CeLCAR will update computer software (what is not available through IU's Share Ware contracts) in Years 1 & 3 in order to adapt our applications and functions to changes in technology.

Indirect Costs: Indirect costs have been set at 8% as per the RFP.

| | A | B | C | D | E | F | G | H | I | J | K |
|----|--|---|---|---|---|-------------------|-------------------|-------------------|-------------------|-------------------|---|
| 1 | Indiana University | | | | | | | | | | |
| 2 | Center for Languages of the Central Asian Region | | | | | | | | | | |
| 3 | DRAFT BUDGET | | | | | | | | | | |
| 4 | US Department of Education Title VI | | | | | | | | | | |
| 5 | August 15, 2015 - August 14, 2018 | | | | | | | | | | |
| 6 | 7/1/2014 | | | | | | | | | | |
| 7 | | | | | | | | | | | |
| 8 | | | | | | Year 1 | Year 2 | Year 3 | Year 4 | Total | |
| 9 | Line 1: PERSONNEL | | | | | | | | | | |
| 10 | Salaried positions: assume salary increase of 3% per year. | | | | | | | | | | |
| 11 | 1. Project Activities Development | | | | | | | | | | |
| 12 | a. Language Instructional Specialist (Amber Kent), 0.47 FTE @ \$52,893/12 mo. | | | | | \$ 24,860 | \$ 25,605 | \$ 26,373 | \$ 27,165 | \$ 104,003 | |
| 13 | b. Information/Communication Technology Specialist (Sukhrob Karimov), 0.50 FTE @ \$45,320, 12 months | | | | | \$ 22,660 | \$ 23,340 | \$ 24,040 | \$ 24,761 | \$ 94,801 | |
| 14 | c. Dari and Pashto Developer, Plus Online Dari & Heritage Dari (Rahman Arman), 0.67 FTE @ \$33,702/10 mo. | | | | | \$ 22,580 | \$ 23,258 | \$ 23,955 | \$ 24,674 | \$ 94,468 | |
| 15 | d. Mongolian Developer, Intro & Intermediate (Tserenchunt Legden), 0.33 FTE @ \$38,795/10 mo. | | | | | \$ 12,802 | \$ 13,186 | \$ 13,582 | \$ 13,989 | \$ 53,560 | |
| 16 | e. Bridge Instruction Specialist (Rex Sprouse), 0.05 FTE @ \$86,720/2 mo. (Summers only) | | | | | \$ 4,336 | \$ 4,466 | \$ 4,600 | \$ 4,738 | \$ 18,140 | |
| 17 | f. Proficiency Evaluation Expert for Dari, Kazakh, Mongolian languages (Sunyoung Shin), 0.10 FTE @ \$58,791/2 mo. (Summers only of Years 1 & 2 only) | | | | | \$ 5,879 | \$ 6,055 | \$ - | \$ - | \$ 11,935 | |
| 18 | g. Azerbaijani Developer, Intro Complete Draft (Shahyar Daneshgar), contract employee @ \$7K/year (Years 1 & 2 only) | | | | | \$ 7,000 | \$ 7,000 | \$ - | \$ - | \$ 14,000 | |
| 19 | 2. Graduate Students and Part-time Hourly Employees | | | | | | | | | | |
| 20 | a. Uyghur Reference Grammar, 30 wks, 10 hrs/wk @ \$15/hr | | | | | \$ 4,500 | \$ - | \$ - | \$ - | \$ 4,500 | |
| 21 | b. Bridge Instruction Kyrgyz, grad student, 0.50 FTE @ \$15K (Years 1 & 2 only) | | | | | \$ 15,750 | \$ 16,223 | \$ - | \$ - | \$ 31,973 | |
| 22 | c. Introductory Tibetan, grad student, 0.50 FTE @ \$15K (Years 3 & 4 only) | | | | | \$ - | \$ - | \$ 16,709 | \$ 17,210 | \$ 33,919 | |
| 23 | d. Research on Acquisition of Central Asian languages and on Bridge Instruction (with Rex Sprouse and Öner Özçelik), grad student hourly research assistant, 32 wks, 10 hrs/wk @ \$15/hr | | | | | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 19,200 | |
| 24 | e. Research on Central Asian Instruction (with Yucel Yimaz and Öner Özçelik), grad student hourly research assistant, 32 wks, 10 hrs/wk @ \$15/hr | | | | | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 4,800 | \$ 19,200 | |
| 25 | f. Hourly assistants for CLE (Center for Language Excellence), 2 wks, 20 hrs/wk @ \$15/hr | | | | | \$ 600 | \$ 600 | \$ 600 | \$ 600 | \$ 2,400 | |
| 26 | g. Editors, target language and English language, part-time hourly students | | | | | \$ - | \$ 1,500.00 | \$ 1,500.00 | \$ 1,500.00 | \$ 4,500 | |
| 27 | Sub-Total, Personnel | | | | | \$ 130,567 | \$ 130,834 | \$ 120,960 | \$ 124,238 | \$ 506,599 | |
| 28 | | | | | | | | | | | |
| 29 | Line 2: FRINGE BENEFITS | | | | | | | | | | |
| 30 | 1. Academic & Professional Staff @ 39.76% | | | | | \$ 18,894 | \$ 19,461 | \$ 20,044 | \$ 20,646 | \$ 79,044 | |
| 31 | (Language Instructional Specialist and ICT Specialist) | | | | | | | | | | |
| 32 | 2. Language Developers @ 39.76% | | | | | \$ 14,068 | \$ 14,490 | \$ 14,925 | \$ 15,373 | \$ 58,856 | |
| 33 | 3. Bridge Instruction Specialist and Proficiency Evaluation Expert, Summer Session fringes @ 25.31% | | | | | \$ 2,585 | \$ 2,663 | \$ 1,164 | \$ 1,199 | \$ 7,612 | |
| 34 | 4. Contract IU Employee (Azerbaijani), no fringe benefits apply | | | | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 35 | 5. Part-time (student hourly) employees @ 6.91% | | | | | \$ 1,016 | \$ 808 | \$ 808 | \$ 808 | \$ 3,441 | |
| 36 | 6. Graduate Assistant @ \$2,721 /year per person for health insurance (increase 15%/yr) | | | | | \$ 2,721 | \$ 3,129 | \$ 3,599 | \$ 4,138 | \$ 13,587 | |
| 37 | Sub-Total, Fringe Benefits | | | | | \$ 39,284 | \$ 40,551 | \$ 40,541 | \$ 42,164 | \$ 162,540 | |
| 38 | Sub-Total, Personnel + Fringe Benefits | | | | | \$ 169,851 | \$ 171,385 | \$ 161,501 | \$ 166,402 | \$ 669,139 | |
| 39 | | | | | | | | | | | |
| 40 | Line 3: TRAVEL | | | | | | | | | | |
| 41 | 1. Foreign Travel | | | | | | | | | | |
| 42 | a. None | | | | | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 43 | 2. Domestic Travel | | | | | | | | | | |
| 44 | a. Travel to ACTFL Conference (American Council on the Teaching of Foreign Languages), for professional development and to revamp CALTA (Central Asian Language Teacher Association) | | | | | \$ 3,300.00 | \$ 1,650.00 | \$ 3,300.00 | \$ 1,650.00 | \$ 9,900.00 | |
| 45 | (Airfare @ \$700; ground transportation \$100; lodging @ \$150/day (3 nights); per diem @ \$100/day; 4 days) for two people in Years 1 & 3 and for one person in Years 2 & 4 | | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|---|---|---|---|----------------|-------------|-------------|-------------|------------|---|
| 46 | | b. Travel to community colleges/minority serving institutions: Tidewater Community College, Norfolk State University, NOVA (North Virginia Community College) | | | | \$ 2,300.00 | \$ 1,150.00 | \$ 2,300.00 | \$ 1,150.00 | \$ 6,900 | |
| 47 | | (Airfare @ \$700; ground transportation \$100; lodging @ \$150/day (1 night only); per diem @ \$100/day; 2 days) for two trips per year in Years 1 & 3 and for one trip per year in Years 2 & 4 | | | | | | | | | |
| 48 | | c. Travel to Indiana University-Bloomington for standards development for Mongolian, Year 2 only, with assistance of \$2.5K from IAUNRC in Years 2 & 3 (IAUNRC total of \$5K) | | | | \$ - | \$ 2,000 | \$ - | \$ - | \$ 2,000 | |
| 49 | | d. Travel to Bloomington for CeLCAR program evaluators, two people, two days each, Years 1 & 3 only | | | | \$ 2,300.00 | \$ - | \$ 2,300.00 | \$ - | \$ 4,600 | |
| 50 | | (Airfare @ \$700; ground transportation \$100; lodging @ \$150/day (1 night only); per diem @ \$100/day; 2 days) for two people | | | | | | | | | |
| 51 | | e. Travel to Bloomington for CLE (Center for Language Excellence) instructor | | | | \$ 800.00 | \$ 800.00 | \$ 800.00 | \$ 800.00 | \$ 3,200 | |
| 52 | | Sub-Total, Travel | | | | \$ 8,700 | \$ 5,600 | \$ 8,700 | \$ 3,600 | \$ 26,600 | |
| 53 | | Line 4: EQUIPMENT | | | | Not Applicable | | | | | |
| 54 | | Line 5: SUPPLIES | | | | Not Applicable | | | | | |
| 55 | | Line 6: CONTRACTUAL | | | | Not Applicable | | | | | |
| 56 | | Line 7: CONSTRUCTION | | | | Not Applicable | | | | | |
| 57 | | Line 8: OTHER | | | | | | | | | |
| 58 | | 1. Contract fees for non-IU personnel | | | | | | | | | |
| 59 | | a. Kazakh Developer, Intro Complete Draft, contract employee @ \$7K/year (Years 3 & 4 only); no fringe benefits apply | | | | \$ - | \$ - | \$ 7,000 | \$ 7,000 | \$ 14,000 | |
| 60 | | 2. Evaluation fees | | | | | | | | | |
| 61 | | a. Professional service fees for two external evaluators to evaluate CeLCAR | | | | \$ 2,000 | \$ - | \$ 2,000 | \$ - | \$ 4,000 | |
| 62 | | 3. ConCALL (Conference on Central Asian Languages and Linguistics) | | | | | | | | | |
| 63 | | a. Year 2 (Spring 2016) and Year 4 (Spring 2018) only, with assistance of \$4K from IAUNRC, \$2K from CSME, and \$500 estimated from the Center for the Study of Global Change | | | | \$ - | \$ 4,000 | \$ - | \$ 4,000 | \$ 8,000 | |
| 64 | | 4. CLE (Center for Language Excellence) | | | | | | | | | |
| 65 | | a. Workshop instructor professional service fees @ \$2200 | | | | \$ 2,200 | \$ 2,200 | \$ 2,200 | \$ 2,200 | \$ 8,800 | |
| 66 | | b. Workshop materials | | | | \$ 358 | \$ 358 | \$ 358 | \$ 358 | \$ 1,432 | |
| 67 | | 5. Project supplies and services | | | | | | | | | |
| 68 | | a. Printing and duplicating | | | | \$ 200 | \$ 200 | \$ 200 | \$ - | \$ 600 | |
| 69 | | b. Postage - shipping language materials to outreach clients | | | | \$ 50 | \$ 50 | \$ 50 | \$ 50 | \$ 200 | |
| 70 | | 6. Instructional Materials | | | | | | | | | |
| 71 | | a. Production cost of DVDs | | | | \$ 50 | \$ 50 | \$ 50 | \$ 50 | \$ 200 | |
| 72 | | b. Resource center materials (books, films, CDs, etc) | | | | \$ 50 | \$ 50 | \$ 50 | \$ 50 | \$ 200 | |
| 73 | | 7. Contributions to Consortium and Other Collaborators | | | | | | | | | |
| 74 | | a. Collaboration with IU Global Center (Center for the Study of Global Change) for Mongolian Goyo Goyo and Dari Pishogak programs for "Bridges: Children, Languages, World". | | | | \$ 400 | \$ 400 | \$ 400 | \$ 400 | \$ 1,600 | |
| 75 | | 8. Instructional/Materials Development Technology | | | | | | | | | |
| 76 | | a. Digital image camera | | | | \$ - | \$ 700 | \$ - | \$ - | \$ 700 | |
| 77 | | b. New tablet for developing/testing mobile language apps | | | | \$ 800 | \$ - | \$ 1,000 | \$ - | \$ 1,000 | |
| 78 | | c. Computer software | | | | \$ 300 | \$ - | \$ 300 | \$ - | \$ 600 | |
| 79 | | Sub-Total, Other | | | | \$ 6,408 | \$ 8,008 | \$ 13,608 | \$ 14,108 | \$ 42,132 | |
| 80 | | TOTAL DIRECT COSTS | | | | \$ 184,959 | \$ 184,993 | \$ 183,809 | \$ 184,110 | \$ 737,871 | |
| 81 | | INDIRECT COSTS @ 8% of Total Direct Costs | | | | \$ 14,797 | \$ 14,799 | \$ 14,705 | \$ 14,729 | \$ 59,030 | |
| 82 | | TOTAL BUDGET REQUEST | | | | \$ 199,756 | \$ 199,793 | \$ 198,513 | \$ 198,839 | \$ 796,901 | |

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

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

Name of Institution/Organization

Trustees of Indiana 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 | 130,567.00 | 130,834.00 | 120,960.00 | 124,238.00 | | 506,599.00 |
| 2. Fringe Benefits | 39,284.00 | 40,551.00 | 40,541.00 | 42,164.00 | | 162,540.00 |
| 3. Travel | 8,700.00 | 5,600.00 | 8,700.00 | 3,600.00 | | 26,600.00 |
| 4. Equipment | | | | | | |
| 5. Supplies | | | | | | |
| 6. Contractual | | | | | | |
| 7. Construction | | | | | | |
| 8. Other | 6,408.00 | 8,008.00 | 13,608.00 | 14,108.00 | | 42,132.00 |
| 9. Total Direct Costs (lines 1-8) | 184,959.00 | 184,993.00 | 183,809.00 | 184,110.00 | | 737,871.00 |
| 10. Indirect Costs* | 14,797.00 | 14,799.00 | 14,705.00 | 14,729.00 | | 59,030.00 |
| 11. Training Stipends | | | | | | |
| 12. Total Costs (lines 9-11) | 199,756.00 | 199,792.00 | 198,514.00 | 198,839.00 | | 796,901.00 |

***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 %.

(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 %.

| | |
|--|---|
| Name of Institution/Organization Trustees of Indiana 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 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: |
| | Oner | | Ozcelik | |

Address:

| | |
|-----------|---------------------|
| Street1: | 1900 E. 10th Street |
| Street2: | Eigenmann Hall 713 |
| City: | Bloomington |
| County: | Monroe |
| State: | IN: Indiana |
| Zip Code: | 47406-7512 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| | |

Email Address:

| |
|--|
| |
|--|

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.

| | | | |
|--|----------------|-------------------|-----------------|
| | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|