

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 # P229A140008

Grants.gov Tracking#: GRANT11698259

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:

792600 Tarone USDE

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:

Regents of the University of Minnesota

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

* c. Organizational DUNS:

d. Address:

* Street1:

200 Oak Street SE; Suite 450

Street2:

* City:

Minneapolis

County/Parish:

Hennepin

* State:

MN: Minnesota

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

55455-2070

e. Organizational Unit:

Department Name:

Spon. Projects Admin.

Division Name:

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

Prefix:

Ms.

* First Name:

Middle Name:

* Last Name:

Suffix:

Title:

Sr. Grants & Contract Administrator

Organizational Affiliation:

Sponsored Projects Administration, University of Minnesota

* 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:**

The Center for Advanced Research on Language Acquisition's application to the U.S. Department of Education's Title VI Language Resource Center program

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="792,739.00"/>
* b. Applicant	<input type="text" value="681,964.00"/>
* 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="1,474,703.00"/>

*** 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 Assistant Director
APPLICANT ORGANIZATION Regents of the University of Minnesota	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
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Regents of the University of Minnesota

* Street 1: 200 Oak Street SE, Suite 450 * Street 2: _____

* City: Minneapolis * State: MN: Minnesota * Zip: 55455-2070

Congressional District, if known: MN-005

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

6. * Federal Department/Agency: US Dept of Education	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: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not applicable Middle Name _____

* Last Name Not applicable Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name Not applicable Middle Name _____

* Last Name Not applicable Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

* Signature: _____

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

Title: Assistant Director 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.

GEPA_CARLA_LRC_fnl.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

Ensuring Equal Access

The Center for Advanced Research on Language Acquisition's commitment to diversity and non-discriminatory employment practices is unsurpassed at the University of Minnesota, and the Center has enthusiastically embraced all University policies regarding non-discrimination. Search committees are gender-balanced and have strong representation from ethnic and racial minorities. The search committee chair develops a job description that is reviewed to ensure that it is neutral in terms of gender, race, ethnicity, disability and age. The position announcement is then published broadly and in specialized newspapers serving ethnic and racial minorities and women. Whenever possible, individuals known to our staff to be from underrepresented populations are contacted personally and encouraged to apply, and the university makes certain that the pool is as racially, ethnically, and gender diverse as possible. The search committee reviews all candidates' applications and selects a group for interviews. All applications from protected populations receive special review, and, if any member of these groups is not chosen for an interview, the Center documents the reasons for their exclusion. After interviews are held, a candidate is selected; if this person is not a member of a minority group or a woman, written justification must accompany the Center's request to the University to extend an offer of employment.

For all programs offered to the educational community an effort is made by project leaders to include representatives of underrepresented populations. For the Language Resource Center grant activities, the program leaders will take care to ensure

that the recruitment and selection process seeks out and encourages the participation of teachers and preservice teachers of color and those from diverse ethnic backgrounds. Specifically, CARLA will widely publicize all opportunities for professional development within communities of instructors who are traditionally underrepresented in these programs (including community college instructors and teachers of heritage language learners) through electronic listservs and print media and will reach out to groups that support teachers of less commonly taught languages to ensure wide access of the Center's programs; materials used in classes or created in the Center's proposed activities will be made available in alternative formats upon request.

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**

Regents of the University of Minnesota

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title: Assistant Director

*** SIGNATURE:**

*** DATE:** 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:

CARLA Language Resource Center Abstract

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

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

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

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

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

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

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

Dissemination of Resources and Activities: To expand K-16 teachers' national access to CARLA resources and professional development, CARLA will: 1) expand its popular annual summer institute program with new topics and local/remote delivery methods; 2) offer two webinars a year to extend the reach of CARLA-based initiatives; and 3) further develop the CARLA website to ensure that it remains the "go-to" website for foreign language teachers, immersion teachers, and language teacher educators.

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

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Narrative and Justification–LRC Budget

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1. PLAN OF OPERATION

a. Design of the Project

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

Language Immersion Education Project: To increase language immersion practitioners' understanding of research-based practice, and to add to that research base, CARLA's Language Immersion Education Project will:

- 1) Offer three popular summer institutes each year designed specifically for K-12 immersion practitioners;
- 2) Host the biennial *International Conference on Immersion Education* in collaboration with National Council of State Supervisors of Foreign Language (NCSSFL) colleagues;
- 3) Publish a series of free, online *Research-to-Practice Briefs* that target topics of critical interest to immersion practitioners, program leaders, and other stakeholders; *and*
- 4) Carry out a multi-year program of research on instructional strategies and student learning outcomes for language and literacy in early total Mandarin immersion programs.

Advanced Proficiency in Academic Environments Project: To create and support curricular innovations that target higher levels of proficiency by integrating language and content instruction across the disciplines in secondary and postsecondary contexts, CARLA will:

- 1) Continue to collaborate with the national Consortium on Cultures and Languages Across the Curriculum (CLAC) by contributing to annual conferences and by creating and

hosting a LAC syllabus repository on the CARLA website where exemplary LAC course plans can be shared;

- 2) Develop the *Green Languages* initiative with a new CARLA summer institute for teachers on incorporating authentic environmental sustainability content into language courses; solicit excellent syllabi on FLs and the environment for the syllabus repository; and host an academic seminar in Spring 2016 on the environmental humanities for both literature and language faculty;
- 3) Partner with the University of Minnesota CIBER to host the annual *CIBER Business Language Conference* in Spring 2018; *and*
- 4) Create an innovative multilingual curricular unit for *High School Heritage Language* students using social media to focus on culture and identity using heritage languages such as Somali, Hmong, and Spanish.

Online Education Project: To improve language teachers' understanding of new online teaching methods and effective technology integration in developing online proficiency-based language courses, CARLA will:

- 1) Offer a pioneering experiential online course on teaching language online (TLO) on an annual basis, imparting teaching methods and technologies needed to teach any world language online;
- 2) Support a growing network of online language teachers year-round by means of strategies such as a) monthly "chats;" b) continued collaborations and presentations with professional associations such as IALLT, CALICO, ACTFL Distance Learning SIG, and BOLLDD; and c) dissemination via the CARLA tech Diigo group; *and*

- 3) Regularly survey professional development needs of online language teachers to improve the online TLO course.

To improve K-16 language teachers' effective integration of up-to-date technologies for proficiency-oriented instruction, CARLA will:

- 1) Offer two annual CARLA summer institutes (one online and one local/ remote-audience) on effective integration of technology tools for proficiency-based instruction; *and*
- 2) Deliver two local/remote audience workshops for teachers each academic year.

Language Teacher Education Project: To provide a forum where the nation's language teacher educators share research and best practice on how to improve language teacher learning, CARLA will:

- 1) host the popular biennial *International Language Teacher Education Conference* in 2015, with support from the National Heritage Language Resource Center (NHLRC) and the Center for Educational Resources in Culture, Language and Literacy (CERCLL);
- 2) assist the National Heritage Language Resource Center (NHLRC) in hosting the LTE Conference in 2017 in Los Angeles, California; *and*
- 3) sponsor a plenary speaker on language teacher education for CERCLL's *International Conference on the Development and Assessment of Intercultural Competence* in 2018.

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

Learner Language Project: To support teachers of Spanish as a FL or heritage language who seek to better understand their students' learner language development needs, CARLA will create new multimedia materials on the learner language produced by FL and heritage language learners of Spanish, and an online venue for viewing and interacting with these materials.

Dissemination of Resources and Professional Development: To expand K-16 teachers' national access to CARLA resources and professional development, CARLA will:

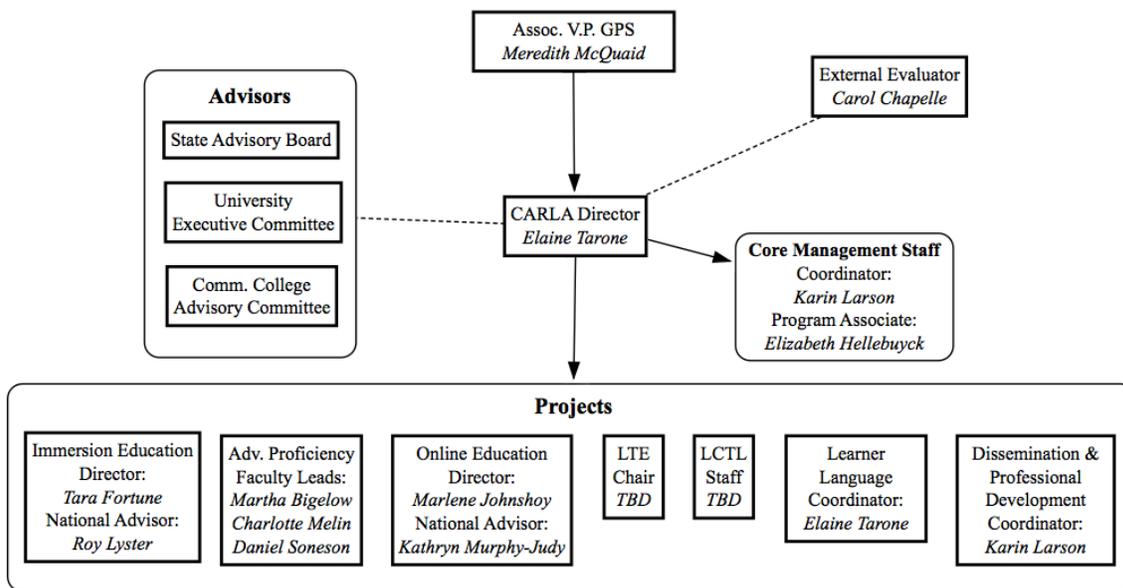
- 1) Continue to offer its popular intensive summer institute program annually, adding new institutes in response to new developments in the field and participant feedback;
- 2) Convert four face-to-face CARLA summer institutes into local/remote audience formats;
- 3) Develop and offer two online webinars on popular topics each year; *and*
- 4) Maintain the CARLA website to ensure that it remains the "go-to" website for FL teachers, immersion teachers, and language teacher educators.

b. Plan of Management

CARLA's management plan provides the administrative structure needed to effectively carry out its ambitious package of proposed activities. The Center operates under the direction of Professor Elaine Tarone, who reports directly to Meredith McQuaid, Associate Vice President and Dean of International Programs housed within the University of Minnesota's Global Programs and Strategy Alliance (GPS). CARLA has an established statewide **Advisory Board** to facilitate input from the community on CARLA projects, a **Community College (CC) Advisory Committee** to guide professional development for CC FL teachers, an **executive committee** to provide long-term intellectual oversight and leadership within the University, and a **Core Management Staff** to provide day-to-day support for the Center's research and teacher professional development enterprises. Major projects have a national advisor who regularly

exchange information and ideas with each of the project coordinators and comes to CARLA in Years I and IV for a project review.

Figure 1. CARLA Organizational Overview



CARLA’s statewide **Advisory Board** consists of representatives of key institutions involved in language education throughout Minnesota, and meets annually to provide the Director with input, suggestions, and support for projects in language policy, learning, and instruction that are of interest to the wider community. The list of current members of the CARLA advisory board appears in Appendix A, p. 81.

CARLA’s **Executive Committee** plays a key role in setting direction and providing oversight of CARLA’s activities as a center at the University of Minnesota. A smaller working group, it meets bi-monthly to provide guidance on issues related to CARLA projects. This group consists of coordinators of each of CARLA’s LRC projects, PIs of other grants housed within CARLA, faculty representatives from University departments/units engaged in CARLA activities, and a CARLA core management representative. The list of members of the Executive Committee and their CVs can be found in Appendix A, p. 82.

The **Community College Advisory Committee** will advise CARLA on the needs of FL teachers in Minnesota community colleges with large percentages of underserved ethnic minority students. The committee, to expand in the next grant cycle, currently consists of Judith Doran, Minneapolis Community and Technical College, Heidi Kreutzer, Chair of World Languages, Normandale Community College, Rose Mingo-Holtz, Normandale Community College, and Susana Pérez Castillejo, St. Paul College. Their letters of support are in Appendix C, pp. 19–22.

The University of Minnesota provides funding for CARLA’s **Core Management Staff** to provide administrative support for LRC research projects, conferences, summer institutes, and other CARLA outreach initiatives. The **Core Management Staff** are: the CARLA Director, Dr. Elaine Tarone (75%-time: 25%-time on LRC/Institutional Budget); the CARLA Coordinator, Ms. Karin Larson (Funding: 100%-time: 50%-time on Institutional Budget); and Program Associate, Ms. Elizabeth Hellebuyck (Funding: 100%-time: 50%-time on Institutional Budget).

The management of two of the major **research and action projects** proposed for Language Resource Center support will pair a **project director** and a **national advisor** with the assistance of professional staff, specialized contracted professionals and/or highly-qualified student assistants. National advisors provide content expertise in areas that are rapidly evolving and changing: language immersion education, and online language education. The CVs of all LRC project directors, national advisors, associated faculty, and staff appear in Appendix A.

Finally an **independent external evaluator**, Dr. Carol Chapelle, will provide guidance to the CARLA director and the heads of all the projects in their process of project evaluation.

The Proposed LRC Projects: For the 2014–2018 LRC grant cycle, CARLA proposes to support seven distinct broad research and action projects with 19 distinct initiatives designed to add to our understanding of the process of language learning, increase the effectiveness of

language teaching and learning, and disseminate these advances to the K-16 language teaching community across the United States. Each project builds on the Center’s broad foundation of established professional development programs, research studies, material development projects, and practical resources. All projects are national in scope and most involve collaboration with Title VI centers and/or key national language organizations.

Each LRC project is described in detail below, with a specification of its objective(s) and the personnel and resources needed to achieve those objectives. (Each objective, aligned with its relationship to the purpose of the Language Resource Center Program (Section 603, Subsection (b), Part 2), is also detailed in the Table of Objectives in Appendix D.)

1. Language Immersion Education Project

ROLE	PERSONNEL	Budget & CV References
Immersion Project Director	Dr. Tara Fortune CARLA, University of Minnesota	LRC Budget line I. 2.a. CV Appendix A p. 54
Campus Advisor & Conference Chair	Dr. Diane Tedick, CEHD University of Minnesota	LRC Budget line I. 2.b. CV Appendix A p. 56
National Advisor	Dr. Roy Lyster McGill University	UM Support Budget line VIII. 2. a. CV Appendix A p. 58
Research Assistants Chinese Immersion	TBD, academic year and summer YI–YIV TBD, academic year YIII and YIV	UM Support Budget line I. 2. a–c. LRC Budget lines I. 2. c–d.
Conference Grad Ass’t	TBD	LRC Budget lines I. 2. e–g.
Conference Partners	National Council of State Supervisors of Foreign Languages North Carolina Department of Public Instruction	

To support and sustain the dramatic recent growth in K-12 language immersion programs in the U.S., the Language Immersion Education Project proposes to expand support for research-based high-quality instruction in the language immersion context and to research the impact of instruction in Mandarin immersion on language and literacy development outcomes by:

- 1) Offering three very popular summer institutes each year designed specifically for immersion practitioners;

- 2) Hosting the biennial *International Immersion Conference* in collaboration with National Council of State Supervisors of Foreign Language (NCSSFL) colleagues in geographic locations that increase accessibility to U.S. educators;
- 3) Publishing annual *Research-to-Practice Briefs* that target topics of critical interest to immersion practitioners, program leaders, and other stakeholders; and
- 4) Carrying out a multi-year program of research on language and literacy instructional strategies and student learning outcomes in early total Mandarin education programs.

Summer Institutes for Immersion Educators: Since the mid-90s, CARLA's summer institutes for immersion teachers and administrators have evolved in response to the pressing needs and interests of educators who seek more innovative ways to meet community demand for early and effective language learning opportunities. While highly popular from the start, these courses have shown that the needs of those new to immersion differ greatly from those who already understand the basic principles of immersion education. As a result, three annual institutes devoted to immersion issues are proposed: *Immersion 101: An Introduction to Language Immersion Teaching* for immersion newcomers; *Meeting the Challenges of Immersion Education*, which focuses in-depth on a pressing issue, to better meet the changing needs of experienced educators; and *Immersion 101 for Chinese and Japanese* for novice immersion educators and administrators who need to support the character-based literacy development of English-speaking children.

International Immersion Education Conference: CARLA will continue to offer the popular *Immersion Education Conference (IEC)* in Minnesota, as it has since 1995. CARLA will partner in the 5th IEC in Utah (2014), host the 6th IEC in Minnesota (2016), and collaborate with

the National Council of State Supervisors of Foreign Language (NCSSFL) colleagues to offer the 7th IEC in North Carolina (2018).

The IEC is unique because it offers a comprehensive umbrella of offerings for language immersion professionals in three types of immersion programs – one-way FL, dual, and, increasingly, indigenous immersion –in two models: total or partial immersion (as defined on p. 10). The last IEC, held in 2012, attracted 684 participants from 38 states and Washington D.C., as well as from 18 countries. To expand the conference’s physical accessibility to immersion educators across the breadth of the nation, CARLA’s Immersion Project will collaborate with partners from NCSSFL – North Carolina and Utah. These states, with Minnesota, have nurtured a rapid increase in local immersion offerings in a variety of languages and program models. (*See Appendix C for letters of support from NCSSFL and the North Carolina Department of Public Instruction.*) The geographical coverage provided by locating the IEC in these three states will make it more accessible to elementary and secondary educators across the nation – in keeping with the national mandate of the LRC program.

Research-to-Practice Briefs on Immersion Education: CARLA proposes to create an ongoing series of annual *Immersion Research-to-Practice Briefs* to be freely disseminated on the CARLA Immersion Education website as a readily digestible means of keeping educators informed about ongoing developments in the field of language immersion education in the U.S. that have implications for their daily practice. Each *Brief* will synthesize the current research findings on a topic that has been identified as significant to immersion practitioners. The topics will include “Early total Mandarin immersion education;” and “Professional development needs of dual language and immersion teachers.” After a synthesis of research findings, each *Brief* will explore practical educational implications of that research.

Research on Early Total Mandarin Immersion Education: Two immersion program models have been implemented in the U.S.: partial and early total. In partial (50:50) immersion, half the school day's content is delivered through English and half through the immersion language throughout K-3. In early total (90:10) immersion, in the initial grades all content including beginning reading is delivered through the immersion language, with 10% English use introduced in grade 2 or 3 with a focus on English reading. Both Mandarin immersion program models have been implemented nationally, but research is needed to document the biliteracy teaching strategies used and resulting student learning outcomes. CARLA's Language Immersion Education Project will carry out a multi-year program of research to investigate the academic achievement, language, and literacy development of early total Mandarin immersion students, including those who struggle with literacy, and to identify new and improved teaching methods currently being implemented in literacy instruction in early total Mandarin immersion programs. The seven early total Mandarin immersion programs in Minnesota provide an excellent context in which to explore the efficacy of this model for a range of learners and consider the unique questions and issues that result from offering initial literacy development in a character-based language to students whose home language is English when the school's goal is bilingualism and biliteracy in Mandarin and English for all children.

In Year I, the team will carry out data analysis, write-up, and publication of a pilot study that is currently in progress in three early total Mandarin immersion programs located in two different districts. The study will document how Grade 3 and 5 students' average reading and math achievement scores in English compare to those of grade-level peers in the same schools, districts, and state. The study includes variation in achievement by subgroup (based on ethnic background, special services received, and home language background).

In Years II through IV, a larger study will focus specifically on the support for the development of Mandarin biliteracy by U.S. children (including those who struggle with English literacy) in early total Mandarin programs as they first acquire literacy in a logographic script (Mandarin) and later in an alphabetic script (English) in Grades K-3. Pedagogical issues such as when and how to teach pinyin, what types of decoding and reading comprehension strategies are effective, how to develop phonological and morphological awareness skills with characters, and how to support the “bridging” or transfer of literacy in Mandarin to literacy in English will be explored. To build the nation’s capacity for Chinese language learning using this popular program model, the study will develop and disseminate recommendations for best practice in preparing students to use Chinese to read and write for academic content. *(For a detailed project timeline, see Appendix B.)*

2. Advanced Proficiency in Academic Environments Project

ROLE	PERSONNEL	Budget & CV References
CLAC Liaison	Dr. Daniel Soneson, University of Minnesota	LRC Budget line I.3.a; CV–A p. 60
Green Language Leader	Prof. Charlotte Melin, University of Minnesota	LRC Budget line I.3.b; CV–A p. 63 UM Support Budget line I.3.a.
Heritage Lang Leader	Prof. Martha Bigelow, University of Minnesota	CV Appendix A p. 65
Graduate Assistant	TBD, <i>CLAC</i> summers YI (50%) & YII (25%)	UM Support Budget line I.3.b–c.
Graduate Assistant	TBD, <i>Heritage Language</i> summer YI (25%)	UM Support Budget line I.3.d.
Graduate Assistant	TBD, <i>Environmental Humanities</i> sumYII (25%)	UM Support Budget line I.3.d.
Partners	Consortium of Cultures and Languages Across the Curriculum (CLAC) Center for International Business and Education and Research, University of Minnesota	

To create and support curricular innovations that target higher levels of proficiency by integrating language and content instruction across the disciplines in secondary/postsecondary contexts, the *Advanced Proficiency in Academic Environments* Project offers four initiatives:

1. The *Language Across the Curriculum* initiative will continue CARLA’s collaboration with the national *Consortium on Cultures and Languages Across the Curriculum (CLAC)* by contributing to its annual conferences, hosting a CLAC syllabus repository on the CARLA

website, and producing a *CARLA Working Paper* that highlights representative CLAC programs;

2. The *Green Languages* initiative will offer a new summer institute for teachers on incorporating authentic environmental sustainability content into language courses; solicit excellent syllabi on FLs and the environment for the CLAC syllabus repository; and offer an academic seminar on the environmental humanities for both literature and language faculty;
3. The *Languages in Business* initiative will partner with the Minnesota CIBER to host the CIBER Business Language Conference; *and*
4. The *High School Heritage Language* initiative will develop a unique multilingual curricular unit for high school heritage language learners on culture and identity.

Languages Across the Curriculum: The CLAC Consortium is a group of colleges, universities and individual faculty who are committed to delivering FL and culture education in and through the disciplines¹. Dr. Daniel Soneson will continue to represent CARLA in the Consortium's annual conferences and will oversee the formation of a CLAC Syllabus Repository on the CARLA website, in partnership with a selection committee of Consortium members. The Syllabus Repository will make widely available to Consortium members and colleagues throughout the country an edited collection of exemplary course syllabi that follow CLAC principles, and that are suitable for a range of disciplines and languages. They will represent a range of CLAC models, including: a) linked language and disciplinary content courses or disciplinary content courses with specially designed language modules; b) disciplinary content courses taught entirely or partially in languages other than English; c) large lecture courses with breakout or discussion sessions that are conducted in and include the use of materials in a variety

¹ For more information about CLAC see: clacconsortium.org/.

of languages, facilitated by graduate or advanced undergraduate native speakers; and d) discussion sections conducted in English but actively incorporating intercultural perspectives. In Summer of Year I Dr. Soneson will direct a GA to set up the CLAC Syllabus Repository website and will work with CLAC Consortium members to solicit submissions of syllabi, evaluate, and post them on the repository. The process will be repeated in Summer of YII. In YIII Dr. Soneson will partner with CLAC members to co-edit a *CARLA Working Paper* with narratives, case studies, and research on cultures and languages across the curriculum (*For a detailed project timeline, see Appendix B.*)

Green Languages: Climate change is the most important global challenge of the 21st century; the field of environmental sustainability is an inherently interdisciplinary discourse community that is uniquely well positioned to offer compelling content for advanced-level FL learning. Multilingualism is fundamental to our ability to interpret attitudes about nature that are deeply cultural expressions of the interconnectedness of environment, economy, and society. In the last LRC grant cycle, the *Green German* initiative achieved results that have been widely disseminated in U.S. conference presentations, workshops, and publications—far exceeding expectations.² As a result, the Modern Language Association has asked Professor Charlotte Melin to edit a ground-breaking publication: *Foreign Language Teaching and the Environment*, ambitiously conceived as a resource work that will be of interest to a wide professional audience for the next decade. The proposed LRC activities are designed to engage this audience in hands-on discussion and activities to apply the book’s principles to practical curriculum development in a wide variety of postsecondary language and literature classrooms, in this way helping to bridge

² See the Green German Project website at: gsd.umn.edu/language/greenproject/

the troubling, so-called “two-tiered” divide between language and literature faculty in postsecondary FL departments.

The proposed *Green Languages* initiative will build on this foundation to support teachers at all levels through a summer institute, a faculty seminar, and a syllabus repository. An intensive institute entitled “Sustainability: Foreign Languages and the Environment” will be offered using the book content in Summer 2015 to give secondary as well as postsecondary FL teachers hands-on experience and insight into how to build FL curricula with authentic, cognitively challenging environmental disciplinary content. The institute will continue to be offered in subsequent summers as enrollments warrant. In Spring Semester 2016 an academic seminar “Teaching the Environmental Humanities through Foreign Languages” will be offered for a target audience of postsecondary faculty of FLs and literatures. Syllabi with environmental sustainability content, gathered through these activities and through CLAC, will be placed in the CLAC Syllabus Repository. (*For a detailed project timeline, see Appendix B.*)

Languages in Business: In 2018, the University of Minnesota CIBER and CARLA propose to partner in hosting the CIBER Business Language Conference. This conference is an annual event hosted and supported by the CIBER network that convenes 100-150 world language instructors for sessions on business language curriculum development, research and teaching. The CARLA Director, Elaine Tarone, will serve as a keynote speaker; CARLA will also advise on conference content, speakers, materials, and evaluation; assist in review of session proposals; manage conference registration; and lead specific conference workshops/sessions. Specific scheduling and conference planning will depend on CIBER funding in the next round.

High School Heritage Language: In summer of YI, this initiative will support the development of an innovative bilingual curriculum for heritage language learners, including

Somali teens, at Lincoln International High School in Minneapolis. The curriculum is designed to use social media to develop heritage language and English proficiency through a multilingual language arts curriculum. Prof. Martha Bigelow will supervise a graduate research assistant to create and field-test the curriculum, reporting results at the *Language Teacher Education conference* sponsored by the National Heritage Language Resource Center in Los Angeles.

3. Online Education Project

ROLE	PERSONNEL	Budget & CV References
Online Education Director	Marlene Johnshoy CARLA, University of Minnesota	LRC Budget line I.4.a CV Appendix A p. 67
National Advisor	Dr. Kathryn Murphy-Judy Virginia Commonwealth University	UM Support Budget line VIII.3.a. CV Appendix A p. 69
Campus Advisor	Dr. Daniel Soneson, Language Center, U of MN	CV Appendix A p. 60
Instructional Support Staff	Online Course Instructional Assistant, TBD Technology Assistant, TBD	UM Support Budget line I.4.a. UM Support Budget line I.4.b.
Partners	IALLT, CALICO, BOLLDD, ACTFL Distance Learning SIG	

To improve language teachers’ understanding of new online teaching methods and effective technology integration in developing online proficiency-based language courses, CARLA will 1) annually offer a one-of-a-kind experiential online course on how to teach language online, and 2) support a growing network of online language teachers with monthly “chats” and regular surveys and networking through groups such as IALLT, CALICO, and BOLLDD. To support all K-16 language teachers in the use of new technologies for more effective instruction, CARLA will 1) develop and deliver two local/remote audience workshops each academic year, and 2) annually offer two CARLA summer institutes on using new technologies for proficiency-based instruction, one online and one for a local/remote audience.

Teaching Language Online (TLO): Although institutions and centers nationwide are rushing to move their FL courses online, those courses will not be effective in promoting the ability to actually use the language unless they are well designed and well taught. The CARLA TLO project will offer a unique online course designed for all world language teachers on how to

teach language online. An innovative centerpiece of this online course is its creative use of experiential learning; as part of learning how to teach language online, the participants take an embedded online mini language course. They then reflect on their shared experience and the way the methodology and technology tools functioned for their own language learning in the new online learning environment. This unique experiential online course is designed for teachers of all world languages and is based on current scholarship on language teacher learning, as well as on the Online Education (OE) team's experience offering its successful online STARTALK course to teachers of critical languages³. The course will be continuously revised throughout the grant period based on course-final feedback, and results of annual surveys of project partners.

The OE Project will support the growing professional network of online language teachers with monthly online "chats." These "chats" will invite speakers with online language teaching experience to address selected topics based on survey research. Chat attendees will be able to ask questions live, and the chats will be recorded and posted to CARLA's YouTube channel and the TLO section of the CARLA website. The Online Education Director will also communicate with online language teachers through professional language and technology partner organizations and share information through the CARLA Diigo group.

Teaching Language through Technology (TLT): To improve K-16 language teachers' effective integration of up-to-date technologies for proficiency-oriented instruction, two popular intensive summer institutes on TLT will continue to be refreshed and offered annually, one completely online and the other to a combination remote/ local audience. The TLT initiative will also partner with the University's Language Center to offer two remote/local audience workshops a year focused on effective integration of up-to-date technologies for proficiency-

³ STARTALK is a project of the National Foreign Language Center that limits participation to 10 critical languages.

oriented instruction. The remote participant capability will extend the reach of these valuable workshops beyond the walls of the lab and enable teachers from across the nation to participate.

With input from its Community College Advisory Committee, CARLA will offer special invitations to community college language teachers to help develop and participate in these local/remote audience workshops. Such teachers might gather in remote area centers to participate to take advantage of stable, robust technology connections, and a community of other professionals to interact with during the session. The OE Project will survey participant satisfaction with this and other dissemination models in its efforts to reach the often geographically- and socially-isolated audience of community college language teachers in Minnesota and neighboring states. The local/remote audience workshops and their delivery systems will be revised annually to keep abreast of new technology tools and concepts, and to respond to ongoing feedback, particularly from the Community College Advisory Committee. *(For a detailed project timeline, see Appendix B.)*

4. Language Teacher Education Project

ROLE	PERSONNEL	Budget & CV References
Co-Chair	Dr. Elaine Tarone CARLA, University of Minnesota	LRC Budget line I.1.a; CV–A p. 1 UM Support line I.1.a.
Co-Chair	TBD	LRC Budget line I.5.a.
Graduate Assistant	TBD, academic year YI (25%)	LRC Budget line I.5.b.
Partners	National Heritage Language Resource Center (NHLRC)–UCLA Center for Educ. Resources in Culture, Language & Literacy (CERCLL)–Arizona	

To provide a forum where the nation’s language teacher educators share research and best practice on how to improve language teacher learning, CARLA will continue to sponsor the *Language Teacher Education Conference*, which it founded in 1999. Continued funding for this biennial conference will support our nation’s capacity to teach and learn FLs effectively by providing language teacher educators the opportunity to share their research on language teacher development and to learn about effective practices from their peers. CARLA will host the

conference in Minneapolis in May 2015 with support from NHLRC and CERCLL, and will assist NHLRC in hosting the conference in spring 2017 in Los Angeles.

To date, CARLA has hosted six meetings of the Language Teacher Education conference⁴, which is the only conference of its kind for professionals who educate the nation's language teachers. Conference participation includes at least 300 teacher educators, whose conference papers and plenaries address the preparation of teachers of all languages, at all instructional and institutional levels, and in all national and international contexts. Recognizing the need for interaction among participants, the conference planning committee will continue to offer a variety of formats and conference-related activities that facilitate dialogue and promote the ongoing development of a national network of language teacher educators. The conference will also include pre-conference workshops highlighting the work being done in all of the LRC-funded projects at CARLA. Dr. Elaine Tarone will co-chair the conference in Minnesota in 2015, supported by a part-time graduate assistant and the core management staff at CARLA. The NHLRC and CERCLL, sister LRCs, will sponsor plenary speakers for the conference, and for the first time, in view of our partnership with NHLRC, sessions will be invited that are focused on special issues involved in educating teachers of heritage languages. To enhance the impact of the conference, the co-chairs will edit and publish refereed conference proceedings, as has been CARLA's custom. The proceedings of the first, third, fourth, sixth and seventh LTE conferences were widely disseminated as *CARLA Working Papers*, and the proceedings of the second were published in 2005 by Lawrence Erlbaum Publishers (Diane Tedick, editor).

Two years after hosting the 9th biennial LTE conference in Minneapolis, CARLA proposes to assist the NHLRC in hosting the 10th LTE conference in Los Angeles in Spring

⁴ *Language Teacher Education Conferences* were held at the University of Minnesota in 1999, 2001, 2003, 2005, 2007 and 2011: www.carla.umn.edu/conferences/past/index.html

2017, under the leadership of Professor Olga Kagan (*see Appendix A for CV and Appendix C for letter of support*). Offering the conference in Los Angeles makes it more accessible to language teacher educators on the West Coast, as well as those who prepare teachers of heritage language learners; the CARLA/NHLRC partnership thus expands the reach of the conference in terms of both audience and geography.

In January 2018, CARLA will extend the impact of its work in language teacher education by providing a plenary speaker to specifically address the important role of the teacher educator in preparing culturally knowledgeable teachers, at CERCLL’s *Conference on the Development Intercultural Competence*. (*For a detailed project timeline, see Appendix B.*)

5. Less Commonly Taught Languages (LCTL) Database Project

ROLE	PERSONNEL	Budget & CV References
Database Specialist	TBD Undergraduate Student Assistant	LRC Budget line I.6.a.

To help prospective learners locate and evaluate the characteristics of LCTL programs in the nation, (*need detailed in Section 4 below*), CARLA will continue to maintain and update the entries in its frequently-accessed LCTL database. This continually-updated database shows where each LCTL is offered in North America, at what proficiency levels, the grade level, the type of program (summer, academic year, distance, study abroad), what assessment measures are used to document student achievement of the program’s proficiency goals, and contact information for each program listed. In addition, the database has added a useful new feature: a visual display of search results on an interactive map of North America; using this feature, a searcher can easily see the proximity of different programs offering the same LCTL.⁵ For these reasons, prospective language learners trying to locate programs where they can study (for example) Farsi or Ojibwe, will find the LCTL Database to be faster and more accurate, and to

⁵ See the LCTL Database search results displayed on a map at: www.carla.umn.edu/lctl/db/map.php

include far more useful information than a Google search. (*For a detailed project timeline, see Appendix B.*)

6. Learner Language Project

ROLE	PERSONNEL	Budget & CV References
Instructional Lead	Dr. Elaine Tarone CARLA, University of Minnesota	LRC Budget line I.1.a; CV-A p. 1 UM Support line I.1.a.
Graduate Assistant	TBD, academic year YI and YII (25%)	LRC Budget line I.7.a.

To support teachers of Spanish as a FL or heritage language who seek to better understand their students’ learner language development needs, CARLA will create new multimedia materials for its *Learner Language: Tools for Teachers* website to help teachers of Spanish understand and monitor the learner language produced by a FL and a heritage language learner of Spanish.

Using the same methodology that created the popular *Asian Learner Language Tools for Teachers (ALL-TT) materials* for teachers of Chinese, Japanese, Korean and Persian/Farsi, two Spanish learners – a FL learner and a heritage language learner – will be video-recorded doing the same unrehearsed interactive tasks used in the *ALL-TT* project. Their learner language will be transcribed under the supervision of Professor Tarone, and multimedia tasks will be constructed in parallel with those already on the *Learner Language: Tools for Teachers* website, guiding teachers and beginning researchers in the analysis of the learners’ individual differences, patterns of error, interlanguage, learning in interaction, referential communication, and linguistic complexity (related to the cognitive complexity). The patterns of Spanish learner language produced by the FL and heritage language speakers will be compared and contrasted, and implications of these analyses for improvement in instruction will be explored.

7. Dissemination of Resources and Professional Development Project

ROLE	PERSONNEL	Budget & CV References
Coordinator	Karin Larson, CARLA, U of Minnesota	UM Support Budget line I.1.b; CV-A p. 73
Online Ed Director	Marlene Johnshoy, CARLA, U of MN	LRC Budget line I. 4.a; CV-A p. 67
Program Associate	Elizabeth Hellebuyck CARLA, U of MN	UM Support Budget line I.4.c; CV-A p. 74
Instructional Leads Summer Institutes	Maggie Broner, St. Olaf College Gwen Barnes-Karol, St. Olaf College	UM Support Budget line VIII.5.b. CV Appendix A pp. 75 & 77

To expand K-16 teachers' national access to CARLA resources and professional development, CARLA proposes to increase the use of online tools to disseminate the center's established programs and web-based resources. Specifically, CARLA will:

1. Expand its summer institute program by converting four face-to-face CARLA summer institutes into a format that will allow for both remote and face-to-face participants, and by offering two new week-long face-to-face summer institutes each year, two of these co-sponsored by the National Resource Centers (NRCs) at the University of Minnesota;
2. Host a series of interactive online webinars on popular topics each year; *and*
3. Further develop the CARLA website to ensure that it remains the first resource of choice for FL teachers, immersion teachers, and language teacher educators.

Since its founding in 1993, CARLA has placed a high value on dissemination of its materials, assessments, and research-based findings on best practices for teaching and learning language. To this end, CARLA has hosted over 500 programs: 11 international conferences, 177 summer institutes, and over 310 teacher workshops and presentations at the University of Minnesota. Over 14,700 teachers have participated in these programs. In total, CARLA faculty and staff have given 1,152 presentations at conferences and workshops at a variety of venues around the world with a total of 39,491 participants. The CARLA website has become the "go to" place for K-16 FL teachers. This virtual treasure trove, with more than 8,500 pages of

materials, is heavily used. Last year alone, the site recorded over 1 million page views, and hundreds of downloads of free documents (e.g. lesson plans/curricular units) from the website.

To make CARLA's LRC-developed resources available to language educators, CARLA will continue to offer its popular intensive summer institute program annually, developing eight new institutes in response to new developments in the field and participant feedback, two of these co-sponsored by UM NRCs. Clearly, the CARLA summer institute program has tapped into a need for professional development on the part of language teachers. Since the institutes began in 1996 more than 4,700 language teachers from all over the world have attended the CARLA summer institutes—either in person or virtually. The institute evaluations make it clear that these professional development opportunities are meeting a national need. Comments by an overwhelming percentage of all participants are strongly positive: participants appreciate the fact that CARLA instructors are among the best known in the field and are able to create a connection between research and classroom practice.

To expand accessibility of the popular face-to-face summer institutes to teachers from across the nation who are unable to physically attend, in the next cycle more of them will be offered in a local/remote-audience format. The CARLA summer institute on technology will be offered in local/remote-audience format all four summers, and one additional institute each year will be transformed into that format. By the end of the grant cycle, at least eight offerings of local/remote-audience CARLA summer institutes will have been offered. All will be revised annually in response to participant feedback in CARLA's process of continuous improvement.

To widely disseminate CARLA resources in professional development activities, each year two webinars will be developed to deliver popular topics in CARLA content to veteran and new communities of teachers. To the extent possible, webinar presenters will use active learning

techniques to engage participants throughout, so they are participating rather than simply listening to a lecture while watching PowerPoint slides. Examples of webinar topics include strategies-based instruction, advanced proficiency in academic environments, as well as topics suggested by the Community College Advisory Committee. The webinars will be recorded for those not able to attend face-to-face sessions, and added to the CARLA website and YouTube channel. Feedback solicited from participants will be used to improve delivery of the webinars in a process of continuous improvement. All of CARLA's proposed professional development activities will specifically target topics suggested in an annual survey of community college FL teachers, and by the Community College Advisory Committee, which will meet twice per year.

The CARLA website has been one of the most robust aspects of CARLA's dissemination strategy. As described above, in the next grant cycle a *CLAC Syllabus Repository* will be built into the website to contain model course syllabi; Spanish learner language videos and multimedia activities will be added to the *Learner Language: Tools for Teachers* website, and webinars will be archived on the website. All deliverables from projects funded during this cycle will be highlighted on the website and CARLA's Facebook page, which provides an additional dissemination outlet for CARLA. *(For a detailed project timeline, see Appendix B).*

c. Insuring Equal Access to the Center's Programs

CARLA's commitment to diversity and non-discriminatory employment practices is unsurpassed at the University of Minnesota, and the Center has enthusiastically embraced all University policies regarding non-discrimination. Search committees are gender-balanced and have strong representation from ethnic and racial minorities. The search committee chair develops a job description that is reviewed to ensure that it is neutral in terms of gender, race, ethnicity, disability, and age. The position announcement is then published broadly and in

specialized newspapers serving ethnic and racial minorities and women. Whenever possible, individuals known to our staff from underrepresented populations are contacted personally and encouraged to apply, and the university makes certain that the pool is as diverse as possible. The search committee reviews all candidates' applications and selects a group for interviews. All applications from protected populations receive special review, and, if any member of these groups is not chosen for an interview, the Center documents the reasons for their exclusion. After interviews are held, a candidate is selected; if this person is not a member of a minority group or a woman, written justification must accompany the Center's request to the University to extend an offer of hire. CARLA also solicits a diversity of input for its advisory boards and committees.

2. QUALITY OF KEY PERSONNEL

a. Project Director: Elaine E. Tarone (Ph.D. University of Washington) is Distinguished Teaching Professor in Second Language Studies at the University of Minnesota. She has served as the Director of CARLA since 1993 and as the Principal Investigator of the Language Resource Center grant since 2003. She is the elected chair of the Title VI Language Resource Center Coordinating Council. Her work with CARLA at present focuses on learner language training for language teachers; she has co-authored a book and DVD set *Exploring Learner Language* (Oxford U Press, 2009) with videos of English learner language, and created partner videos of Chinese, Japanese, Korean and Persian learner language. She created and has taught a CARLA summer institute entitled *Second Language Acquisition Basics for Teachers* since 2002. Professor Tarone is widely published and internationally recognized for her research on second-language acquisition, in such areas as interlanguage variation, the strategic competence of learners, and speaking skills in a second language. She is a sought after speaker at international and national venues. *Professor Tarone's full CV is available on pages 1–53 of Appendix A.*

b. Other Key Personnel

Full information on the academic and professional qualifications of CARLA's associated faculty and other staff, including their past experience and training in fields related to the objects of the project, is provided in detail in their CVs in Appendix A (*page index provided at the beginning*).

CARLA's core staff is listed below along with percentage of time commitment:

Name of Key Personnel	Role on CARLA's LRC	Time Commitment (%) (LRC & Institutional Support)	CV in Appendix A
Elaine Tarone	Director	25%-time	p. 1
Tara Fortune	Immersion Director	65%-time	p. 54
Marlene Johnshoy	Online Ed Director	75%-time	p. 67
Karin Larson	Coordinator	50%-time	p. 73
Elizabeth Hellebuyck	Program Associate	50%-time	p. 74

c. Personnel Time Committed to the Project

The time committed to the project by each key project coordinator, staff member, and graduate assistant is provided in detail in the budget and budget narrative section of the proposal. See percentage of time commitment for core staff in chart in section b. above.

d. Encouraging Applications for Employment from Underrepresented Groups

Please see Section 1. c, pp. 23–24 for a description of the University of Minnesota's aggressive approach to encouraging the development and maintenance of a diverse staff.

e. Past Experience of CARLA Personnel Related to Objectives of the Project

The faculty and staff of CARLA at the University of Minnesota, a U.S. Department of Education Title VI LRC since 1993, have established an international reputation for excellence, innovation, and commitment in linking research on second language acquisition to the real-world problems and challenges faced by our nation's K-16 teachers. With foundational funding from the LRC program and additional leveraged funding from the University of Minnesota and other federal, state, and local resources, including the Title VI International Research and Studies Program and the Fund for the Improvement of Postsecondary Education, CARLA has had a tremendous

impact on language scholars and teacher-practitioners in areas directly related to the objectives of the proposed projects: Language Immersion Education, Proficiency-Oriented Language Instruction and Assessment, Content-Based Language Learning Through Technology; Language Teaching with Technology; Learner Language, Maximizing Study Abroad, and others.

Since 1993, CARLA faculty, staff, and graduate students have produced over 242 journal articles, book chapters and books, and given 1,153 presentations at regional and national conferences, workshops and institutes. CARLA distributes a quarterly electronic newsletter to over 12,500 direct subscribers around the world that is forwarded to thousands more, and has produced 35 working papers/books to disseminate its work. The CARLA website is a cost-free national treasure trove of information and resources to improve language teaching; it had over 1 million page views last year. (See: www.carla.umn.edu.) Over 4,700 language teachers, teacher educators, and researchers have taken part in the CARLA summer institute program and many more have taken part in other intensive workshops/seminars offered by CARLA staff and faculty. Through its many research projects, professional development institutes, workshops, and other programming, CARLA has established itself as a national resource to scholars, teachers, and students engaged in language teaching and learning.

3. ADEQUACY OF RESOURCES

a. Facilities

The project's core management and research staff are housed in the offices in the University International Center, a centrally located building on the East Bank of the University of Minnesota's Twin Cities Campus, near the College of Liberal Arts (CLA) foreign language departments, the CLA Language Center, and the College of Education and Human Development. CARLA's offices—an estimated 1,520 square feet on the first floor of the building—are

immediately adjacent to its parent administrative unit, the Global Programs and Strategy (GPS) Alliance where office equipment and supplies are maintained and accounting systems and personnel are located. This proximity enables GPS professional staff to provide timely support.

b. Equipment and Supplies

All graduate assistants and professional and administrative staff located in the CARLA offices are equipped with computers, and have access to all needed office equipment and supplies, telephone, E-mail, the Internet, a fax machine, and a state of the art copy machine. CARLA regularly accesses the technology facilities at the CLA Language Center (LC), which serves a wide range of audio/video needs for the University's language teaching and learning community. It houses four state-of-the-art computer classrooms which CARLA uses for summer institutes, workshops, and conference sessions, including over 100 computer stations fully equipped with a large selection of software in support of many languages. All LC computer classrooms are equipped with multimedia capability for viewing, reading and listening to authentic materials and for producing multimedia projects, as well as for computer-mediated communication. The LC staff are very familiar with a range of language software, Internet resources, authoring programs, and web page creation, and assist teachers and learners as they use existing technology-based language materials and create new ones.

4. NEED AND POTENTIAL IMPACT

Language Immersion Education Project

Need for Summer Institutes: Since the early 1970s, the Center for Applied Linguistics (CAL) has conducted national surveys documenting the exponential growth of language immersion education in K-12 schools across the US, including recent dramatic growth in the number of Mandarin immersion programs. But immersion programs, to be successful, require

teachers who are not only language-proficient but also well-trained in immersion methodologies for supporting student learning of both language and academic content. NCSSFL state supervisors of FLs regularly report having great difficulty finding such qualified teachers for the growing numbers of immersion schools nationwide. It is very clear that there is a growing need for well-trained immersion teachers who are able to use research-based techniques to effectively and simultaneously impart both language and rigorous academic content.

There is continuing demand for all three of CARLA's Immersion summer institutes: *Immersion 101* for beginning immersion teachers, *Meeting the Challenges* for experienced immersion teachers, and because of the national expansion of Mandarin immersion programs, both early total and dual language, a special version of *Immersion 101 for Chinese and Japanese*. CARLA's ongoing process of evaluation reveals robust and growing demand and participation in all three (all of which fill quickly months before the institutes open, with long waiting lists), and high percentages of positive evaluations by participants who complete these courses. This data, coupled with the sustained growth in immersion program numbers throughout the U.S., confirm that CARLA's summer institute offerings continue to meet a vital need.

Need for Immersion Education Conference: The biennial IEC is the only conference in the nation providing an umbrella for professional development uniting three strands of language immersion programming: one-way foreign language, dual immersion, and indigenous immersion. Because the vast majority of U.S. immersion educators teach at the elementary and middle school levels in scattered locations across the country, and are unique in that they are primarily content teachers and secondarily teachers of language and culture, district-sponsored professional development offerings typically do not meet their unique needs. They are often left on their own to figure out how to implement the district curriculum and to meet state standards in

a non-English language with few materials, resources and assessments. Only a subset of these practitioners can come to CARLA summer institutes; there is a need for all to gather regularly in professional conferences with other professionals like themselves to meet their need for coordinated support and intensive networking to support best practice in their profession. This need is particularly acute for educators located in indigenous immersion schools across the nation, which are typically small and geographically isolated. Indigenous immersion educators at such schools have a particular need to gather with, and learn from, the experiences of other practitioners in this strand, which has in the past accorded leadership to colleagues working in the larger, highly successful Hawaiian and Maori language immersion programs.

Need for Research-to-Practice Briefs: There is a demonstrable need for the proposed *Research-to-Practice Briefs*, a need previously met in part by the *American Council on Immersion Education (ACIE) Newsletter*⁶. When the *ACIE Newsletter* was discontinued in 2011, no other entity stepped forward to fill the need for a flow of current, digestible research information from academia to practitioners in the field. Although the popularity of immersion programming continues to grow across the U.S., many central educational questions remain unanswered. Many program supporters cite outdated research conducted in the 70s and 80s in Canada, which was carried out in far more homogenous classrooms than are found in today's highly diverse contexts. It is critical for immersion practitioners today to have accurate and up-to-date research findings to ground the design and implementation of immersion programs that truly improve the quality of language learning in today's diverse classrooms.

Need for Research on Mandarin Immersion Programs: There are currently two models of Mandarin immersion program in the US: partial, or 50:50, and early total (90:10 or 80:20).

⁶ See *ACIE Newsletter* research article archives at: www.carla.umn.edu/immersion/acie/index.html#bridge

While the partial immersion model is arguably easier to staff and implement, approximately one-third of Mandarin immersion programs in the U.S. have opted for the more intensive early total design (*Chinese Immersion Parents Council Directory*, 2014). In early total immersion, Kindergarten through Grade 2 students are introduced to literacy in Mandarin first, and core subject learning occurs *in Mandarin only* during these first three years. English Language Arts begins in Grade 3 and gradually more subject learning takes place in English so that by Grades 5-6 instructional time is divided equally between Mandarin and English. There is a clear and growing need for basic research on academic and literacy learning in such early total Mandarin immersion programs, which now make up one third of all Mandarin immersion programs offered throughout the U.S. Yet even as more and more parents enroll their children in them, there is very little research in place to document the approach such programs use to introduce and support literacy in Mandarin and English, or to measure their effectiveness.

Research on French and Spanish immersion from Canada and the U.S. consistently supports the linguistic advantages of the more intensive early total program as compared to the partial immersion model. While both models result in the same or higher levels of academic achievement for immersion students who are compared with similar peers participating in non-immersion programs, the language and literacy development of early total immersion students surpasses that of partial immersion students. This finding is the same for language majority students participating in the early total French immersion model in Canada (e.g., Genesee, 1987; Swain, 1978) and language minority students in the partial Spanish/English immersion model in the U.S (Lindholm Leary, 2001). However, relatively little research exists in U.S. immersion programs on English home language children who enroll in early total immersion programs with the three-fold goals of academic achievement, bilingualism, and biliteracy in English and a

minority language. This lack of research-based information is particularly acute when the immersion language is Mandarin. Learners in these programs are first acquiring literacy in a logographic script (Mandarin) and later in an alphabetic script (English) in the primary elementary grades, where the focus on schooling is learning to read and write; they must be prepared in the upper elementary grades to use those skills to learn challenging academic content. To maximize the potential of early total Mandarin immersion programs to improve the nation's capacity for FL learning, there is an urgent need for research to provide accurate information on the biliteracy development of U.S. children in early total Mandarin immersion programs that can be used to develop more effective curriculum and pedagogical strategies.

Potential Impact of the Language Immersion Education Project: The impact of CARLA's immersion education summer institutes will be documented in final evaluations recording immersion teachers' growth in knowledge. Evaluations from participants in all three past IECs have documented a strong immediate impact of the conference on their vision and new ideas for implementation upon their return to their schools and programs, and it is anticipated that the planned 6th and 7th IECs will have a similar or even greater impact as a result of CARLA's partnerships with Utah and North Carolina. The impact of the *Research to Action Briefs* will be seen as practitioners across the nation access them and increase their knowledge of up-to-date research information that can be used to develop more effective curriculum and pedagogy. A crucial impact of the proposed immersion research will be delivered through its evaluation of current approaches used to support biliteracy in K-3 Mandarin immersion programs; if necessary, curricular change will result as new research-based approaches are put in place to promote the highest possible levels of character-based literacy for immersion students. The knowledge gained from this research is critical to the use of appropriate pedagogy to ensure

that immersion learners will have sufficient access to reading and writing in Mandarin and are capable of using these skills for content learning in the upper grades.

Advanced Proficiency in Academic Environments Project

Need for LAC Initiative: If American college and university students are to develop higher levels of proficiency in a world language, they need opportunities to use that language for academic and professional purposes in a wider range of academic disciplines in and beyond the language department. The MLA Ad Hoc Committee on Foreign Languages (2007) recommended the development of alternative models for postsecondary language instruction that “cross disciplinary boundaries, incorporate the study of all kinds of material in addition to the strictly literary, and promote wide cultural understanding through research and teaching ...” The report urged postsecondary institutions to develop curricular models like those promoted by the Consortium on Cultures and Languages Across the Curriculum (CLAC) that enable students to use their language skills to complete assignments across disciplines. When CARLA proposed in the last LRC grant cycle to host one of the Consortium’s annual conferences at the University of Minnesota, the Consortium had just eight institutional members. When CARLA hosted that conference in 2012, it attracted participation from many new institutions, and the number of institutional members has now increased to 14. In business meetings at the CLAC conferences, a major need has been articulated for a collection of exemplary, field-tested syllabi for CLAC courses in different disciplines to be posted on a well-maintained national website to serve as models for U.S. CLAC programs.

Need for Green Languages Initiative: The highest levels of language proficiency develop as a result of opportunities to use the language in diverse academic and professional contexts to explore authentic disciplinary content in depth. Such interdisciplinary work requires the content

expertise of many partners and so can help bridge divides in higher education, including the troubling “two-tier” divide between lower-division language instructors and upper-division literature faculty (MLA, 2007). The MLA report recommended that the goal of learning should be translingual and transcultural competence, yet most world language programs continue to rely on traditional ways of organizing the curriculum that compromise their ability to remain vital in the future. Even the more ambitious workshops for faculty to date (such as those organized for German by Georgetown University and PERCOLATE at the University of Arizona) continue to focus on curriculum within FL departments with text-focused models oriented toward genre- and literacy-oriented curricula and traditional divisions of knowledge. While these curricular models are critical first steps in fostering higher levels of language proficiency, they do not adequately meet the deep interdisciplinary challenges of 21st-century FL education, because they do not bridge across departments and into diverse authentic communities of practice, or employ the ways of knowing that are vital to interdisciplinary thinking. Although colleagues teaching literature, culture, and language courses strive to understand discourse communities in which texts are interpreted, knowledge is created, and critical readings occur, they need sustained support to succeed because they have surprisingly few opportunities to share authentic cross-disciplinary knowledge to aid instruction.

Need for Language in Business Initiative: To effectively meet the CIBER program mandate to enhance the competitiveness of U.S. business globally, CIBERs must directly address the language learning needs of U.S. business practitioners across diverse global contexts. As such, CIBERs gather regularly with world language practitioners in a national forum to discuss language education, current research in the field, and how best to meet the specific language and culture learning needs of business practitioners. In this area, the missions of CARLA and the

CIBERs coincide, so that language learning needs in this particular discipline can be effectively addressed through collaboration.

Need for High School Heritage Language Initiative: There is an increasing need to foster literacy development, digital citizenship, critical media awareness, culturally-relevant pedagogy and multimodal language use among high school adolescents by tapping into a hallmark of youth culture: social media. Transnational adolescents are using mobile social media such as Facebook, Pinterest, Tumblr, and Twitter to connect with local and international social networks. Many immigrant and refugee youth are keeping in touch, fronting new identities, as well as using and learning language in new ways through social media. As part of a digital generation, youth are developing more than just digital literacy. They are developing new language skills as they use text, video, and photos in ways that reflect their priorities and emerging ways of acculturating. Yet heritage language curricula for high school learners do not sufficiently capitalize on this growing phenomenon. A model initiative is needed to show secondary teachers how to use a wide range of social media to support their students' development of transcultural identity and heritage language skills. Language arts curricula need to capitalize on these tools to support/develop students' multimodal skills in both their heritage language(s) and English.

Potential Impact of Advanced Proficiency in Academic Environments Project: The impact of this project on postsecondary language programs will be seen when the *CLAC Syllabus Repository* provides many US institutions of higher learning with good models of course syllabi as open educational resources for use and adaptation to instantiate new CLAC courses across the nation. The innovative *Green Languages* pedagogical approach will impact FL programs in institutions of higher education across the nation by equipping their teachers, faculty, and programs with a new understanding of frameworks and curricular models that will increase

collaboration of FL and literature educators with environmental humanities sustainability studies across disciplines. The CARLA/CIBER partnership in offering the *CIBER Business Language Conference* will offer both LRCs and CIBERs access to a wide audience, a broad knowledge base and pool of expertise in setting up sessions and workshops, and an intelligent use of scarce resources by pooling them across programs. The *High School Heritage Language initiative* will increase heritage learners' school engagement, legitimize heritage language use in school settings, and uncover new ways teachers can support the heritage language development of a diverse, multilingual student body.

Online Education Project

Need for Teaching Languages Online: Most institutions offer professional development for general online course creation and delivery, but not specifically for online FL courses. While TESOL offers a certificate specific to teaching languages online, it targets teachers of English as a second language; no certificate exists for FL instructors in the U.S. An Internet search reveals only two courses offered with specific content for FL teaching online, but neither is offered regularly. There is not nearly enough online professional development focused on how to teach FLs online to meet the demand. A specifically-focused online language teaching course is needed for several reasons: teachers must learn to be very sophisticated in designing online activities to target proficiency in all four skills, understand which technological tools to operationalize for which language learning purposes, and develop best practices in their online teaching by using a complex mesh of multiple methodologies: there are methods for teaching language, methods for the effective use of educational technology, and now a methodology for teaching online. All three of these methodologies need to come together effectively to teach a FL online. FL teachers also need to experience online language learning as students in order to

understand better this unique learning environment.

Need for Teaching Language through Technology (TLT): Many language teachers still know less about the newest technologies than their students do, and are not prepared to use these tools to make their language courses more communicative—and thereby more engaging—to students. Many may be instructors in rural areas and may be teaching in geographical isolation. Language teachers are aware they need to learn how to use these technologies to motivate their students and improve their language acquisition, and seek ways to expand their expertise in this area. There is also a need to reach an audience of language teachers who may have fewer resources for professional development, such as part time teachers in community colleges, including tribal colleges, with little or no support for professional travel. Thus, more options than face-to-face institutes are needed for TLT training, such as local/ remote audience participation in week-long institutes, and shorter local/remote audience workshops that these teachers don't need to travel far to attend.

Potential Impact of the Online Education Project: A key impact of this project will be an increase in the number of language teachers who are prepared for and confident in offering proficiency-based language courses online, in more well-taught online language offerings, and an increase in students who are studying languages, because online instruction will open up new options that are currently unavailable to them. The potential impact of summer institutes and expanded local/remote audience workshops on using technology in language teaching will be realized when teachers become more knowledgeable and confident in their understanding of new technologies and how to use them in all their language courses, implementing this understanding to engage their students more deeply.

Need for Language Teacher Education Project: While there are many state and national conferences targeting language teachers, the *LTE Conference* is the only professional meeting in the nation dedicated to the specific needs of language teacher educators. These professionals need opportunities to share current research and best practices as they work to provide the best possible preparation (pre-service and in-service) for our nation’s language teachers, whether in K-12 and postsecondary contexts, or for foreign-language and heritage language learners. For example, although research has now identified the knowledge and skills needed by language teachers, including the learning stages that new language teachers undergo, too many FL teacher educators are unaware of this body of research and the ways in which it impacts best practice in language teacher preparation.

The Impact of the LTE Project: The unique LTE conference improves the knowledge and understanding of participating language teacher educators with regard to research and best practices on language teacher learning. Their implementation of this increased understanding is expected to improve the knowledge and skills of their language teacher-learners. Highlights of the learning achieved at this conference will be disseminated nationally in conference proceedings to widen the scope of impact, and a plenary speaker will share with the participants at CERCLL’s 2018 conference ways LTE can develop FL teachers’ intercultural competence.

Need for LCTL Database Project: The nation has a strategic need for reliable information about national LCTL programming. As world events make LCTLs ever more critical to national security, organizations and individuals have to be able to efficiently locate and evaluate the suitability of currently functioning programs where they can study a LCTL. While one might think that a simple Google search can serve this function, Google does not identify nearly as many programs for any given LCTL, or provide comparative information as the LCTL database

does. Since the database was established, it has been heavily used by various government agencies (including the U.S. military), individual prospective students, and by other Title VI centers in planning LCTL initiatives. It must continue to be available to meet these needs.

Potential Impact of Maintaining the LCTL Database will be the continued ability of key U.S. stakeholders to efficiently find the best programs to increase their expertise; the database makes the process of locating suitable LCTL programs far easier, faster and more successful than would be possible if the database did not exist.

Need for Learner Language Project: Although language teachers are often required to study SLA research, they don't benefit from this study as much as they could because they do not learn how to analyze learner language for themselves. Most SLA courses do not include a structured lab experience that teaches teachers how to analyze the learner language that occurs in their own classrooms, and to fine-tune their instruction to better meet their students' learner language development needs. The CARLA Learner Language website supports such "SLA labs" with multimedia video materials and learner language activities for teachers of Chinese, Japanese, Korean and Farsi as a FL. Tarone and Swierzbin (2009) provide parallel multimedia video materials for teachers of English as a second/ FL. These materials are extensively used in language teacher education classes and workshops for teachers of all languages. In those contexts, teachers of Spanish have consistently asked why there are no Spanish learner language examples for the most-commonly taught and learned second language in the U.S. In addition, teachers of Spanish heritage language learners note that the learner language samples on the website, produced by highly educated and literate individuals, appear to them to be different in important ways from that produced by students in their classes. Thus, there is ongoing demand

and need for multimedia learner language materials for teachers to include samples produced by heritage and FL learners of Spanish.

Potential Impact of Learner Language Project: Use of the Spanish learner language materials on the CARLA website or in workshops will increase Spanish teachers' understanding of the learner language produced by FL or heritage learners and how to nurture its development.

Need for Dissemination and Professional Development Project: Although CARLA offers excellent face-to-face week-long summer institutes and weekend workshops for the professional development of language instructors, the data CARLA collects as part of the center's process of continuous improvement indicates that, although many teachers participate, the geographical and demographic reach of these very effective institutes and workshops should be broadened. Many CARLA institutes and workshops regularly fill to capacity and have waiting lists of those who are not able to register. The number of participants CARLA can accept into any given summer institute is limited to the number of computers in a lab or seats in a room, as well as the number who have the time and resources to travel to Minnesota. These spatial, temporal, and financial barriers particularly hamper under-served teachers such as extra-metropolitan and rural faculty, teachers of less commonly taught languages, and adjunct or part-time faculty, including those from community colleges. There is a need for additional options to participate, including the option of remote or online participation.

Additional needs have surfaced in a survey of, and focus group meeting with, community college FL teachers (including those on the Community College Advisory Committee), for specialized professional development in new topics such as motivating community college learners with innovative technology tools; individualizing FL instruction for a very diverse classroom; and methodologies needed for FL instruction for undereducated adults.

Potential Impact of Dissemination and Professional Development Project:

CARLA's institutes, workshops, and web resources will expand and improve the knowledge, understanding and skill sets of hundreds of practicing FL teachers across the nation on topics such as technology and research-based pedagogies in the integration of language and content.

5. LIKELIHOOD OF ACHIEVING RESULTS

a. Methods and Procedures of Preparation of the Work

The methods and procedures for carrying out the seven proposed projects are patterned on those used successfully by CARLA since 1993 and are fully outlined in Section 1. CARLA's organizational structure (Figure 1) is set up to ensure that key stakeholders, both in the University and nationally, hold all operations to the highest standards. Each project has a designated leader who reports directly to the CARLA director. Dr. Chapelle, CARLA's external evaluator, will work with each project leader to set performance measures, gather data, and provide continuous feedback for improvement. (See evaluation plan as outlined in Section 7, p. 45.) A highly competent core management staff with strong infrastructure support keeps project leaders attuned to on-schedule implementation. The University's budget and grant oversight procedures are subject to the strictest oversight by its Sponsored Projects Administration office.

b. Practicability and Likelihood of Results of Planned Activities

A core strength of this proposal is the degree to which all of the projects build on initiatives currently underway at CARLA and expand upon areas in which CARLA has demonstrated considerable national impact. As is evident from the CVs in Appendix A, CARLA's staff and faculty project coordinators are well qualified to carry out the proposed projects. The *Language Immersion Education Project* builds on CARLA's unique nationally-recognized leadership in language immersion education, and is supported by the expertise in a growing array of local

language immersion schools. The *Advanced Proficiency in Academic Environments* project builds on CARLA's partnerships with the national *Consortium on Cultures and Languages Across the Curriculum (CLAC)* and the University of Minnesota's CIBER, and will extend the highly successful postsecondary *Green German LAC* model developed in the last LRC cycle. The *Online Education Project* builds and expands on a unique course on teaching languages online developed at CARLA, as well as CARLA's proven capacity to provide cutting-edge professional development to help language teachers leverage technology for proficiency-oriented language instruction. The state-of-the-art Language Center at the University of Minnesota puts an experienced educational team and the latest technological resources at the fingertips of the coordinators of this and other proposed initiatives. The *Language Teacher Education* Project has already established the only conference of its kind, and, through CARLA's partnership with the NHLRC, will enlarge its audience of language teacher educators and researchers in sharing current research and best practices with an added focus on preparing teachers to educate heritage language learners. The *Less Commonly Taught Languages* project builds on CARLA's comprehensive database with over 13,000 listings that show where LCTLs are offered throughout North America. The *Learner Language* project will add multimedia materials for FL and heritage language learners of Spanish to its existing *Learner Language: Tools for Teachers* website of materials for learners of Chinese, Farsi, Japanese, and Korean.

CARLA's dissemination project builds directly on the center's successful summer institute programs, its experience creating extensive web resources that are sought after by practitioners and teacher educators alike, its unique leadership position within key national organizations, its experience hosting national and international conferences for teachers, and faculty who are extremely active and visible at national professional conferences. All of the

activities proposed for this LRC grant will be adequately funded because the University of Minnesota will also provide significant support. (*see Budget and Budget Narrative*). Finally, it is important to note CARLA's long experience of responsible stewardship over major federal grants as evidence that the Center will continue to successfully carry out the proposed projects.

6. DESCRIPTION OF FINAL FORM OF RESULTS

Detailed information about the outcomes of CARLA's proposed instructional activities, resource development, and research studies is provided in *Section 1: Project Plan of Operation* (found on pages 1–24). The final form of the results of each proposed project is summarized below.

Language Immersion Education Project: These deliverables will be produced:

- Three summer institutes for language immersion educators offered each summer;
- *International Immersion Education Conference* in Minneapolis, targeting 700 participants and 100 presentations with key presentation videos posted on the CARLA website;
- *Research-to-Action Briefs* posted on CARLA website for easy access by language immersion educators nationwide; *and*
- Critically needed research data on the teaching and learning of academics and biliteracy in early total Mandarin immersion programs.

Advanced Proficiency in Academic Environments Project: This project will produce:

- A curated online *Syllabus Repository* containing exemplary syllabi for CLAC curricula, for diverse disciplines and languages;
- Presentations and demonstrations of the *Syllabus Repository* at CLAC, ACTFL, MLA and other national conferences;

- An edited *CARLA Working Paper* with narratives, case studies, and research to accompany the Syllabus Repository, solicited in Year III from presenters at the annual CLAC conference;
- An intensive summer institute for teachers on “Foreign Languages and the Environment”
- An academic seminar on “Teaching the Environmental Humanities through Foreign Languages” targeted at both literature and language faculty across the country;
- A CARLA website on *Green Languages* with overview of project and description of working principles of its interdisciplinary content-based approach;
- A CIBER Business Language conference for 100-150 world language instructors offered in Minneapolis in Spring 2018; *and*
- A model curricular unit on culture and identity for teachers of high school heritage language learners, showing how to integrate social media and supports for heritage language use.

Online Education Project: This project will produce the following specific deliverables:

- “*Teaching Languages Online*” course offered online for four years, and a network of online teachers maintained with monthly “chats” on topics of interest;
- Two summer institutes on using technology in language teaching, offered annually for four years, one online and one local/remote audience; *and*
- Technology in language teaching workshops given to local/remote audience biannually.

Language Teacher Education Project: The following deliverables will be produced:

- LTE conference in Minneapolis targeting 300 teacher educators, 125 presentations, a 50% increase in the number of sessions targeting the needs of FLES and heritage language teacher educators and teacher training for community college instructors; *and*

- The proceedings of the *LTE Conference* will be published in a *CARLA Working Paper*.

Less Commonly Taught Languages Database Project: This project will deliver a:

- free, searchable, and continuously updated database allowing searchers to find and compare the characteristics of educational programs offering any LCTL in No. America.

Learner Language Project: This project will produce an important deliverable:

- A new section of the *Learner Language: Tools for Teachers* website focused on Spanish learner language, both heritage and foreign, with professionally edited and transcribed videos and interactive multimedia activities guiding users in analyzing these samples and considering implications for teaching.

Dissemination of Resources and Professional Development Project: Dissemination of all CARLA’s projects is a major emphasis of the center. In addition to the dissemination of the products listed above, the following deliverables will be produced:

- *CARLA Update* National Newsletter will be emailed to all subscribers (currently 12,500) three times per year with updated on all CARLA’s and other LRC-sponsored activities and other LRC-sponsored deliverables;
- *CARLA Webinars:* Eight webinars will be prepared and delivered, and archived on the CARLA website;
- *CARLA Summer Institute Program:* At least 10 of the traditional “core” summer institutes will be offered each summer, two of which will be offered to a remote/local audience;
- *New Summer Institutes:* At least two new summer institutes will be offered each year based on needs in the field and work done at CARLA. Topics will include “Critical Thinking and Content-Based Instruction”, “Foreign Languages and the Environment,” “Cracking the Code of Language Success for Heritage Learners,” “Differentiating

Instruction for Community College Programs” and more. Two of the summer institutes will be co-sponsored by the National Resource Centers at the University of Minnesota to maximize resources and outreach, particularly to FL teachers in community colleges;

- *CARLA Website*: The website will be continually updated to include all the most recent content generated through the CARLA projects such as webinars, research “briefs” and papers given at conferences sponsored by CARLA; *and*
- *CARLA Working Papers*: CARLA will continue to distribute its working papers, most of which are free online. New publications will be created as print-on-demand options, to reduce waste and cut costs for teachers.

7. EVALUATION PLAN

Evaluation of the projects and initiatives proposed by CARLA will document change in the knowledge, skills, and resources of a range of intended users (language educators in immersion, FL, and heritage language programs, K-12 systems, universities, project directors, federal funding agencies, and others) upon completion of each activity. The potential changes that each project should effect are stipulated above as part of each project’s **Potential Impact**. Examples include:

- Upon completion of each CARLA workshop, webinar and institute, the knowledge, understanding and skill sets of participant U.S. FL teachers (totaling hundreds) will grow in such areas as technology, immersion education, and language across the curriculum;
- On completion of the proposed research studies, new information on biliteracy teaching and learning in K-3 early-total Mandarin immersion programs will be transmitted to Mandarin immersion teachers across the nation in institutes and workshops, and used as indicated to change instructional strategies for higher levels of students’ biliteracy;

- Participation in the *LTE Conference* will increase the knowledge and understanding of participating language teacher educators about language teacher learning;
- Use of *Learner Language: Tools for Teachers* multimedia materials will increase U.S. Spanish teachers' knowledge and understanding the learner language produced by FL or heritage learners and how to nurture its development; *and*
- Completion of the online TLO course will increase the number of language teachers who are prepared for and confident in offering proficiency-based language courses online.

The evaluation of these project outcomes will occur through the adoption of formative and summative evaluation models, each of which will involve qualitative and quantitative data and be guided by an independent external review process. Dr. Carole Chapelle, an expert independent project evaluator outside the Minnesota context and not affiliated with any CARLA projects, will be contracted to serve throughout the entire grant cycle (including input to this proposal process) as coordinator and facilitator of CARLA's external evaluation. Dr. Chapelle is co-author and editor of numerous refereed publications on evaluation and assessment, and is nationally recognized as an expert in applied linguistics, evaluations, and online education. (*See Dr. Chapelle's CV in Appendix A p. 79.*) As CARLA's external LRC evaluator, she will provide technical support and expertise on a) the specific and high priority questions to be asked and answered about changes resulting from each project; b) appropriate progress benchmarks that would best shed appropriate and accurate light on both delivery and success of each project in effecting change; and c) the manner of reporting evaluation findings to be maximally useful and lead to continuous improvement. Throughout the process, the two national advisors will not serve as evaluators, but as sources of the highest possible level of content expertise – one on language immersion education, and one on online education – to ensure that these two major

projects take into account the latest findings and best practices in fields that are developing at an extremely rapid rate. Elsewhere in this proposal, each of CARLA's projects has clearly articulated goal statements, performance measures (including anticipated change), and activities. See LRC Project-Specific Performance Measure (PMF) forms in the Appendix for details. Anticipated deliverables of those activities can be sources of data/indicators for evaluation (*see Section 6. Final Form of Results, pp. 42–45*).

However, the expert review process will further focus the evaluation process. The external evaluator will meet with the project directors, faculty leads, and CARLA staff on-site three times during the grant cycle. Their first meeting including the national advisors will occur as early as possible in the first year of the grant cycle, to review and refine a) evaluation questions, b) relevant data/ indicators, c) data collection methods and frequency, and d) a timeline of evaluation activities for the rest of the grant cycle. Initial reviews will also be done of project activities being conducted, including recommendations for immediate improvement. A second meeting will occur in Fall 2015 to review evaluation data collected to date and further improve initiatives underway as well as outcomes for any activities completed. A final meeting, including the national advisors, will take place in Spring 2018 to summarize data collected throughout the cycle. The evaluator and national advisors will maintain contact with the project directors, faculty leads, and CARLA staff throughout, to receive and review documents, data, and plans, and offer feedback on implementation as projects progress.

Key deliverables from this evaluation plan will include a) high priority questions formulated about changes to be effected by each initiative, and a specific plan for data collection (methods and frequency) to answer those questions (Nov. 2014); b) an interim report on

successes and needed improvements (Nov. 2015); and c) a final summative evaluation, and recommendations for ongoing delivery of high quality LRC projects (Aug. 2018).

The substance of these reports and primary indicators of initiative implementation and impact will be synthesized by the evaluator and included as part of IRIS reporting for LRCs. All data will be collected anonymously and interpreted and reported by the evaluator (not internally by CARLA staff). The methods of data collection will likely include:

- All workshops and institutes will be examined upon completion for participation and demographic statistics, participant satisfaction, and achievement of targeted change in participant knowledge, skills or understanding (using questionnaire methods);
- Where appropriate, participation impact will be monitored through subsequent dissemination and related activities (e.g. publications, presentations, workshops, and training initiatives completed by participants);
- Access and usage statistics will be monitored for the CARLA website, including the LCTL database, and changes in these numbers tracked annually; *and*
- All major publications will be externally reviewed by well-established scholars before publication.

These and other methods of data collection will be established with the advice of the external evaluator. To concretize and guide the evaluation process, the *LRC Performance Measure Form (Appendix E)* articulates in more detail than is possible here for each project, its 1) goal statements, 2) performance measures (including detail on what is expected to change), and 3) activities.

8. BUDGET AND COST EFFECTIVENESS

A budget narrative and detailed, itemized budget outlining specific information regarding CARLA's request for federal funding is provided in the budget section of this proposal. The calculations are based on many years of experience managing similar projects and leverage existing systems for program coordination and dissemination. The University of Minnesota has pledged over \$900,000 to support the overall work of CARLA during the period 2014–2018. Documented matching support for dedicated work on the Language Resource Center activities (2014–2018) totals over \$680,000 as outlined on the Institutional Contributions budget on pages 7–13 in the Budget Appendix. The strong support pledged by the University of Minnesota allows CARLA to maximize requested LRC funds for direct project activities and to expand the reach of the proposed projects and initiatives.

9. COMPETITIVE PREFERENCE PRIORITIES

The activities in the CARLA proposal directly meet both Competitive Preference Priorities:

- **#1 LCTLs:** The proposed LRC projects include funding for the Immersion 101 summer institute for the character-based languages Chinese and Japanese; a research project focused on language and literacy acquisition in Chinese immersion programs; and dissemination of information showing where all 78 LCTLs specified in the priority are taught in the U.S.
- **#2 Community Colleges:** The proposal establishes a Community College Advisory Committee, which advises on the unique needs of community college FL teachers, including topics and methods of delivery that speak directly to those needs. Important topics already identified include developing methods of instruction suitable for under-schooled post-secondary students, individualization of instruction for diverse classes, and motivation for FL learning. Key faculty members of three large metro-area community colleges with high

percentages of minority students have agreed to participate in this Committee meeting regularly to identify targeted program needs of FL community college instructors. (*See letters of support in Appendix C, pp. 19–22.*)

10. CHART OF COMMON ACRONYMS	
ACTFL	American Council of Teachers of Foreign Languages
BOLLDD	Basic Online Language Learning Development and Delivery
CALICO	Computer Assisted Language Instruction Consortium
CC	Community College
CERCLL	Center for Educational Resources in Culture, Language & Literacy (U-AZ LRC)
CIBER	Center for International Business Education and Research
CLAC	Cultures and Languages Across the Curriculum
FL	Foreign Language
GA	Graduate Assistant
GPS	Global Programs and Strategy Alliance (International Programs at UM)
IALLT	International Association for Language Learning and Technology
IEC	Immersion Education Conference
K-16	All grades, Kindergarten through postsecondary
LAC	Language Across the Curriculum
LC	College of Liberal Arts Language Center (University of Minnesota)
LCTL	Less Commonly Taught Language
LRC	Title VI Language Resource Center
LTE	Language Teacher Education
MLA	Modern Language Association
NCSSFL	National Council of State Supervisors of Foreign Languages
NHLRC	National Heritage Language Resource Center (UCLA LRC)
NRC	Title VI National Resource Center
OE	Online Education
SLA	Second Language Acquisition
TLO	Teaching Languages Online
TLT	Teaching Languages through Technology
UM	University of Minnesota

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendix A: CVs

CARLA Management

Principal Investigator/Director: Elaine Taronep. 1

Language Immersion Education

Director: Tara Fortunep. 54

Campus Advisor/Conference Chair: Diane Tedickp. 56

National Advisor: Roy Lyster.....p. 58

Advanced Proficiency in Academic Environments

CLAC Instructional Lead: Daniel Sonesonp. 60

Green Languages Instructional Lead: Charlotte Melin.....p. 63

High School Heritage Language Instructional Lead: Martha Bigelowp. 65

Online Education Project

Coordinator: Marlene Johnshoy.....p. 67

Campus Advisor: Daniel Sonesonp. 60

National Advisor: Kathryn Murphy-Judy.....p. 69

Language Teacher Education Conference

Conference Partner: NHLRC Director Olga Kaganp. 71

Dissemination

Coordinator: Karin Larsonp. 73

Program Associate: Elizabeth Hellebuyck.....p. 74

Instructional Lead: Gwen Barnes-Karolp. 75

Instructional Lead: Maggie Broner.....p. 77

Evaluation

Carol Chapellep. 79

CARLA Advisory Board

Member listp. 81

CARLA Executive Committee

Member listp. 82

CVs not already included in other sections

Member: Hangtae Chop. 83

Member: Mandy Menkep. 85

CURRICULUM VITAE

Elaine Elizabeth Tarone

Distinguished University Teaching Professor
Director, Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota



DEGREES HELD

- Ph.D.** Speech Science; University of Washington, Seattle, 1972
M.A. Speech Science; University of Washington, Seattle, 1970
Diploma Applied Linguistics; Edinburgh University, Scotland, 1969
Secondary Teaching Credential (Lifetime) in English & Spanish; University of California at Berkeley, 1967
B.A. English, Spanish; University of California at Berkeley, 1966
Phi Beta Kappa; Distinction in General Scholarship

TEACHING AND PROFESSIONAL EXPERIENCE

- Director** Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota, 1993-1994, 1995-present
- Distinguished Teaching Professor:** 2000-present
- Professor** Second Language Studies Program, 2008-2014; Institute of Linguistics, ESL & Slavic, 2000-2008; Institute of Linguistics & Asian & Slavic Languages & Literatures, 1992-2000; Linguistics Department, 1990-1992
- Associate Professor** Linguistics Department, 1984-1990
- Assistant Professor** Linguistics Department, University of Minnesota, 1979-1984
- Coordinator** ESL Program, University of Washington, Seattle, 1976-1979
- Instructor** (part-time), English and Speech, Seattle Central Community College, Seattle, Washington, 1972-1973, 1974-1975
- Graduate Assistant** Speech Department, University of Washington, Seattle, 1969-1972
- Director** Developmental Skills, Roxbury Community College, Boston, 1973-1974
- Lecturer** Psycholinguistics Program, Boston University, Boston, 1974
- Teacher** Spanish and English, Encinal High School, Alameda, CA, 1967-1968
- Teacher** English, Urban League Street Academies, Harlem, NY, summers 1966, 1967

DATE OF APPOINTMENT AT U OF M:

- September 16, 1979

DATE TENURE GRANTED:

- September 16, 1984

DATE OF PROMOTION TO FULL PROFESSOR:

- September 1, 1990

GRADUATE FACULTY STATUS:

- Full Advising Member of Graduate Faculty in Education, Curriculum, and Instruction, Second Languages and Cultures Track
- Member/Co-Advising of Graduate Faculty in Hispanic and Lusophone Literatures, Cultures, and Linguistics

PROFESSIONAL HONORS & AWARDS

- 2012 Distinguished Scholarship and Service Award, American Association for Applied Linguistics (AAAL)
- 2007 TESOL/Heinle Distinguished Research Award (with Martha Bigelow, Bob delMas, & Kit Hansen)
- Broner, M. & E. Tarone (2001) nominated by the editor of the *Modern Language Journal* for the 2003 Modern Language Association Kenneth Mildener Prize.
- Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education, University of Minnesota, 2000.
- Educational Testing Service 1999 Language Acquisition and Instruction Committee award (with co-authors, for *Connected! A Teacher Training Manual on Technology*)
- Certificate of Recognition for Outstanding Teaching and Leadership in Community-University Collaborations, University of Minnesota, May 29, 1997
- President, American Association for Applied Linguistics, 1991-92 (March 1991: organized first autonomous AAAL conference in NYC)
- Editor, *Applied Linguistics*, 1984-1989
- Distinguished Teaching Award, College of Liberal Arts, University of Minnesota, 1982

PUBLICATIONS

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PRESENTATIONS, WORKSHOPS AND LECTURES AT CONFERENCES/UNIVERSITIES

(in chronological order from earliest to most recent, beginning in 1972)

- “A suggested unit for interlingual identification in pronunciation,” Teachers of English to Speakers of Other Languages (TESOL) Conference, Washington, D.C., 1972.
- “Speech perception in second language acquisition,” Summer Meeting of Linguistics Society of America (LSA), Amherst, Mass, 1974.
- “Some influences on interlanguage phonology,” TESOL Conference, Los Angeles, California, 1975.
- (with Larry Selinker & Uli Frauenfelder) “Systematicity/variability and stability/ instability in interlanguage systems,” Sixth Annual Conference on Applied Linguistics, University of Michigan, Ann Arbor, February 1975.
- “Conscious communication strategies in interlanguage: A progress report,” TESOL Conference, Miami, 1977.
- “The process of second language acquisition,” “Annual Meeting of the Canadian Psychological Association, Vancouver, B.C., 1977.
- “The phonology of interlanguage,” TESOL Conference, Mexico City, 1978.
- “Some thoughts on the notion of ‘communication strategy’,” First Nordic Symposium on Interlanguage, Helsinki, Finland, 1979.
- “Interlanguage as chameleon,” TESOL Conference, Boston, 1979.
- “The role of the syllable in interlanguage phonology,” Second Language Research Forum (SLRF), UCLA, Los Angeles, 1980.
- “On the nature of data in theoretical and applied linguistics,” English Language Institute POLAR Conference, University of Michigan, Ann Arbor, 1980.
- “Communication strategies, foreigner talk and repair in interlanguage,” TESOL Conference, San Francisco, 1980.
- (with Sharon Dwyer, Susan Gillette & Vincent Icke) “The use of the passive in two astrophysics journal papers,” TESOL Conference, Detroit, 1981.
- “Overview of the field of English for Special Purposes,” MinneTESOL Conference, Minneapolis, May 1981.
- “Overview of ESL methodologies,” MinneTESOL Conference, Minneapolis, May 1981.
- “What do we know about the way a child learns a second language?” *Issues in LEP Education: a seminar sponsored by the Minneapolis Public Schools and the National Origin Desegregation Assistance Center of Milwaukee*; Minneapolis, June 1981.

- “Decoding a non-primary language: The crucial role of strategic competence,” British Association of Applied Linguistics (BAAL) *Seminar: Interpretive Strategies in Language Learning*, University of Lancaster, UK, September 1981.
- (with Jeanette Gundel) “Language transfer and the acquisition of pronominal anaphora,” Language Transfer Conference, Ann Arbor, Michigan, 1981.
- “On the variability of interlanguage systems,” Milwaukee Symposium on Linguistics, Milwaukee, Wisconsin; March 1982.
- (with Jeanette Gundel & Nancy Stenson) “Acquiring pronouns in a second Language: Evidence for hypothesis-testing,” TESOL Conference, Honolulu; May 1982.
- “Second-language acquisition research: So what? -- Implications for teaching,” Panel discussion with Miriam Eisenstein, Leslie Beebe, Thomas Scovel, & Merrill Swain. TESOL Conference, Honolulu, May 1982.
- “Second-language learning in the public schools: What research can tell us,” WAESOL Conference, Seattle, Washington; October 1982.
- “Hard times for the ESL profession,” MinneTESOL Conference, Minneapolis; October 1982
- (with George Yule) “Communication strategies in East-West interactions,” Conference on *English as an International Language: Discourse Patterns Across Cultures*; East-West Center, Honolulu; June 1983.
- “Teaching strategic competence in the ESL classroom,” Third Annual Midwest TESOL Conference, Minneapolis, October 1983.
- “Evidence of style-shifting in interlanguage use,” AAAL Conference, Minneapolis, December 1983.
- “Variability in interlanguage use: A study of style-shifting in morphology and syntax,” TESOL Conference, Houston, March 1984.
- “The interlanguage continuum,” *Milwaukee Symposium on Current Approaches to Second Language Acquisition*, Milwaukee, WI, March 1984.
- “On monitors and chameleons,” plenary address, Second Language Research Forum (SLRF), UCLA, Los Angeles, February 1985.
- “Methodologies for studying contextual variability in second language acquisition,” plenary at the *Seminar on Contextual Variability & Second Language Acquisition*, BAAL/ Pergamon, Ealing, London, September 1985.
- “‘The arm of the chair is when you use for to write’: Developing strategic competence in a second language,” plenary address, BAAL Conference, Edinburgh, Scotland, September 1985.
- (with Betsy Parrish) “Article use in interlanguage: A study in task-related variability,” TESOL Conference, Anaheim, March 1986.

- “Elicitation materials for oral and written language production: A ‘task-based methodology’,” TESOL Conference, Miami, March 1987.
- “Accounting for style-shifting in interlanguage,” Eleventh Conference on Applied Linguistics, University of Michigan: *Variability in Second Language Acquisition*, October, 1987.
- (with George Yule) “The other side of the page: Integrating the study of communication strategies and negotiated input in SLA,” AAAL Conference, New Orleans, December 1988.
- “Teacher-executed needs assessment in ESP”, annual meeting of the National Association of Foreign Student Advisors (NAFSA), Minneapolis, May, 1989.
- “Back to basics: Literacy for L2 learners in the public schools” Invited plenary address, MinneTESOL Fall Conference, October 1989.
- “Variation and second language acquisition,” plenary address, AAAL Conference, Washington D.C., December, 1989.
- “Variation and acquisition in SLA,” plenary address, *Second-Language and Foreign Language Learning Conference*, University of Illinois, Champaign-Urbana, April, 27-28, 1990.
- “What we know about the acquisition of literacy skills in a L2,” plenary address, LEP Regional Conference, Minneapolis/St. Paul, May, 1990.
- (with Bruce Downing, Susan Gillette & Robin Murie) “Assessing The Writing Skills of Southeast Asian Learners,” presented at the Midwest TESOL Meeting, October 18-19, 1990.
- (with Andrew Cohen & Diane Larsen-Freeman, “The contribution of SLA theories and research to teaching language”, paper prepared for presentation at the Regional English Language Center Seminar on *Language Acquisition and the Second/Foreign Language Classroom*, Singapore, April 22-26, 1991.
- “Interlanguages, individuals and speech communities: A sociolinguistic perspective on second-language acquisition”, paper presented to graduate students at the University of Toronto, September 10, 1991.
- “Interlanguage,” paper presented at the Linguistics Club, Univ. of Minnesota, September, 1992.
- (with Andrew Cohen) “Teacher training for Scandinavian language teachers in North America,” Post-SASS Workshop, Minneapolis, May 3, 1992.
- “Variation in second language acquisition,” lecture series for the Finnish Summer School of Linguistics, University of Jyvaskyla, Finland, June 8-12, 1992.
- (with Andrew Cohen) “Describing and teaching speech act behavior: Stating and changing an opinion,” University of Minnesota English Linguistics Forum, March 2, 1993.
- “Analysis of learner language,” presentation in *Colloquium on Alternative Research Approaches in TESOL*, chaired by Prof. Alister Cumming, University of Toronto, 1993 TESOL Conference, Atlanta Georgia (April 15, 1993).

- “Cultural differences in nonverbal communication,” videotaped lecture for use in Minnesota English Center speaking/listening classes, April 19, 1993.
- (with Shirley Heitzman & Jim Parker) “Prepositional phrases at work: Authentic data from target situations,” MinneTESOL Conference, Hamline University (May 8, 1993)
- (with Marilyn Fairchild, Kristi Kline, Kimberley Kuehn, Dana Nelson), “How do English speakers make requests? The ESL textbooks get it wrong,” MinneTESOL Conference, Hamline University (May 8, 1993).
- (with Andrew Cohen) “Describing and teaching speech act behavior: Stating and changing an opinion,” presentation at the International Association of Applied Linguistics (AILA), Amsterdam, August 1993.
- “SLA in a variationist framework,” paper presented at the University of Wisconsin, Milwaukee *Linguistics Conference on Second Language Acquisition Theory and Pedagogy*, October 8-10, 1993.
- “Interlanguage variation and second-language acquisition: Any connection?” University of Wisconsin, Madison, November 10, 1993.
- “Universal Grammar and second-language acquisition,” University of Minnesota Graduate Seminar on Language Universals, December 1, 1993.
- “Research from the outside in,” *Colloquium on Collaborative and Non-collaborative Research in TESOL*, TESOL Conference, Baltimore, Maryland, March 8-12, 1994.
- (with George Yule) “Strategic competence: Eliciting and analyzing,” TESOL Summer Institute, Iowa State Univ. July 6, 1994.
- “Learning in two languages: Issues in Early Childhood Education,” Multilingual Resource Center for Bilingual Education, St. Paul, MN October 7, 1994 and February 3, 1995.
- (with Merrill Swain) “A sociolinguistic perspective on second-language use in immersion classrooms,” Research Interest Section, TESOL Conference, Long Beach, CA, March 29, 1995.
- “Fostering sociolinguistic and strategic competence in the English L2 classroom,” Lecture to the University of Minnesota 1995 Summer Seminar for Swedish Teachers, June 23, 1995.
- “How can SLA researchers act responsibly in relation to school communities?” Presented in the *Colloquium on The Pedagogic Relevancy of SLA Research* (Rod Ellis, Organizer), SLRF, October 6-9, 1995, Cornell University, Ithaca, New York.
- “Development of sociolinguistic competence in immersion settings,” (Presenter and Facilitator) *Interactive Concurrent Sessions on Immersion Pedagogy*, Conference on Research and Practice in Immersion Education, October 20, 1995, Bloomington, Minnesota.
- “Variation and cognition: The impact of social factors on interlanguage construction,” Presented in *Colloquium on Integrating Cognitive and Linguistic Approaches to SLA*, Dean Mellow, Organizer; SLRF; Tucson, Arizona (Oct 24, 1996).

“Interlanguage use in natural settings,” paper presented in the colloquium: *A Sociolinguistic Perspective on Second-Language Acquisition and Use*, Eleventh World Congress of International Association of Applied Linguists (AILA), Jyvaskyla, Finland, August 7, 1996.

“Analyzing interlanguage in natural settings: The interaction between social and cognitive factors,” Presentation for the Linguistics Department, in the Keynes Library, University of London, July 16, 1996.

“On avoiding multiple publications,” in Colloquium on *Professional ethics in TESOL-related research*, TESOL Conference, Chicago, March 28, 1996.

(with Micheline Chalhoub-Deville) “Assessment measures for specific contexts of language use,” Colloquium on Issues in Alternative Assessment, AAAL Conference, March 26, 1996, Chicago, Ill.

“In favor of ethnographic observation as assessment,” TESOL Pre-Conference Institute on Alternative Assessment: The Pros and Cons, TESOL Conference, Chicago, March 25, 1996.

Participant, Panel on “Ebonics,” ESL Forum and Linguistics Club, January 15, 1997

(with Micheline Chalhoub-Deville) “Designing tasks for a situationally-based proficiency test,” *Symposium on Perspectives on Task Based Instruction and Assessment*, Peter Skehan Organizer. AAAL Conference, March 8-11, 1997.

(with Leslie Beebe) “Incorporating sociolinguistic data into a theory of second-language acquisition,” Colloquium on *Incorporating Sociolinguistic Perspectives into SLA Theory*, AAAL Conference, Orlando, FL, March 8-11, 1997.

“Analyzing interlanguage in natural settings: The interaction between social and cognitive factors,” Invited presentation, Linguistics Colloquium, University of South Carolina, April 11, 1997.

“A sociolinguistic perspective on an SLA theory of mind,” Plenoquium Presentation, SLRF, East Lansing, Michigan, October 19, 1997.

(with Andrew Cohen) “Language learning in an accelerated college program: A case study of a learner in search of the vernacular,” SLRF, East Lansing, Michigan, October 19, 1997.

“Broadening the AAAL base of support,” in Plenary Panel of Past Presidents, AAAL Conference, Seattle, WA, March 17, 1998.

(with Marilyn Fairchild) “English Language Learners: Exploring the roles of ESL and speech language pathologist,” Minnesota Speech-Language-Hearing Association Convention, Mankato, Minnesota, April 18, 1998.

“Implications of Population Figures for English Language Learner Education in the State of Minnesota,” Plenary, Minnesota Annual Statewide LEP Conference, Brooklyn Center, MN, May 8, 1998.

“Play and second-language acquisition: Interaction in a fifth grade immersion classroom,” Presentation at Ontario Institute for Studies in Education, University of Toronto, Ontario, November 13, 1998.

“Adolescents at play with tasks: Accommodating language play in task-based learning,” Leeds/Budapest *Symposium on Task-Based Learning*, Jan 14-15, 1999, University of Leeds, U.K.

- “Understanding second language acquisition”: interviewed on videotape for the Bilingual/ESL Endorsement through Distance Education (BEEDE) Project at Brigham Young University, March 9, 1999.
- “Technology in the classroom,” lecture for Minnesota Humanities Commission Teacher Institute *Teaching with Technology in the Humanities*, St. Paul, MN, March 25, 1999.
- (with Maggie Broner) “Is it fun? Language play in a fifth grade Spanish immersion classroom,” presented at the AAAL Conference, Stamford, Connecticut, March 1999.
- “Is it fun? Language play in a fifth grade Spanish immersion classroom,” presented at the English Linguistics Department, University of Wisconsin-Madison, April 6, 1999.
- “Getting serious about language play,” Presented at AAAL Conference, Vancouver B.C. March 2000.
- “Approaches to second language teaching,” Workshop for Department of Asian Languages and Literatures, September 23, 2000.
- (with Diane Tedick) “Conversations with mainstream teachers: What can we tell them about second language learning and teaching?” Plenary, MinneTESOL Conference, November 10, 2000.
- “A composite sketch of the suspect: Defining and assessing speaking ability in an L2,” Presentation, LTRC/AAAL Combined Session: *The Brahmin and the Elephant: Defining and assessing speaking ability*, AAAL Conference, St. Louis, Missouri, February 2001.
- “A Vygotskian approach to understanding student interaction in ESL classes,” Lecture, Minnesota English Center Teacher Training Seminar, October 24, 2001.
- “Five proposals for second language teaching,” AMITIM (Twin Cities Hebrew teachers), October 30, 2001.
- “English for Specific Purposes: Case studies in interlanguage pragmatics,” AAAL Conference, Salt Lake City, UT, April 2002.
- (with Martha Bigelow) “Literacy level and second language acquisition,” presentation at SLRF, University of Toronto, Oct 3-6, 2002.
- “English for Specific Purposes: Case studies in interlanguage pragmatics,” University of Illinois, Champaign-Urbana, November 14, 2002.
- “Frequency effects, noticing, and creativity: Factors in a variationist interlanguage framework,” Plenary, AEDEAN, the Spanish Association for English and American Studies, University of Santiago de Compostela, Spain, Dec 12-14, 2002.
- “Social context does affect second language acquisition: Recent evidence on how it works,” APPLE Lecture, Dept. of Applied Linguistics and TESOL, Teachers College Columbia University, New York City, March 7, 2003.
- “Social context and second language acquisition,” Graduate Seminar, Depts. of Applied Linguistics and TESOL, Teachers’ College, Columbia University, New York City, March 7, 2003.

- “Fossilization, social context & language play,” ZhaoHong Han (Organizer), *Colloquium on Perspectives on Fossilization in SLA: The Story So Far*, AAAL Conference, Arlington, Virginia, March 24, 2003.
- (with Martha Bigelow) “Native language literacy and oral SLA,” Workshop on Language, Culture and Education, University of Wisconsin, Oshkosh, April 4-5, 2003.
- “Classroom interactive activities and SLA,” pre-conference workshop, Third International Language Teacher Education Conference, Minneapolis, May 29, 2003.
- “Does social context affect second-language acquisition? The research evidence,” *Quentin Johnson Linguistics Lecture*, Iowa State University, Ames, March 4, 2004.
- “Role of native language literacy in oral L2 processing,” *Applied Linguistics Lecture*, Iowa State University with ICN televised link to the University of Iowa, March 5, 2004.
- “Learner language in Korean classrooms: Implications for teaching,” Invited Plenary, Annual Conference of the American Association of Teachers of Korean (AATK), Duke University, North Carolina, June 25, 2004.
- “Does social context affect second-language acquisition? Some research evidence,” Invited Keynote Speaker, Eighth Hispanic Linguistics Colloquium together with the Seventh Conference on the Acquisition of Spanish and Portuguese as First and Second Languages, University of Minnesota, October 16, 2004.
- “English for Specific Purposes and the native speaker,” Plenary lecture, Second Annual Conference, Asia TEFL, Seoul, Korea, November 7, 2004.
- “English constructions in compensatory strategies,” Concurrent session, Second Annual Conference, AsiaTEFL, Seoul Korea, November 6, 2004.
- (with Falsgraf, C. Larson, K., Kendall, C., Montgomery, C.) “Innovative professional development programs created by Language Resource Centers,” ACTFL (American Council of Teachers of Foreign Languages) Conference, Chicago, Illinois, Nov 18-20, 2004.
- (with Martha Bigelow) “Oral skills of illiterate adults: Implications for ESL?” Minnesota Literacy Council, Minneapolis, January 7, 2005.
- “The Role of Language in Area Studies Programs,” public lecture, Office of International Programs, Michigan State University, East Lansing, MI, April 27-28, 2005.
- “Cross-cultural issues in language teacher education,” Discussant, Fourth Annual Language Teacher Education Conference, Minneapolis, MN, June 3, 2005.
- “Features of interlanguage in oral narratives: The impact of literacy level,” 14th World Congress of Applied Linguistics, AILA, Madison, Wisconsin, June 25, 2005.
- “Introduction: Immersion student language use across program contexts,” 14th World Congress of Applied Linguistics, AILA, Madison, Wisconsin, June 29, 2005.

- “What is the role of language learning in U.S. higher education?” CARLA Lunchtime Presentation, University of Minnesota, November 30, 2005.
- “Features of interlanguage in oral narratives: The impact of literacy level,” CARLA Brown Bag/ESL Forum Presentation, University of Minnesota, February 1, 2006.
- “Literacy and the processing of oral recasts in second language acquisition,” Language and Rhetorical Studies Research Group, Center for Writing, University of Minnesota, February 7, 2006.
- “Classroom Interaction and Second Language Acquisition Research,” 3-hour Workshop for the National Association of Professors of Hebrew, Minneapolis, June 13, 2006.
- (with Martha Bigelow & Kit Hansen), “Impact of alphabetic print literacy on oral second language acquisition”, *Forum on Research, Practice, and Policy*, Low-educated Second Language and Literacy Acquisition – for Adults” (LESLLA) Conference, Richmond, Virginia, November 2-3, 2006.
- “Does social context affect second language acquisition?” Keynote Plenary, *Conference on Social and Cognitive Aspects of Second Language Learning and Teaching*, The University of Auckland, New Zealand, April 12-14, 2007.
- “Social context and cognition in SLA: A variationist perspective,” Focus Paper, *Symposium on Sociocognition*, The University of Auckland, New Zealand, April 11, 2007.
- “A sociolinguistic perspective on interaction in SLA,” in Colloquium on Multiple Perspectives on Interaction in SLA, Sue Gass and Alison Mackey, Organizers, AAAL, April 24, 2007, Costa Mesa, California.
- “Equipping teachers to be language explorers,” Keynote plenary, *Bridging Contexts, Making Connections*, the Fifth International Language Teacher Education Conference, CARLA, Minneapolis, May 31, 2007.
- “Communication Strategies for Multilingual Facilities,” (2-hour workshop on challenges of a multilingual, multicultural senior living community), Minnesota Activity Professionals Association, Episcopal Church Home, St. Paul, September 19, 2007.
- (with Rau, D.V., & Chang, H.A.) “Think or sink: Chinese learners’ acquisition of the English voiceless interdental fricative,” NWAV 36th annual conference on New Ways of Analyzing Variation, University of Pennsylvania, Philadelphia, October 12, 2007.
- “CARLA in action in ‘07,” Minnesota Council on the Teaching of Languages and Cultures, Minneapolis, Friday, October 19, 2007.
- “CARLA: One of 15 language resource centers in the U.S.,” *Conference on Cultural and Linguistic Diversity*, University of Iceland, Reykjavik, November 2, 2007.
- “Charting a course: Toward bilingual and multicultural proficiency,” presentation for CARLA, University of Minnesota, November 27, 2007.
- “Rethinking SLA data collection: Dealing with naturalistic learners,” Lecture series on contemporary issues in second language acquisition, Linguistics Program, University of Florida, Gainesville, January 17, 2008.

- “Second-language acquisition by low-literate learners: An under-studied population,” University of Wisconsin-Madison, March 25, 2008.
- “Rethinking SLA theory and data collection,” CARLA Lunchtime Presentation, University of Minnesota, January 30, 2008.
- “Learning a second language: more important than ever,” Minnesota Moment radio broadcast, March 17, 2008.
- (with Martha Bigelow) “Literacy level affects oral second language acquisition,” AAAL Conference, Washington, D.C., March 29, 2008.
- (with Martha Bigelow) “Alphabetic print literacy and oral L2 processing,” TESOL Conference, New York, NY, April 4, 2008.
- “Helping students achieve advanced level proficiency,” ComSLE Workshop for foreign language P&A teachers, University of Minnesota, April 11, 2008.
- (with Ursula Lentz) “Student performance: When the proficiency test becomes optional,” ACTFL Conference, Orlando Florida, November 23, 2008.
- (with Sachiko Horii) “Japanese STAMP: Comparing task performance at different proficiency levels,” CARLA presentation, University of Minnesota, December 2, 2008.
- “Engaging teachers in the study of learner language,” Welsh Centre Public Lecture on the 150th anniversary of Cardiff University, Cardiff, Wales, March 5, 2009.
- “Alphabetic literacy and the processing of oral L2,” School of Welsh Language, Cardiff University, Wales, March 6, 2009.
- “History and impact of Title VI on language learning in the U.S.,” invited keynote lecture, Title VI 50th Anniversary Conference, Washington D.C. March 20, 2009.
- (with Bonnie Swierzbis) “Engaging teachers in the study of learner language,” MinneTESOL Teacher Education Interest Section (TEIS) meeting, May 16, 2009.
- “Preparing teachers to explore learner language,” Workshop at Preparing Teachers for the 21st Century: Sixth International Conference on Language Teacher Education, NCLRC/CARLA, Washington D.C. May 28-30, 2009.
- “Alphabetic literacy level and oral L2 processing,” Plenary Presentation, Southeast TESOL Regional Conference, Atlanta, Georgia, September 19, 2009.
- (with Carol Klee, Maggie Broner & Gwen Barnes-Karol) “Advanced-level proficiency in a language,” Workshop for the Committee on Second Language Education (ComSLE) & CARLA, September 24, 2009.
- “Alphabetic literacy level and oral L2 processing,” Wolfson Annual Lecture, Graduate School of Education, University of Pennsylvania, September 30, 2009.
<http://www.veotag.com/player/?pid=2daca933-1528-4ed3-b46c-59a9dd718a8c>

- (with Ursula Lentz & Monica Eden Frahm) “What happens to student performance when proficiency assessments become optional?” Minnesota Council of Teachers of Languages and Cultures, Minneapolis, October 16, 2009.
- (with Bonnie Swierzbin) “Exploring learner language,” MinneTESOL Conference, Minneapolis, November 6, 2009.
- (with Martha Bigelow & Kit Hansen) “How research on oral language can inform literacy instruction in a second language,” Keynote address, MinneTESOL Conference, Minneapolis, November 7, 2009.
- (with Bonnie Swierzbin) “Exploring learner language,” CARLA lunchtime lecture, University of Minnesota, December 2, 2009.
- “Advancing foreign language acquisition in content classes,” Lecture to the Beijing Higher Education and Academic English Training Group in the Mingda Institute for Leadership Training, University of Minnesota China Center, December 9, 2009.
- (with H. Stephen Straight, Heidi Byrnes, & Frederick Jackson. “How to foster meaningful use and high-level study of languages in every corner of the university,” Symposium at the annual conference of the Association of International Administrators, Washington D.C., February 16, 2010.
- “Alphabetic literacy level and oral L2 processing,” Plenary address at the 7th annual TALGS (TESOL/Applied Linguistics Graduate Students) Conference, East Carolina University, February 20, 2010.
- “Exploring learner language for teachers,” invited discussion at the 7th annual TALGS (TESOL/Applied Linguistics Graduate Students) Conference, East Carolina University, February 20, 2010.
- (with Bonnie Swierzbin) “Learner language: Tools for teachers,” presentation at the Central States Conference on the Teaching of Foreign Languages, Minneapolis, March 5, 2010.
- “Learner language: Tools for teacher educators,” AAAL Conference, Atlanta, March 8, 2010.
- (with Carol Klee) “Internationalizing the disciplines: Foreign language across the curriculum,” presentation at the Internationalizing the Curriculum and Campus Conference, University of Minnesota, March 29, 2010.
- (with Bonnie Swierzbin) “Learner Language: Tools for teachers,” Workshop at the New School, New York City, April 19, 2010.
- “Learner Language: Tools for Teachers,” Plenary and Workshop, Defense Language Institute, Monterey, California, July 26-30, 2010.
- “Alphabetic literacy and second language processing,” Plenary address, Canadian Applied Linguistics Association, Montreal, Canada, June 1, 2010.
- (with Yunseong Cheon, Sachiko Horii, Sara Khanzadi, & Fang Wang (2010). Workshop: “Using videos of Asian learner language in language teacher education,” ACTFL Conference, Boston, Nov 19-22, 2010.

“The value of unrehearsed oral learner language in Asian language classrooms,” Keynote address, *Asia Pacific Symposium for the Teaching of Asian Languages*, Fourth Centre for Language Studies International Conference (CLaSIC), National University of Singapore, Singapore, Dec. 2, 2010.

“Explorations of learner language,” all-day workshop for 40 teachers and administrators, Centre for Language Studies, National University of Singapore, Dec. 6, 2010.

(with Carol Klee). "Languages across the curriculum in light of the 2007 MLA foreign language report: Challenges and new opportunities in the globalized university," *Colloquium on Teaching Foreign Languages in Interdisciplinary Context* (Gwendolyn Barnes-Karol, Organizer), Modern Language Association (MLA) Conference, Los Angeles, Friday Jan. 7, 2011.

“Alphabetic literacy affects oral second language processing,” Lecture, Language and Literacy Initiative, Georgia State University, Atlanta, Georgia, March 22, 2011.

(with Sachiko Horii, Yunseong Cheon, Fang Wang, Sara Khanzadi) “Asian learner language: Tools for teachers,” AAAL Conference, Chicago, Ill., March 27, 2011.

“Learner language: Tools for teachers,” Public lecture and workshop, Monroe Community College, Rochester, New York, June 13, 2011.

(with Sara Khanzadi). “Persian Learner Language,” *The Persian Curriculum*, STARTALK, University of Pennsylvania, Philadelphia, July 23, 2011.

(with Yunseong Cheon, Sara Khanzadi & Andie Wang, “Asian Learner Language: Tools for Teachers,” Workshops, Defense Language Institute, Monterey, California, August 8-11, 2011.

(with Sachiko Horii) “Learner language workshop for Japanese language teachers,” University of Minnesota, Minneapolis, Sept. 24, 2011.

(with Martha Bigelow) “A research agenda for LESLLA/A second language acquisition,” Keynote Plenary at the annual conference of LESLLA (Low Educated Second Language and Literacy Acquisition, for Adults), University of Minnesota, Minneapolis, Sept. 27, 2011.

“Exploring the impact of task on complexity in learner language,” Keynote speaker, Research Special Interest Group Business Meeting, ACTFL Conference, Denver, Nov. 18, 2011.

Co-chair (with Daniel Soneson), “Exploring approaches to cultures and languages across the curriculum,” Sixth Annual Conference on CLAC (*Cultures and Languages Across the Curriculum*), University of Minnesota, March 9-10, 2012.

“Applied linguists without borders,” Distinguished Scholar and Service Award Plenary Lecture, 2012 AAAL Conference, Boston, March 25, 2012.

“A research agenda for low-literate adult SLA,” presentation in colloquium on *Promoting excellence: Perspectives on ELLs with limited or interrupted schooling*, Andrea DeCapua & Helaine Marshall, Organizers, TESOL Conference, Philadelphia, March 29, 2012.

“Exploring learner language in language teacher education,” public lecture at the Institute für Anglistik und Amerikanistik at Vienna University, Vienna, Austria, May 24, 2012.

- “Critical thinking with visual images: Impact on complexity in learner language,” video-recorded public lecture at the Institut für Anglistik und Amerikanistik at Vienna University, Vienna, Austria, May 31, 2012.
- “Learner language: Tools for teachers,” National Heritage Language STARTALK Workshop, UCLA, July 17, 2012.
- “Durable themes in interlanguage theory,” inaugural lecture and discussion, *Interlanguage 40 years later: Teachers College Columbia University Roundtable in Second Language Studies*, Teachers College Columbia University, New York, Oct. 5, 2012.
- “Genre analysis and language across the curriculum,” presentation at *Results 2012: The first decade of The Language Flagship, discussions on language teaching and learning and future directions*. New York City, Oct. 26, 2012.
- Chair, “Impact of task on complexity in Asian learner languages,” (with presenters Yunseong Cheon, Sachiko Horii, Sara Khanzadi & Fang Wang). ACTFL Conference, Philadelphia, PA, November 16, 2012.
- (with Gabriela Appel & Meg Malone) “Free resources from the Language Resource Centers.” Panel, ACTFL Conference, Philadelphia, PA, November 17, 2012.
- “Languages in the disciplines on campus?” Workshop presentation for the Minneapolis College of Art and Design, Jan. 15, 2013
- (with Andrea DeCapua) *Low literate adult and adolescent L2 learners: A call for research*, invited Symposium, AAAL Conference, Dallas Texas, March 19, 2013.
- “Second language acquisition research: Learner language for teachers,” workshop conducted for US State Dept International Visitor Leadership Program at CARLA, Minneapolis, Minnesota, April 4, 2013.
- “Second language speaking activities for critical thinking,” invited presentation at the *Round Table on Language Teaching*, University of Northern Iowa, Cedar Falls, Iowa, April 8, 2013.
- “Teacher tools for second language acquisition: Developing learner language in the classroom,” Workshop for CARLA, co-sponsored by the Concordia Language Villages, the Minnesota Council of Teachers of Foreign Languages, and the Minnesota Department of Education, Minneapolis, Minnesota, April 27, 2013.
- “A sociolinguistic approach to Second Language Acquisition,” presentation at the *Symposium on Alternative Approaches to Second Language Acquisition*. Penn State University, May 10-11, 2013.
- “CARLA’s use of technology for teaching, learning and dissemination,” presentation at the International and Foreign Language Education Joint Technical Assistance Workshop for CIBE, NRC, FLAS, & LRC, Washington, DC, September 23, 2013.
- “CARLA’s 20th: Improving language learning and teaching,” plenary presentation at the 20th Anniversary CARLA Open House, Minneapolis, MN, October 15, 2013.

(with Heidi Soneson & Corbin Treacy) "Advanced language learners: Assessing writing performance," paper presented at the Writing Research Colloquium, University of Minnesota, Minneapolis, Nov 7, 2013.

"Applied Linguistics: 1924 vs. 2014," invited presentation, *The 90th Anniversary of the LSA: A commemorative symposium*, LSA Conference, Minneapolis, MN, Jan. 3, 2014

"Second-language acquisition research: Learner language for teachers," workshop for CARLA, co-sponsored by the Concordia Language Villages, the Minnesota Council of Teachers of Foreign Languages, and the Minnesota Department of Education, University of Minnesota, Minneapolis, MN, Feb. 8, 2014.

"CARLA: Improving language learning and teaching," presentation at the Spanish College in the Schools (CIS) Workshop, University of Minnesota, Minneapolis, MN, Feb. 11, 2014.

"Developing a K-16 language program pipeline for Chinese instruction," Third Annual Minnesota Chinese Language Administrator's Conference, University of Minnesota, Minneapolis, MN, Feb. 21, 2014.

Discussion of presentations in the colloquium *Understanding language learning among students with limited or interrupted formal education (SLIFE)*, AAAL Conference, Portland, Oregon, March 22, 2014.

"Applied linguistics: Past and present," paper presented in colloquium on *The state of applied linguistics: Past, present and future*, AAAL Conference, Portland, Oregon, March 25, 2014.

"A variationist sociolinguistic perspective on L2 social interaction," TESOL Conference, Portland, Oregon, March 28, 2014.

GRANTS

(in chronological order)

Aid to Instructional Development Program Grant, Seattle Central Community College, Seattle, 1976.

“Systematic Variability in the Psycholinguistic Processing of Second Languages,” Single Quarter Leave Grant, University of Minnesota (Autumn 1983)

“Systematic Variability in the Psycholinguistic Processing of Second Languages,” Grant in Aid of Research, The Graduate School, University of Minnesota (1983-1984) (\$1,963)

(with Bruce Downing), “Assessing the writing skills of Southeast Asian refugees in the public schools”, University of Minnesota Composition Program grant (1989-90). (\$12, 980)

“Interaction and SLA”, concurrent grants: (a) International Travel Grant, Institute of International Studies and Programs, Fall 1993. (\$500) (b) Depts of Spanish, College of Education, ILASLL, CARLA, Fall 1993. (\$950). (c) Graduate School Grant in Aid of Research, Winter 1994. (\$1500).

(with Master Communication Inc.) Minnesota Technologies Incorporated grant, for research on EFL for business purposes and EFL teacher training using the Internet, 1997-8 (\$100,000)

“Interaction in immersion classrooms,” Grant in Aid of Research, Feb-June, 1995 (\$12,600).

American Council of Learned Societies Travel Grant, colloquium at the AILA (International Association of Applied Linguistics), Jyväskylä, Finland, August 4-9, 1996. (\$500)

“Measuring native language literacy levels of adult immigrants,” Grant in Aid of Research, Fall 2002 (\$15,787)

“The learning needs of undereducated Regents’ Scholars in the English Program for International Students (EPIS)”, ILES Summer Research Program; 5/20/02 to 7/3/02 (\$1,555).

(with Kathryn Kohnert, Jennifer Windsor & Scott McConnell) Interdisciplinary Research Center on Social and Cognitive Aspects of Language Processing, 7/1/02 to 6/30/04 (\$20,000).

“Impact of native language literacy level on oral second language acquisition processes,” Graduate Research Partnership Program, College of Liberal Arts, University of Minnesota, 5/24/04 to 8/22/04. (\$5,403).

Principal Investigator, U.S. Department of Education Title VI Language Resource Center Grant, Center for Advanced Research on Language Acquisition (CARLA), 7/6/04 to present (Currently 2010-2014, \$1,393,607)

Principal Investigator, “Asian Learner Language: Tools for Teachers,” U.S. Department of Education Title VI International Research and Studies Program Grant, CARLA, (\$446,344), FY2009-2012.

MULTIMEDIA PRODUCTIONS

Elaine Tarone and Brita Butler-Wall. (1977). *Introducing Hall Health*. [30-minute Videotape Recording]. Seattle: University of Washington ESL Center.

Elaine Tarone. (1979). *Cultural Differences in Nonverbal Communication*. [50-minute Videotape Recording] Seattle: University of Washington ESL Center.

Elaine Tarone. (2001). Elaine Tarone Interview. In A. Teemant & S. Pinnegar (Eds.), *The Second Language Acquisition Case: A video ethnography of second language learners: Part I, II, III*. [CD-ROM]. Provo, Utah: Harris Video Cases.

COURSES TAUGHT

University of Minnesota

Second Language Acquisition Basics for Teachers (CI 5662): summer course for K-16 language teachers; hands-on activities directly related to curriculum revision by the teachers.
Basics of Second Language Acquisition for Teachers (SLS/TESL 5805)
Analyzing Learning Language in SLA (CI 5628)
Basics in Teaching English as a Second Language (TESL 3001)
Methods in Teaching English as a Second Language (TESL 5721, Ling 5721, CI 5653)
Practicum in Teaching English as a Second Language (TESL 5722, Ling 5722)
Materials for Teaching English as a Second Language (TESL 5723, Ling 5723)
Linguistic Description of Modern English (Ling 5741, 5742)
Language Analysis for Teachers of ESL (TESL 5401, 5402; CI 5649)
Phonetics/Applied Phonetics (Ling 5301/5003)
Introduction to Language Learning (Ling 5801)
Contrastive Linguistics (Ling 5701)
Intro to Second Language Acquisition (Ling 5702, 5505)
Research Methods in Second Language Acquisition (Ling 8731)
English for Special Purposes (TESL 8751, Ling 8500/8751)
Seminar: English for Science & Technology (Ling 8500)
Workshop in Teaching English as a Second Language (Ling 5705)
Introduction to Language Variation (Ling 5811)
Sociolinguistics (Ling 5821)
Seminar: Foreign Language Teacher Training (Ling 8500)
Nature of Human Language (Ling 1001)
Seminar: ESL and Communication Disorders (TESL 5910)

Michigan State University

Seminar: Interlanguage Variation (LSA Summer Institute 2003)

Cornell University

Seminar: Variation and Interlanguage (LSA Summer Institute Summer 1997)

Iowa State University, Ames (TESOL Summer Institute 1994)

Introduction to Second-Language Acquisition

Hamline University, St. Paul

Graduate Workshop on Immersion Education (Summer 1992)
Graduate Seminar: Research on Second-Language Acquisition (Winter 1995)

Jyvaskyla University, Finland (Summer 1992)

Graduate Seminar: Variation in Second-Language Acquisition

Oregon State University, Corvallis (TESOL Summer Institute 1984)

Problems in Interlanguage (graduate level)

Northwestern University, Chicago (TESOL Summer Institute 1982)

Second-Language Acquisition (graduate level)
Research Design in Second-Language Acquisition (graduate level)

University of Washington, Seattle

Pronunciation for International Students (Speech 111)
Adv. Speaking for International Students (English 151)
Adv. Composition for International Students (English 303)
Adv. Grammar for International Students (English 307)
Methods in Teaching English as a Second Language (English 556)
English for Special Purposes (English 555)
Research Methods in Second Language Acquisition (English 557)

Boston University

Language and Culture in the Classroom (Spec Ed 523A) -- graduate level

Seattle Central Community College

Basic Speech (Speech 100) -- undergraduate level
English Composition (English 100) -- undergraduate level

Encinal High School (Alameda, California)

Spanish (1st and 2nd year), English (3rd year)

SUPERVISION OF DISSERTATIONS, THESES, PLAN B AND SENIOR PAPERS

(in chronological order from earliest to most recent, beginning in 1979)

DISSERTATIONS, THESES AND PLAN B PROJECTS

Fall 1979

Masami Iwasaki, "A problem in an ESL textbook in Japan" (MA, ESL-B)

Spring 1980

Denise Carolan, "Multiple choice tests and foreign students" (MA, ESL-B)

Susan Gillette, "Lecture discourse of a foreign TA" (MA, ESL-B)

Susan English, "Redundancy in lecture comprehension" (MA, ESL-B)

Spring 1981

Larry Zwier, "On 'emotional' uses of this and that" (MA, ESL-B)

Karen Sorensen, "Constructing an advanced reading achievement test" (MAESL-B)

Karen Sorensen, "Modifying an ESP course syllabus and materials" (MA, ESL-B)

Lise Lunge-Larsen, "Listening comprehension in the oral tradition" (MA, ESL-B)

Marsha Sprague, "Constructing an intermediate reading achievement test" (MA, ESL-B)

Bill Hart, "Second object deletion in coordinate structures by Chinese learners" (MA, ESL-B)

Christine Papesh, "Survival skills in English" (MA, ESL-B)

Christine Papesh, "Determining readability levels for ESL students" (MA, ESL-B)

Robin Murie, "Developing writing assignments for ESL sections of Comp 100I" (MA, ESL-B)

Michael O' Connor, "Interpersonal relationships and language learning" (MA, ESL-B)

Michael O' Connor, "Ideas and materials for ESL based on interpersonal relationships" (MA, ESL-B)

Carol McKay, "Contribution of psycholinguistics to the understanding of reading" (MA, ESL-B)

Leslie Levine, "Influence of social role on communication in a cross-cultural interview" (MA, ESL-B)

Donn Burleigh, "Use of the summary in advanced composition" (MA, ESL-B)

Fall 1981

Lisa Washburn, "A contrastive and error analysis of Swedish and English word order" (MA, ESL-B)

Cindy McKeag, "A study of morpheme rank orders for a writing task" (MA, ESL-B)

Graylen Becker, "More exercises and activities for teaching advanced listening comprehension" (MA, ESL-B)

Spring 1982

Kathryn Hanges, "The academic multiple-choice test: its rhetorical, grammatical and logical structures" (MA, ESL-B)

Fall 1982

Katya Fairbanks, "Setting up an EFL teacher training program overseas" (MA, ESL-B)

Spring 1983

Pam Couch, "The role of roleplay in ESL teaching" (MA, ESL-B)

Joyce Johnson, "English speakers' perception and production of a set of Mandarin Chinese consonants" (MA, ESL-B)

Spring 1984

Atsuko Tsuda, "Ellipsis, pronominalization and repetition of NPs in English produced by Japanese learners" (MA, ESL-B)

Fall 1984

Barbara Hodne, "Yet another look at interlanguage phonology" (MA, ESL-B)

Winter 1985

Betsy Parrish, "A new look at articles" (MA, ESL-B)

Laura Buchanan, "Turning *In Touch* into *In College*" (MA, ESL-B)

Spring 1985

Shirley Luttio, "Contrastive analysis of relative clauses in Japanese & English" (MA, ESL-B)
Shirley Luttio, "Japanese cultural patterns relevant to teaching EFL" (MA, ESL-B)
Lois Malcolm, "Tense and rhetorical function in 20 pediatrics articles" (MA, ESL-B)

Winter 1986

Wayne Jacobson, "Assessment of the communication needs of non-native speakers of English in an undergraduate physics lab at the University of Minnesota" (MA, ESL-B)
Amy Burkhalter, "The expression of opinions" (MA, ESL-B)
Nancy Boblett, "Word stress in Spanish-English cognates" (MA, ESL-B)

Spring 1986

Kadia Kayiba, "Reported speech in the newspaper" (MA, ESL-B)
Karin Smith, "A preliminary needs assessment of turn-taking skills in an ESL college-level discussion group" (MA, ESL-B)
Xochitl Dennis, "Lecture-listening and note-taking strategies..." (MA, ESL-B)
Matsuhiko Takahashi (MA, Speech Communication-B)

Spring 1988

Jenise Rowekamp, "Adult ESL: definition and program design" (MA, ESL-B)
Krys Kornilowicz, "A reading/writing text and rationale" (MA, ESL-B)
Helen Hanson, "Making the reading-writing connection..." (MA, ESL-B)

Fall 1988

Masako Mori, "A teacher's nonverbal behavior in a beg. ESL class" (MA, ESL-B)

Winter 1989

Thom Upton, "Chinese students, American universities and cultural confrontation" (MA, ESL-B)

Spring 1989

Pat Eliason, "Perceptual learning style preferences of L2 students: a literature survey and research report" (MA, ESL-B)
Lora Polack, "Creating an analytic scale to complement goals in an ESL composition class" (MA, ESL-B)
Lynn Weibel, "The present perfect tense ..." (MA, ESL-B)

Fall 1989

Michael Dunn, "A sample chapter of a proposed intermediate composition textbook" (MA, ESL-B)
Jim Chamberlain, "Read all about it: newspapers in the ESL classroom" (MA, ESL-B)
Adrianna Sutherland, "Arafat: a learner's spelling" (MA, ESL-B)

Spring 1990

Nancy Joseph-Goldfarb, "A critical evaluation of communicative methods and materials" (MA, ESL-B)
Hong Li, "An analysis of common errors made by first year Chinese students" (MA, E. Asian-B)
Kimberly Taylor Townsend, "Materials for the editing component of a composition course for SE Asian refugees" (MA, ESL-B)

Fall 1990

Lucinda McCormack, "ESL through literature: in theory and practice" (MA, ESL-B)
Diane Johnson, "Film in the ESL classroom" (MA, ESL-B)
Tomoko Nishiyama, "Teaching listening through TV news broadcasts" (MA, ESL-B)
Tomoko Nishiyama, "A study of class discussion & participation skills" (MA, ESL-B)

Winter 1991

- Melissa Militano, "Second language acquisition: a guide for better understanding social and psychological factors that influence L2 learning in a natural environment" (UG Honors Thesis, Linguistics)
 Kimberly Taylor Townsend, "Does culture influence rhetorical style?" (MA, ESL-B)
 Kristine Linquist, "A proposal for learner-controlled listening materials utilizing hypercard & "MysteryDisc: Many Roads to Murder" (MA, ESL-B)

Spring 1991

- Lydia Fass, "Pronunciation as a tool for communicative competence"(MA, ESL-B)
 Lydia Fass, "Integrating speech functions and pronunciation in a speaking course" (MA, ESL-B)
 Don Hones, "Community histories: Bridging the gap between ESL students and the American community" (MA, ESL-B)

Fall 1991

- Jill Frost, "Higher order thinking skills and the pre-University ESL student" (MA, ESL-B)
 Paula Maier, "Politeness strategies in business letters for the job market" (MA, ESL-B)
 Ann Leake, "Southeast Asian writing proficiency: Assistance through tutoring, a program discussion and tutor training manual" (MA, ESL-B)
 Xinghui Chen, "Articles in a Chinese-English Interlanguage" (MA, ESL-B)

Winter 1992

- Jan Smith, "Topic and variation in the oral proficiency of international Teaching Assistants" (Ph.D. Dissertation, Linguistics)
 Salah Ayari, "Exploring the role of NL in L2 writing: Evidence from Arabic learners of English" (MA, ESL-Thesis)

Spring 1992

- Susan Farmer, "Academic classroom discussions: How can international students be helped?" (MA, ESL-Double Plan B)

Fall 1992

- Steve McGuire, "An application of cooperative learning to teaching English as a Foreign Language in Japan" (MA, ESL-Thesis)
 Jennifer Alstad, "An analysis of the English Only movement" (UG Honors Thesis, PoliSci)
 Dana Nelson, "The foreigner talk of a family physician: An observational study" (UG Honors Thesis, Linguistics)

Spring 1993

- Lynn Anderson Scott "Does Extroversion/Introversion influence second- language acquisition?" (MA, ESL-B)
 Yuko Heberlein, "Patterns of errors in Japanese particles of JSL learners and factors that influence these patterns" (MA, E. Asian-B)
 Jeff Hoover, "The interactive model of second language reading" (MA, ESL-B)
 Laurie Eckblad Anderson, "A comparison of paraphrasing taught in some ESL textbooks and the actual paraphrasing process of native speakers" (MA, ESL-B)
 Laurie Eckblad Anderson, "Notetaking in an Anatomy and Physiology Lecture: An assessment of ESL students' difficulties and strategies" (MA, ESL-B)
 Laura Cabral, "Interpersonal communication and the acquisition of a language" (UG Honors Thesis -Linguistics)

Fall 1993

- Nora Dereli, "Verb usage in a Turkish/English Interlanguage" (MA, ESL-Double B)
 Beth Hartman, "An analysis of writing instruction for Southeast Asian American secondary school students" (MA, ESL-B)

Spring 1994

- Margaret Fournier, "Making peace with the required textbook and the desired textbook" (MA, ESL-B)
- Beth Edwards, "Teaching summarization skills in the EAP classroom: A needs assessment and applications" (MA, ESL-Double B)
- Kimberley Kuehn, "Form-structured discourse: A script of a welfare office intake interview for ESL learners" (MA, ESL-Double B)
- Russ Arent, "Opting out ... or in? A study of responses by native and non-native speakers of English to problematic situations in a university housing complex" (MA, ESL- Double B)

Fall 1994

- Susan Nyhus, "An alternative approach to ESL reading for academic purposes: Proposing a content course for credit" (MA, ESL-B)
- Colleen Hayes, "Application form-structured discourse between service providers and service requesters" (MA, ESL-Double B)
- Wendy Desmonde, "Designing a syllabus and creating supplementary materials to meet the needs of students in an advanced ESL reading/writing class" (MA, ESL-Double B)

Spring 1995

- Connie Kampf, "Designing computer based materials for the ESL classroom: A case study" (MA, ESL-Double Plan B)
- Marilyn Fairchild, "Stop! Look! Listen! An analysis of the listening log and apperceived input" (MA, ESL-Plan B)

Summer 1995

- Marilyn Fairchild, "Mind your modals: The telephone request in a business context" (MA, ESL-Plan B)
- Vangi French, "Reading Lab: From pleasure reading to proficiency?"(MAESL B)

Fall 1995

- Jill Trites, "Interaction in an ITA-Led chemistry lab: 'What' s the solvent?" (MA, ESL-B)

Winter 1996

- Peggy Fournier,"A classroom adaptation of consciousness-raising"(MAESL-B), 2/16/96
- Jill Trites, "English for sports purposes" (MA, ESL-B), 3/13/96

Spring 1996

- JuLee Rimarcik, "AVRS telephone messages: Reality of the nightmare for international students" (MA, ESL-Double B), 4/12/96
- Jon Eversoll, "Academic oral presentations for graduate students: Discipline-specific needs assessments" (MA, ESL), 5/6/96
- Randall Gwin, "Reported speech and discourse style" (MA, ESL-Double B), 6/4/96
- Brian Lieb, "Problems with subject/verb agreement for Hmong ESL high school students" (MA, English-B), 6/5/96

Fall 1996

- Tom Rollo, "Some observations on the format of a mainstream academic lecture" (MA, ESL-Double B) 11/5/96

Spring 1997

- Sara Avery, "Is semilingualism a language disorder?" (MA, Communication Disorders-B), 6/3/97
- Nancy Pederson, "A product of intensive English Program (IEP) Administrators: The genre of the IEP brochure" (MA, ESL-Double B), 6/17/97.
- Andrea Poulos, "Dugsi - An academic tutoring project for Somali youth: Project development, the volunteer tutortraining workshop, and materials development" (MA, ESL-Double B), 6/18/97.

Fall 1997

- Laurie Kienberger, "Vocabulary materials for ESL learners," (MA, ESL-B), 9/24/97.

Winter 1998

- Lesley Andrews, "Learning strategies and the illiterate learner of ESL" (MA, ESL-B), 3/3/98.
 Jonathan Friesen, "Students with learning disabilities and language immersion programs: A case study" (MA, ESL-Double B), 3/9/98.
 Tom Carlson, "What the backwards build-up technique can tell us about the word-phonology interface" (MA, ESL-Double B), 4/3/98.

Spring/Summer 1998

- Nima Salehi, "Avoidance in advanced second language learners" (MA,ESL-B)3/1/98
 Eileen Mackey, " " What the heck is lymph? " : Definitions in a Human Anatomy and Physiology lecture" (MA, ESL-Double B), 6/5/98
 Nicolet Berkey, "You can take it with: Adverbial *with* in Minnesota" (MA, ESL-B), 6/6/98
 Michael Anderson, "Communication strategies and grounding in NNS-NNS and NS-NS interactions," (MA, ESL-Double B), 6/12/98
 Deb Albus, "Reading task impact on vocabulary acquisition," (MA, ESL-Double B), 6/23/98

Fall 1998

- Beata Loch, "Lexical problems as Hungarians learn English collocations" (MA, ESL thesis), 12/4/98
 Russ Arent, "The pragmatics of cross-cultural bargaining in an Ammani suq: An exploration of language choice, cognitive structure and pragmatic failure in discourse involving Arab and non-Arab participants" (PhD Dissertation, Linguistics) 11/1/98. (Assistant Professor, ESL, University of Wisconsin-Green Bay)

Winter 1999

- Hiroko Tajika, "Variable patterns of tense-aspect marking in Interlanguage" (PhD Dissertation, Linguistics) 1/22/99 (Professor, English, Tsuda College, Tokyo)

Spring 1999

- Karin Goetsch, "Legal English for Academic Purposes: Encountering U.S. legal genres in non-law disciplines," (MA, ESL-B) 3/99.

Fall 1999

- Kimberly Saylor, "Action for understanding: A study in teacher research with exploratory practice", (MA, ESL-B) 11/9/99.
 Maggie Broner, "Impact of interlocutor and task on first and second language use in a Spanish immersion program", (PhD Dissertation - Hispanic Linguistics) 12/17/99. (Associate Professor, Spanish, St Olaf College)

Spring 2000

- Laura Elias, "Teaching the pronunciation of spelling patterns in an integrated ESL curriculum" (MA, ESL-Thesis) 6/27/00.
 Patsy Vinogradov, "Successful Instruction for Literacy-level Adults," (MA, ESL-Double B) 5/17/00.
 Kimberly Saylor, " " But this program is designed for native speakers... " : The perceived needs of nonnative English speaking students in MA TESOL programs" (MA, ESL-B) 4/24/00.

Fall 2000

- Anita Wolters, (ESL) "What do you mean 'They don't know past tense?': Exploring ESL learners' grammatical accuracy in context" (MA, ESL-Thesis) 9/13/00.
 Julie Stone, (ESL), "Creating a program curriculum and placement test for a non-profit adult ESL program: A case study" (MA, ESL-Double B) 11/30/00.

Spring 2001

- Renata Thomson, "Working with ESL students in the writing center: A chapter for the General College Writing Center training manual, a workshop for new writing consultants" (MA, ESL-Double B), April 17, 2001.
- Noriko Ishihara, "*I wish I would have known!*": The usage of *would have* in past counterfactual subordinate clauses" (MA, ESL- B), May 4, 2001.
- Rachel Sullivan, "Teaching Portfolio: More than the subject matter ..."
(MA, ESL- B), May 20, 2001.
- Rachel Sullivan, "Relative clauses and appositive phrasal derivatives and their role in pedagogy"
(MA, ESL- B), May 25, 2001.
- Stephanie Treat, "Older adults and second language acquisition: A review of the literature," (MA, ESL-Double B), May 2001.
- Mandy Morse Dugan, "Stative imperative constructions in advertising slogans," (MA Linguistics-B), May 25, 2001.
- Muhammed Mbiavanga Fernando, "Use of passive, stative, and active verb forms in two plant genetics research publications," (MA, ESL-Double B), July 5, 2001.
- Maria Reyes, "A community service-learning adult ESL tutor training program"
(MA, ESL-Double B), July 16, 2001.

Fall 2001

- Angela DeBoer, "Oral vs. written peer feedback in ESL students' compositions," (MA, ESL- Thesis), August 15, 2001.
- Kelly Marchwick, "The learner' s view: Students' attitudes toward in-class strategy instruction," (MA, ESL-Double B), Sep 16 2001.
- Charles Larue, "Teaching pre-literate adults to read and write English as a Second Language," (MA, ESL-B), November 15, 2001.
- Charles Larue, "Creating and developing an educational web site to study for the US citizenship test," (MA, ESL- B), November 15, 2001.

Spring 2002

- Stephanie Djock, "Developing a course: English through literature," (MA, ESL-B), January 19, 2002.
- Tara Gibbs, "Misidentification of Limited Proficiency English Speaking Employees in Hotel Call-Ins," (MA Linguistics- B), March 15, 2002.
- Kun Zhang, "Interaction between ESL teachers and textbooks in a grammar class," (MA, ESL-B), June 5, 2002.

Fall 2002

- Karen Lybeck, "The Role of Acculturation and Social Networks in the Acquisition of Second Language Pronunciation," (Ph.D. Dissertation, Linguistics), August 26, 2002. (Associate Professor, ESL, Mankato State University)

Spring 2003

- Janet Curiel, "Go slowly with this people: Somali female refugees learning English," (MA, ESL- Double B), February 8, 2003.
- Stephanie Djock, "One teacher, one class, multiple levels: Creating a curriculum for a multi-level adult ESL program," (MA, ESL-B), March 19, 2003.
- Karin Smalkoski, "Building on knowledge: A case study of an international Japanese student pursuing an advanced nursing degree at the University of Minnesota," (MA, ESL-B), April 17, 2003.
- Pierre Gingerich-Boberg, "The use of adverbial relative clauses in academic lectures," (MA, ESL-Double B), April 18, 2003.
- Shino Hayashi, "'Coffee or a coffee?': Noncount noun shifts to count nouns," (MA, ESL-B), May 8, 2003.

- Rachel Scepanski, "The frequency of relative pronouns ' that ' vs. ' which ' in relative clauses," (MA, ESL-B), May 7, 2003.
- Annika Fjelstad, "The written recast as a technique to help pre-community college English Language Learners notice the gap and take ownership of the writing process," (MA, ESL Double B), May 27, 2003.
- Susan Wetenkamp, "Was there life on Mars? Politeness strategies in a research article in a heated scientific debate," (MA, ESL-B), June 2003.
- Sally Harris, "' Writing like a lawyer ' : Teaching legal English in a Tanzanian setting," (MA, ESL-B), May 31, 2003.

Spring 2004

- Bonnie Swierzbin, "The Role of Cognitive Status in Second Language Acquisition of English Noun Phrase Referring Expressions," (Ph.D. Dissertation, Linguistics), May 11, 2004. (Adjunct Lecturer, Hamline University)

Fall 2004

- Roy White, "Do mathematics articles belong to the RA genre? A case study", (MA, ESL-B), September 1, 2004.

Spring 2005

- Alex Caucutt, "' It's easy because it's visual': Examining the performance of less literate East African students on academic visual tasks involving tables and graphs" (MA, ESL-B) January 5, 2005
- Alex Caucutt, "Overview of ESL: A professional development workshop for the technical college", (MA, ESL-B) Jan 6, 2005.
- Liz Lake, "Discussing Literature: Text-centered talk during group work and all-class discussion in an undergraduate Spanish course," (MA, ESL-B) April 22, 2005.
- Kathy Rider, "' We found this verb, but what do we do with it now?' The collaborative dialogue of two adult learners of Italian as a foreign language", (MA, ESL-Double B), April 25, 2005
- Bethany Maupin, "English as a Second Language programming for University of Minnesota international students: Present and future," (MA, ESL-Double B) May 2, 2005.
- Emily Tichich, "A cross-cultural comparison of resume language and content," (MA, ESL-B), May, 2005.
- Jennifer Welsh, "A not uninteresting examination of *not un-* litotes in written texts and communication," (MA, ESL-B), May 20, 2005.
- Sarah Doebler, "The use of English in the U.A.E.: Defining a language contact situation," (MA, ESL-B), May, 2005
- David Atterberry, "Project ACCESS needs assessment: Language competencies needed in fluid power, manufacturing and electronics," (MA, ESL-Double B), May 11, 2005.
- Patty Keratithamkul, "Why did I retain my Thai accent, despite knowing it is unintelligible: An introspective study on pronouncing English loan words in Thai contexts" (MA, ESL-B), May 27, 2005.

Fall 2005

- Kit Hansen, "Impact of literacy level and task type on oral L2 recall accuracy," (MA, ESL Thesis), November 2, 2005.
- Angela Hanson-Huff, "Exploring the face wants of Somali women: Making requests in English," (MA, ESL-Double B), December 23, 2005.

Spring 2006

- Angela Landt, "Communication Barriers in Outsourced Business Projects," (MA, ESL-Double B), February 28, 2006.
- Amy Tarrell, "Online Teaching Portfolio, (MA, ESL-B Portfolio), May 15, 2006.
- Annie Marrin, "English for International Teaching Assistants: Context Specific Teaching Strategies," (MA, ESL-B Portfolio), May 16, 2006.
- Mike Hinrichs, "A Cognitive Status Approach to Nominal Reference in English: A case study," (MA, ESL-Double B), May 22, 2006.

Spring 2008

- Sarah Kornman, "The practicality of critical pedagogy in Adult Basic Education ESL," (MA, ESL-Thesis), May 5, 2008.
- Martha King, "English language assessment policies, programs, and instruments for health sciences at the University of Minnesota," (MA, ESL-Double B), May 15, 2008.
- Melissa Mendelson, "Fostering motivation and success: Building strong classroom communities: A portfolio," (MA, ESL-B), May 15, 2008.
- "Scanning skills of low-literate oral culture English language learners," (MA, ESL-B), May 15, 2008.
- Tor Lindblom, "'If you' re gonna . . . , then I' m gonna...' : Be going to Conditionals in a Spoken Academic English Corpus," (MA, ESL-Double B), May 16, 2008.
- Christine Swanson, "Experiencing Minnesota, Learning English," (MA, ESL-B Project), May 20 2008.
- "Social sciences for ESL teachers," (MA, ESL-B), May 2008.

Spring 2009

- David Graber, "Scholars-in-Training' in History and Political Science and their Ability to use Foreign Languages in Research", (MA, ESL-Double B), June 14, 2009.

Spring 2010

- William Gunerius Sanders Leonard, "Applying a framework for psycholinguistic environment design to an online synchronous language learning course: Virtual Language Learning- Japanese in the California State Universities," (MA, ESL-Double B), May 24, 2010.

Spring 2011

- Deb Leach "A short course in China: An online portfolio," (MA, ESL-Double B), April 12, 2011.
- Karen Gosselin, "Developing an instrument to study the impact of functional load on the perception of Spoken English by L2 learners," (MA, ESL-B), March 11, 2011.
- Karen Gosselin, "A study of address patterns: Spanish informal and formal forms TU and USTED and L2 learners' difficulties in the interpretation of Spanish address forms," (MA, ESL-B), March 11, 2011.
- Patrick Scully, "The pedagogy of improvisation," (MA, ESL-Double B), April 28, 2011.

Summer 2011

- Mary Willms "Learner language in dyadic telecollaborative reciprocal language exchange," (MA, ESL-Thesis), August 25, 2011.

Fall 2011

- Antonia Krueger "Cross-cultural auto/biography, acculturative stress, and expressive writing: Building a socioculturally responsive writing course for second language learners." (MA, ESL-Double B), Dec. 1, 2011.

Spring 2013

Dongming Yang “A practical inquiry on patterns of corrective feedback and modified output in an adult high-beginning ESL grammar class” (MA, ESL-Double B), May 7, 2013.

Caroline Vang “‘Double-voicing’ in constructed dialogue: Investigation of the function of Japanese in bilingual second generation Japanese American dialogue” (MA, ESL-Double B), May 17, 2013.

Fall 2013

Sara Khanzadi, “Velar fricatives in English-Persian learner language” (MA ESL-Double B), Oct 7, 2013.

Spring 2014

Iva Skobic, “Perceived vs evaluated progress in the oral skills of high-beginning English as a Second Language Learners” (MA, ESL-Plan B), Jan. 21, 2014.

Iva Skobic, “Self-fulfilling prophecy in the intensive English program” (MA, ESL-Plan B), Jan. 21, 2014.

SENIOR THESES

Jennifer Alstad (PoliSci), August 19, 1992 Member

Grace Song (Linguistics) “Data” (Honors BA), Spring 1993 (Supervisor)

Amanda Zaeska (Linguistics) “‘Then I said ... and then he said...’: An exploratory study of quotatives in Latvian interlanguage” (Honors BA), June 1, 1994 (Supervisor).

John Mount (Linguistics) “The Role of Motivation and Attitude in SLA” (Honors BA) June 15, 1995 (Supervisor).

Naomi Duffy (Linguistics) “Subject Pronouns in the Japanese of English Learners” (Honors BA) June 4, 1996 (Supervisor).

Yumi Kamiyama (Linguistics) “Struggling for ‘Nativeness’: Learning English at a higher level from an advanced learner’s perspective”. (Honors BA). June 2, 1998. (Supervisor).

Amy Bluhm (Architecture) “Theatre of Bazaar” (Summa Cum Laude BA) August 8, 2000. (outside reader).

Michael Seevers, (Psychology) “Spirituality and burnout syndrome in community mental health workers” (Honors BA) December 2001 (outside reader).

Sabina Rukiya Sabur, (Speech & Hearing Science), “Effects of acoustic modifications to noisy classrooms: First and second language learning students,” (Honors BA) May 29, 2002 (outside reader).

Grace Doherty (Global Studies), “Multilingualism in the Maghreb: Policy and identity in Moroccan Arabic,” Honors BA, April 15, 2014. (outside reader)

SERVICE ON MA GRADUATE EXAMINING COMMITTEESM.A. Oral Examinations

Sarah Silverson	ESL	November 5, 1979	Member
Denise Carolan	ESL	May 5, 1980	Member
Susan Gillette	ESL	May 27, 1980	Member
Susan English	ESL	June 4, 1980	Chair
Lynn Stauffer Wayne	ESL	January 31, 1981	Member
Susan Watson	ESL	March 9, 1981	Member
Ingrid Nikolai	Comm. Disorders	April 3, 1981	
Larry Zwiier	ESL	April 10, 1981	Member
Bill Herlofsky	(Asian Lang.),	May 6, 1981	Member
Karen Sorensen	ESL	June 1, 1981	Chair
Lise Lunge-Larsen	ESL	June 1, 1981	Member
Marsha Sprague	ESL	June 4, 1981	Chair
Bill Hart	ESL	June 8, 1981	Member
Christine Papesh	ESL	June 15, 1981	Chair
Robin Murie	ESL	June 15, 1981	Member
Michael O' Connor	ESL	June 15, 1981	Chair
Carol McKay	ESL	June 18, 1981	Member
Kathy Ramsted	ESL	June 19, 1981	Chair
Lisa Washburn	ESL	October 12, 1981	Member
Maureen O' Dougherty	ESL	October 26, 1981	Member
Leslie Levine	ESL	October 27, 1981	Chair
Donn Burleigh	ESL	December 14, 1981	Chair
Graylen Becker	ESL	March 30, 1982	Chair
Nancy Rotenberry	ESL	April 27 & June 15, 1982	Chair
Cynthia McKeag	ESL	June 11, 1982	Member
Kathryn Hanges	ESL	June 11, 1982	Member
Timothy Kelly	ESL	June 11, 1982	Member
Pam Couch	ESL	May 5, 1983	Chair
Joyce Hayenga Johnson	ESL	May 24, 1983	Chair
John Een	ESL	January 20, 1984	Member
Liz Henly	ESL	March 12, 1984	Member
Atsuko Tsuda	ESL	May 29, 1984	Member
Krisanne Novak	ESL	June 11, 1984	Chair
Barbara Hodne	ESL	November 9, 1984	Chair
Colleen Meyers	ESL	November 27, 1984	Member
Betsy Parrish	ESL	March 6, 1985	Chair
Laura Buchanan	ESL	March 11, 1985	Chair
Terry Fredrickson	ESL	April 25, 1985	Member
Linda Harklau	ESL	May 17, 1985	Member
Shirley Luttio	ESL	May 24, 1985	Member
Lois Malcolm	ESL	May 28, 1985	Chair
Amy Burkhalter	ESL	February 26, 1986	Chair
Nancy Boblett	Hispanic Linguistics	Feb 27 & March 12, 1986	Member
Wayne Jacobson	ESL	May 28, 1986	Chair
Patty Odean	ESL	June 4, 1986	Member
Kadia Kayiba	ESL	June 9, 1986	Chair
Matsuhiro Takahashi	Speech Comm.	June 9, 1986	(reader)
Anne Tulinius Hillman	ESL	June 14, 1987	Member

Bette Dean	ESL	March 16, 1988	Chair
Xochitl Dennis	ESL	June 8, 1988	Chair
Krys Kornilowicz	ESL	June 10, 1988	Chair
Karin Larson	Internat' l Dev Ed	June 29, 1988	Member
Helen Hanson	ESL	June 30, 1988	Chair
Jenise Rowekamp	ESL	July 1, 1988	Chair
Dan Perreth	ESL	August 22, 1988	Member
Lois DeLeon	Ed C&I	September 24, 1988	Member
Mark Jensen	ESL	January 6, 1989	Member
Thom Upton	ESL	April 20, 1989	Chair
Pat Eliason	ESL	May 11, 1989	Chair
Lynn Weibel	ESL	July 17, 1989	Chair
Jim Chamberlain	German	August 30, 1989	Member
Michael Dunn	ESL	November 27, 1989	Chair
Adrianna Sutherland	ESL	December 5, 1989	Member
Lora Polack	ESL	January 22, 1990	Chair
Nancy Joseph-Goldfarb	ESL	April 10, 1990	Member
Hong Li	East Asian	April 20, 1990	Member
Lucinda McCormack	ESL	September 11, 1990	Chair
Diane Johnson	ESL	September 13, 1990	Chair
Tomoko Nishiyama	ESL	September 18, 1990	Chair
Kimberly Taylor Townsend	ESL	February 28, 1991	Chair
Masaharu Ano	History	March 13, 1991	Member
Kristine Linquist	ESL	May 30, 1991	Chair
Tanya Novak	ESL	June 6, 1991	Member
Lydia Fass	ESL	June 7, 1991	Chair
Don Hones	ESL	June 13, 1991	Chair
Ann Leake	ESL	September 18, 1991	Chair
Jill Frost	ESL	September 23, 1991	Chair
Xinghui Chen	ESL	January 27, 1992	Chair
Chitose Asaoka	ESL	February 18, 1992	Member
Salah Ayari	ESL	March 17, 1992	Chair
Susan Dean	ESL	April 3, 1992	Chair
Paula Maier	ESL	April 22, 1992	Chair
Susan Farmer	ESL	May 28, 1992	Chair
Steve McGuire	ESL	September 3, 1992	Chair
Yuko Heberlein	Japanese	May 20, 1993	Member
Sharon Barthel	ESL	May 27, 1993	Member
Jeff Hoover	ESL	May 28, 1993	Chair
Laurie Eckblad Anderson	ESL	June 1, 1993	Chair
Lynn Anderson Scott	ESL	June 2, 1993	Member
Karen Schaffer	Linguistics	June 10, 1993	Member
Andreas Schramm	Linguistics	June 10, 1993	Member
Karen Schaffer	ESL	June 14, 1993	Member
Cynthia Cramsie	Chinese Linguistics	Sept 24, 1993	Member
Nora Dereli	ESL	December 16, 1993	Chair
Beth Hartman	ESL	December 16, 1993	Chair
Scott Groethe	Linguistics	March 1, 1994	Member
Gena Netten	ESL	June 6, 1994	Member
Kim Kuehn	ESL	June 6, 1994	Member
Beth Edwards	ESL	June 8, 1994	Chair

Russ Arent	ESL	June 9, 1994	Member
DyAnne Phillips	ESL	June 10, 1994	Member
Yoshihisa Itaba	ESL	July 12, 1994	Member
Susan Nyhus	ESL	September 7, 1994	Member
Marisa Geisler	Hisp Linguistics	October 14, 1994	Member
Randy Farmer	Civ Eng; ESL minor	October 14, 1994	Member
Susan Weaver	ESL	December 5, 1994	Member
Colleen Hayes	ESL	January 17, 1995	Member
Ron Stone	Rhetoric	January 18, 1995	Member
Wendy Desmonde	ESL	February 21, 1995	Chair
Connie Kampf	ESL	June 12, 1995	Member
Jill Trites	ESL	August 28, 1995	Member
Mark Thompson	Education, Hamline	December 14, 1995	Reader
Marilyn Fairchild	ESL	September 5, 1995	Chair
Steve Hawras	ESL	January 12, 1996	Member
Michael Leiter	Comm. Disorders	January 30, 1996	Member
Peggy Fournier	ESL	March 15, 1996	Chair
JuLee Rimarcik	ESL	April 4, 1996	Member
Bonnie Swierzbin	ESL	April 25, 1996	Chair
Shannon Cosgrove Rucker	ESL	May 2, 1996	Member
Jon Eversoll	ESL	May 21, 1996	Member
Tracy Chenoweth	ESL	May 29, 1996	Member
Kristi Liu	ESL	May 31, 1996	Chair
Susan Gilbert	ESL	June 4, 1996	Member
Randall Gwin	ESL	August 16, 1996	Member
Pam Tarasar	Comm. Disorders	September 18, 1996	Member
Tom Rollo	ESL	November 26, 1996	Member
Kelli Johnson	Comm. Disorders	May 15, 1997	Member
Susanna Choi	Comm. Disorders	May 23, 1997	Member
Vangi French Kindervater	ESL	May 27, 1997	Member
Sara Avery	Comm. Disorders	June 3, 1997	Member
Sarah Carpenter	ESL	June 11, 1997	Member
Marilyn Fairchild	Comm. Disorders	June 12, 1997	Member
Chisato Koike	Japanese	June 20, 1997	Member
Jennifer Cowgill	ESL	June 20, 1997	Chair
Andrea Poulos	ESL	July 1, 1997	Chair
Nancy Pederson	ESL	July 3, 1997	Member
Laurie Kienberger	ESL	October 22, 1997	Member
Tom Carlson	ESL	April 4, 1998	Member
Jonathan Friesen	ESL	April 13, 1998	Member
Lesley Andrews	ESL	June 8, 1998	Chair
Shawn Brown	ESL	June 9, 1998	Member
Paula Winke	Linguistics	June 15, 1998	Member
Eileen Mackey	ESL	June 18, 1998	Chair
Nima Salehi	ESL	June 25, 1998	Member
Michael Anderson	ESL	June 30, 1998	Member
Deb Albus	ESL	July 7, 1998	Member
Beáta Loch	ESL	December 4, 1998	Chair
Karin Goettsch	ESL	May 5, 1999	Member
Molly Collins	ESL	October 22, 1999	Member
Jeff Lindgren	ESL	April 26, 2000	Member

Patsy Vinogradov	ESL	May 3, 2000	Adv/Chair
Laura Elias	ESL	May 4, 2000	Adv/Chair
Kimberly Saylor	ESL	May 11, 2000	Adv/Chair
Katy Olson	Linguistics	June 8, 2000	Member
Sarah Hultgren	Comm. Disorders	August 18, 2000	Member
Craig Conrad	ESL	August 22, 2000	Member
Anita Wolters	ESL	September 14, 2000	Adv/Chair
Julie Stone	ESL	December 14, 2000	Adv/Chair
Maria Reyes	ESL	April 23, 2001	Member
Rachel Sullivan	ESL	April 23, 2001	Member
Renata Thomson	ESL	May 4, 2001	Chair
Julie Chi	ESL	May 7, 2001	Member
Jodi Versaw	ESL	May 8, 2001	Chair
Sherri Page	Linguistics	May 9, 2001	Member
Akiko Iwata	ESL	May 14 2001	Chair
Noriko Ishihara	ESL	May 24, 2001	Member
Stephanie Treat	ESL	May 31, 2001	Chair
Kelly Marchwick	ESL	May 31, 2001	Chair
Muhammed Fernando	ESL	June 29, 2001	Member
Mandy Morse Dugan	Linguistics	July 27, 2001	Member
Angela Deboer	ESL	August 27, 2001	Chair
Charles Larue	ESL	November 15, 2001	Chair
Sarah Quigley	ESL	December 3, 2001	Member
Tara Gibbs	Linguistics	April 2, 2002	Advisor
Anne Fretheim	ESL	April 26, 2002	Advisor
Margaret Delehanty	ESL	May 1, 2002	Member
Kun Zhang	ESL	May 30, 2002	Advisor
Becky Van den Heuvel	Comm. Disorders	May 20, 2002	Member
Sarah Cooper	Comm. Disorders	May 19, 2002	Member
Ruth Miller	Comm. Disorders	August 28, 2002	Member
Janet Curiel	ESL	March 3, 2003	Advisor
Stephanie Djock	ESL	April 21, 2003	Advisor
Karin Smalkoski	ESL	April 25, 2003	Advisor
Pierre Gingerich-Boberg	ESL	April 30, 2003	Member
Rachel Scepaniski	ESL	May 7, 2003	Member
Ellen Tveit	ESL	May 13, 2003	Member
Martha Dornbush	ESL	May 23, 2003	Member
Annika Fjelstad	ESL	May 27, 2003	Advisor
Annie Ericson	ESL	May 27, 2003	Member
Sally Harris	ESL	October 24, 2003	Advisor
Susan Wetenkamp	ESL	December 5, 2003	Member
Candy Veas	ESL	May 11, 2004	Member
LeeAnne Berger	ESL	May 12, 2004	Member
Roy White	ESL	December 15, 2004	Advisor
Alex Caucutt	ESL	January 17, 2005	Advisor
Liz Lake	ESL	May 2, 2005	Member
Bethany Maupin	ESL	May 10, 2005	Advisor
Virginia Pyle	ESL	May 13, 2005	Member
Kathy Rider	ESL	May 19, 2005	Member
Sarah Doebler	ESL	May 25, 2005	Member
Garett Smith	ESL	May 25, 2005	Member

David Atterberry	ESL	May 27, 2005	Advisor
Emily Tichich	ESL	May 27, 2005	Advisor
Yukimi Fukumoto	EdC&I	June 1, 2005	Member
Patty Keratithamkul	ESL	June 1, 2005	Advisor
Kit Hansen	ESL	November 2, 2005	Advisor
Angela Hanson-Huff	ESL	December 23, 2005	Advisor
Lisa Elbert	ESL	February 27, 2006	Member
Angela Landt	ESL	February 28, 2006	Advisor
Becky Uran Markman	ESL	April 4, 2006	Member
Marisol Galicia	Hispanic Ling	May 12, 2006	Member
Amy Tarrell	ESL	May 15, 2006	Advisor
Annie Marrin	ESL	May 16, 2006	Member
Heather Gregg	ESL	May 19, 2006	Member
Mike Hinrichs	ESL	May 22, 2006	Advisor
Larry Davis	ESL	May 17, 2007	Member
Sarah Kornman	ESL	May 5, 2008	Member
Emily Hanna	ESL	May 6, 2008	Member
Andrew Baker	ESL	May 12, 2008	Member
Martha King	ESL	May 15, 2008	Chair
Christine Liptak	ESL	May 14, 2008	Member
Melissa Mendelson	ESL	May 15, 2008	Chair
Tor Lindblom	ESL	May 16, 2008	Chair
Christine Swanson	ESL	May 20, 2008	Chair
Julie McDonald	ESL	May 27, 2008	Member
Michael Coggins	ESL	October 22, 2008	Member
David Graber	ESL	May 22, 2009	Chair
Gus Leonard	ESL	May 24, 2010	Member
Deb Leach	ESL	Feb. 24, 2011	Chair
Karen Gosselin	ESL	Jan. 28, 2011	Member
Abby Bajuniemi	Hisp Ling	May 6, 2011	Member
Patrick Scully	ESL	May 13, 2011	Chair
Mary Willms	ESL	Aug 1, 2011	Chair
Antonia Krueger	ESL	Dec. 15, 2011	Chair
Chelsea Nutting	ESL	April 26, 2012	Member
Nicole Pettitt	EdC&I	July 18, 2012	Member
Stephen Kis	ESL	Dec. 6, 2012	Member
Christina Mirisis	Hisp Ling	April 12, 2013	Member
Dongming Yang	ESL	May 7, 2013	Chair
Christina Cocchi	EdC&I	May 15, 2013	Member
Anna Olivero-Agney	EdC&I	May 15, 2013	Member
Caroline Vang	ESL	May 17, 2013	Chair
Jennifer Boe	ESL	June 10, 2013	Member
Sara Khanzadi	ESL	Oct 7, 2013	Chair
Iva Skobic	ESL	Jan 21, 2014	Chair
Crystal Rose	ESL	Feb 14, 2014	Member
Sarah Selz	ESL	April 30, 2014	Member
Leah Kronick	ESL	April 30, 2014	Member

Ph.D. Examination Committees

(in alphabetical order)

Mike Anderson (Ed C&I), University of Minnesota Thesis panel, February 20, 2002 Dissertation defense, May 10, 2004	Chair
Russell Arent (Linguistics), University of Minnesota Written prelim examination, April 15, 1996 Oral prelim examination, August 15, 1996 Dissertation defense, November 18, 1998	Advisor
Abby Bajuniemi (Hispanic Linguistics), University of Minnesota Oral prelim examination, May 6, 2011	Member
Maria F. Barranquero (Hispanic Linguistics), University of Minnesota Written prelim exam, April 23, 2005 Oral prelim exam, May 13, 2005	Member
David Bastien (Speech Communication), University of Minnesota Oral prelim examination, April 30, 1986 Dissertation defense, April 8, 1988	Member
Luisa Bejarano (Hispanic Linguistics), University of Minnesota Oral prelim examination, September 12, 2003	Member
Susana Blanco-Iglesias (Hispanic Linguistics), University of Minnesota Written prelim examination, May 8, 1995 Oral prelim examination, May 23, 1995	Co-Advisor
Susan Bosher (Ed C&I), University of Minnesota Written prelim examination, March 29, 1991 Oral prelim examination, December 4, 1991 Dissertation defense, April 4, 1995	Member
Maggie Broner (Hispanic Linguistics), University of Minnesota Written prelim examination, December 7, 1995 Oral prelim examination, January 10, 1996 Dissertation defense, December 17, 1999	Co-Advisor
Kunyu Bu (Ed C&I), University of Minnesota Written prelim examination, March 8, 1991 Oral prelim examination, May 18, 1992	Member
Yunseong Cheon (Ed C&I), University of Minnesota Written prelim examination, Sept 2, 2011 Oral prelim examination, Sept 13, 2012	Member
Chen Daxing (ED C&I), University of Minnesota Oral prelim examination, April 6, 1989 Dissertation defense, July 5, 1990	Member
Sophia Chen (Ed C&I), University of Minnesota Written prelim examination, November 1990 Oral prelim examination, April 12, 1991 Dissertation defense, June 8, 1993	Member
Priscilla Clarke (Education), La Trobe University, Australia. Thesis exam, January 1997	Outside Reader
Jim Davis (Ed C&I), University of Minnesota Oral prelim examination, March 22, 1985	Member
Anne DeMuth (English Ed), University of Minnesota Written prelim examination, May 15, 1988 Oral prelim examination, June 27, 1988	Member

Erlenawati (Education), Monash University, Victoria, Australia Thesis exam, February 2003	Outside Reader
Jennifer Ewald (Hispanic Linguistics), University of Minnesota Dissertation defense, April 27, 2001	Member
Linda Fetzer (English), University of Minnesota Oral prelim examination, June 1982	Member
William Flittie (Ed C&I), University of Minnesota Written prelim examination, Spring 1982	Member
Lorenzo Florian (Hispanic Linguistics), University of Minnesota Dissertation defense, January 23, 1985	
Anne Fretheim (EdPA), University of Minnesota Dissertation defense, November 6, 2007	Member
Judy Fuller (Linguistics), University of Minnesota Oral prelim examination, April 1983 Dissertation defense, December 10, 1985	Member
LeeAnne Berger Godfrey (Curriculum & Instruction), University of Minnesota Written prelim examination, April 2, 2012 Oral prelim examination, April 12, 2012	Member
Barbara Hodne (English), University of Minnesota Oral prelim examination, January 16, 1992 Dissertation defense, May 24, 1995	Reader
Hong Li (East Asian), University of Minnesota Written prelim examination, January 22, 1992 Oral prelim examination, May 20, 1992 Dissertation defense, June 7, 1995	Member Chair
Yukie Horiba (Ed C&I), University of Minnesota Oral prelim examination, July 15, 1988	Member
Sachiko Horii (Ed C&I), University of Minnesota Oral prelim exam, Jan 26, 2011 Dissertation defense, Nov. 20, 2012	Member
Grace Hsieh (Ed C&I), University of Minnesota Written prelim examination, December 7, 1992 Dissertation defense, May 15, 1994	Member
Hui-chuan Huang (Linguistics), University of Minnesota Oral prelim examination, December 7, 1995	Member
Noriko Ishihara (Ed C&I), University of Minnesota Written prelim examination, November 17, 2003 Oral prelim exam, May 14, 2004 Dissertation defense, May 15, 2006	Reader
Yoshihisa Itaba (Speech Communication), University of Minnesota Oral prelim examination, April 29, 1994 Dissertation defense, September 23, 1994	Member
Jihyeon Jeon (Ed C&I), University of Minnesota Dissertation defense, August 3, 1995	Reader
Kim Saylor Johnson (Ed C&I), University of Minnesota Oral prelim examination, May 24, 2005 Dissertation defense, June 21, 2006	Reader
Yuki Johnson (East Asian), University of Minnesota Oral prelim examination, November 4, 1992	Member

Nancy Joseph-Goldfarb (Ed C&I), University of Minnesota Written prelim examination, April 1, 1994 Oral prelim examination, May 17, 1994	Member
James Kaufman (English), University of Minnesota Oral prelim examination, January 1983	Member
Yumi Kayama (Ed C&I), University of Minnesota Dissertation defense, June 10, 1998	Reader
Hye-yeong Kim (Ed C&I), University of Minnesota Oral prelim examination, Oct 4, 2010	Member
Irma King (Education), University of Toronto Dissertation defense, April 19, 1982	Member
Mark Landa (Ed C&I), University of Minnesota Oral prelim examination, June 9, 1995 Written prelim examination, May 5, 1995 Dissertation defense, January 18, 2000	Member
Ki Jeong Lee (Linguistics), University of Minnesota Oral prelim examination, May 29, 1992 Dissertation defense, August 13, 1992	Member
Linda Leonard (Ed C&I), University of Minnesota Written prelim examination, summer 1981 Oral prelim examination, June 12, 1984 Second oral prelim, May 22, 1991	Member
Wei-chih Lien (EdPA), University of Minnesota Oral prelim examination, April 25, 2006 Dissertation prospectus meeting, May 9, 2006	Member
Guo-qiang Liu (Education) La Trobe University, Melbourne, Australia Thesis exam, November 1991	Outside Reader
Kristin Liu (Ed C&I), University of Minnesota Dissertation defense, April 23, 2014	Member
Randy Lund (Education), University of Minnesota Written prelim examination, Fall 1983 Oral prelim examination, January 1984 Dissertation defense, November 21, 1985	Member
Karen Lybeck (Linguistics), University of Minnesota Oral prelim exam, June 10 1997 Dissertation defense, August, 26, 2002	Advisor
Andrew Lynch (Hispanic Linguistics), University of Minnesota Written prelim exam, May 20, 1998 Oral prelim exam, May 27, 1998	Member
Maria Martin-Moran (Hispanic Linguistics), University of Minnesota Written prelim examination, January 8, 1996 Oral prelim examination, January 17, 1996	Member
John Dean Mellow (Education), University of British Columbia Review of dissertation, June 16, 1996	Outside Reader
Melissa Melnick (Hisp Ling), University of Minnesota Written prelim examination, May 25, 1994 Oral prelim examination, June 1, 1994	Member
M.B. Miguel-Perez (Hisp Ling), University of Minnesota Written prelim examination, April 18, 1994 Oral prelim examination, April 27, 1994	Member

Masako Mori (Education), University of Minnesota Written prelim examination, April 1991 Oral prelim examination, April 15, 1992	Member
Kadia K. Mosiori (Education), University of Toronto Dissertation defense, September 9, 1991	Internal Examiner
Tahereh Paribakht (Education), University of Toronto Dissertation defense, July 23, 1982	Member
Meghann Peace (Hispanic Linguistics), University of Minnesota Written prelim exam, August 16, 2012 Oral prelim exam, Sept. 7, 2012 Dissertation defense, June 3, 2014	Co-Advisor
Laurie Perry (German), University of Minnesota Oral prelim examination, June 3, 1985	Member
Pat Peterson (Ed C&I), University of Minnesota Oral prelim examination, June 30, 1985 & February 12, 1986 Dissertation defense, May 19, 1986	Member
Paul Prior (Education), University of Minnesota Thesis panel, May 20, 1991	Member
Qian Jianye (Ed C&I), University of Minnesota Oral prelim examination, November 17, 1991	Member
Susan Ranney (Ed C&I), University of Minnesota Oral prelim examination, March 13, 1990 Dissertation defense, May 26, 1993	Member
Suellen Rundquist (Linguistics), University of Minnesota Oral prelim examination, May 26, 1989 Dissertation defense, December 14, 1990	Member
Prosper Sanou (Ed C&I), University of Minnesota Oral prelim examination, November 30, 1990 Dissertation defense, April 30, 1992	Member
Nili Sharon (Ed C&I), University of Minnesota Written prelim examination, Fall 1984 Oral prelim examination, November 29, 1984	Member
Andreas Schramm (Linguistics), University of Minnesota Oral prelim examination, December 4, 1995	Member
Rachel Shively (Hispanic Linguistics), University of Minnesota Written prelim examination, April 10, 2005 Oral prelim examination, April 20, 2005	Member
Eunsook Shim (Ed C&I), University of Minnesota Written prelim examination, May 12, 2003 Oral prelim examination, September 12, 2003 Dissertation defense, May 4, 2005	Member
William Sims (Ed C&I), University of Minnesota Written prelim examination, April 6, 1989 Oral prelim examination, April 19, 1989 Dissertation defense, March 6, 1996	Member
Jan Smith (Linguistics), University of Minnesota Written prelim examination, December 1982 Oral prelim examination, July 15, 1986 Dissertation defense, December 13, 1991	Advisor

L. Ripley Smith (Speech Communication), University of Minnesota	Member
Oral prelim examination, February 15, 1991	
Prospectus meeting, May 1991	
Dissertation defense, May 28, 1996	
Rob Strong (Hispanic Linguistics), University of Minnesota	Member
Oral prelim exam, April 18, 1997	
Laurie Swabey (Linguistics), University of Minnesota	Member
Oral prelim exam, February 16, 2000	
Bonnie Swierzbin (Linguistics), University of Minnesota	Advisor
Oral prelim exam, December 3, 2001	
Dissertation defense, May 11, 2004	
Hiroko Tajika (Linguistics), University of Minnesota	Advisor
Written prelim exam, March 15, 1996	
Oral prelim exam, August 1996	
Dissertation defense, January 22, 1999	
Gordon Thomas (English), University of Minnesota	Member
Written prelim examination, Spring 1982	
Oral prelim examination, May 1983	
Dissertation defense, November 21, 1984	
Phil Thornberry (Hispanic Linguistics), University of Minnesota	Member
Written prelim examination, Dec 5, 2011	
Oral prelim examination, Dec 16, 2011	
Dissertation defense, April 25, 2014	
John Trimble (Hispanic Linguistics), University of Minnesota	Member
Written prelim examination, Nov 20, 2011	
Oral prelim examination, Dec 2, 2011	
Dissertation defense, June 7, 2013	
Thomas Upton (Ed C&I), University of Minnesota	Member
Written prelim examination, April 23, 1991	
Oral prelim examination, January 15, 1992	
Phyllis Van Buren (Hispanic Linguistics), University of Minnesota	
Oral prelim examination, May 3, 1985	
JoAnne VanOorsouw (Ed C&I), University of Minnesota	Member
Oral prelim examination, July 8, 1986	
Ken Willing (Applied Linguistics), Macquarie University, Australia	Outside Reader
External examiner for PhD Thesis, July 31, 1994	
Alan Wortham (Linguistics), University of Minnesota	Chair
Written prelim exam, June 10, 1997	
Lucy Wu (Ed C&I), University of Minnesota	Member
Dissertation defense, December 5, 1990	
Xudong Wu (Education), University of Tasmania	Outside Reader
Thesis exam, April 30, 1994	
Tomoharu Yanagimachi (Ed C&I), University of Minnesota	Reader
Written prelim exam, January 2, 1996	
Oral prelim exam, April 3, 1996	
Dissertation defense, July 1, 1997	
Xu Zhang (Ed C&I), University of Minnesota	Member
Written prelim examination, October 28, 2003	
Oral prelim exam, May 20, 2004	
Yao Zhu (Linguistics), University of Minnesota	Member
Oral prelim examination, April 28, 1994, Dissertation defense, June 12, 1997	

PROFESSIONAL SERVICE

Editor, “Perspectives” column, *Modern Language Journal*

2012 to present

Co-Editor, *Applied Linguistics*

1984-1989

Head, Program in English as a Second Language, University of Minnesota

1983-86, 1987-97, 1999-2006, 2012-14.

Acting Director, Program in English as a Second Language, University of Minnesota

1981-82

Associate Director, Program in English as a Second Language, University of Minnesota

1979-80

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Teachers of English to Speakers of Other Languages (TESOL)

Member, 1970-present

Member, Research Committee, 1976-1981

Chair, Research Committee, 1979-1981

Co-Chair, Ethical Guidelines Subcommittee, Research Committee 1978-79

American Association for Applied Linguistics (AAAL)

Member, 1977-present

Member, Nominations Committee, 1981-82

Member-at-Large, Executive Committee, 1983-1984

Vice President, 1990-91 (organized and put on first independent AAAL conference, 1991 in NYC)

President, 1991-92

Past President, 1992-93

MinneTESOL

Member, 1979-present

American Council of Teachers of Foreign Languages (ACTFL)

Member

SERVICE TO THE UNIVERSITY

Director, Center for Advanced Research on Language Acquisition (CARLA) 10/1/93 to 3/15/94, 9/15/96 to present

Member, University Senate, 9/1/2008-6/6/2010

Member, University Senate Committee on Educational Policy, 1/1/2009-6/30/2013

Member, Graduate School Committee on Student Learning Outcomes, 9/1/2012-6/30/2013

Acting Director, National Language Resource Center, University of Minnesota 9/15/96 to 9/15/97

Chair, Advisory Committee, Center for Adv. Research on Language Acquisition (CARLA) 9/16/96 to present

Planning Committee, President’s Forum on Excellence in Teaching Member, December 1995 to June 1996

Member, Language, Literature & the Arts Review Council, 1/1/00 to 8/31/03

Member, Graduate/Professional Awards Selection Committee, 2003-2006, 2011

SERVICE TO GLOBAL PROGRAMS AND STRATEGY ALLIANCE

International Program Committee

Member, 1/08 to 12/11

Global Seminar Selection Committee, member, 5/09.

Selection Committee, Award for Global Engagement, member, 11/09.

SERVICE TO THE COLLEGE OF LIBERAL ARTS

Distinguished Teacher Award Review Committee
Member, 9/16/84 to 6/15/86
Chair, 9/16/85 to 6/15/86

Composition Program
Policy Advisory Board
Member, 9/16/82 to 6/15/86
Writing Service Advisory Committee
Member, 9/16/82 to 6/15/83
TA Appointments Committee
Member, 9/16/82 to 6/15/83
Subcommittee on Statewide Writing Programs
Member, 1/1/85 to 3/15/85

Committee on Second Language Education (ComSLE)
Member, 9/16/85 to 6/16/86
Chair, 9/16/97 to 9/16/98
Member, 9/16/10 to present

Search Committees, Department of English
Member, 9/16/80 to 12/31/80
Member, 9/16/80 to 12/31/80
Member, 9/16/82 to 1/31/83

Search Committee, Department of Speech Communication
Member, 9/16/85 to 6/15/86

Search Committee, Department of Asian Languages and Literatures (6 pos.)
Member, 9/1/00 to 2/1/01

Search Committee, Department of Work, Families and Children
Member, 9/1/00 to 12/31/00

Search Committee, Dept of Spanish & Portuguese
Member, 12/2013 to 1/2014

English Department Review: testimony given 4/29/85

CLA Assembly
Member, 9/16/89 to 6/30/92
Member, 9/1/03 to 6/30/06

CLA Instructional Awards Committee
Member, 9/1/02 to 6/30/04

SERVICE TO THE INSTITUTE OF LINGUISTICS, ENGLISH AS A SECOND LANGUAGE AND SLAVIC LANGUAGES AND LITERATURES (ILES)

Member, Executive Committee, ILES
1/1/00 to 6/30/06
Chair, Program in English as a Second Language
1/1/00 to 6/30/06
Director of Graduate Studies, M.A. Program in ESL
1/1/00 to 6/30/06
Chair, Admissions and Fellowships Committee, MA in ESL
1/1/00 to 6/30/06

SERVICE TO THE INSTITUTE OF LINGUISTICS AND ASIAN AND SLAVIC LANGUAGES AND LITERATURES (ILASLL)

Chair, Program in English as a Second Language
7/1/92 to 9/15/97, 9/1/98 to 12/31/99
Director of Graduate Studies, M.A. Program in ESL
7/1/92 to 9/15/97, 9/1/98 to 12/31/99
Chair, Admissions & Fellowships Committee, ESL
Chair, 7/1/92 to 9/15/97, 9/1/98 to 12/31/99
Member, 9/16/97 to 9/16/98, 9/1/99 to present
Chair, Faculty Affairs Committee
11/1/95 to 6/15/96
Member, Admissions & Fellowships Committee, Linguistics
9/16/94 to 6/15/97
Member, Executive Committee
9/15/92 to 8/31/97, 9/15/99 to 12/31/99
Member, Committee on Curriculum & Instruction
9/16/92 to 10/31/95
Chair, Search Committee for Asst Prof in ESL
12/1/99 to 3/31/00
Chair, Search Committee for Asst Prof in ESL
9/15/96 to 11/15/97
Chair, Promotion Committee for Iraj Bashiri
11/1/95 to 12/15/95
Chair, Ad Hoc Committee on Promotion to Professor, Andrew Cohen
5/92 to 8/92
Case Worker, Promotion of Andrew Cohen to Professor
8/92 to 3/93
Chair, Merit Committee
9/16/93 to 6/15/93

SERVICE TO THE LINGUISTICS DEPARTMENT

Director, Program in English as a Second Language
6/16/87 to 6/30/92
Associate Director, Program in English as a Second Language
9/16/79 to 6/16/80
Acting Director, Program in English as a Second Language
8/16/81 to 6/15/82
Director of Graduate Studies, ESL
8/16/81 to 6/15/82, 6/16/87 to 6/30/92

Appeals Committee
Member, 9/16/83 to 6/15/86
Chair, 9/16/84 to 6/15/85
Library Committee
Member, 9/16/79 to 6/16/81, 9/16/82 to 6/15/85
Chair, 9/16/80 to 6/16/81, and 9/16/83 to 6/15/84
ESL Admissions and Fellowships Committee
Member, 9/16/79 to 6/16/83, 9/16/84 to 6/15/86
Chair, 9/16/80 to 6/15/81, 1/15/82 to 6/16/82, 9/16/87 to 6/30/97
Assistant Professor Search Committee
Chair, 9/16/90 to 3/15/91

Curriculum Committee

Member, 9/16/80 to 6/15/81

Applied Linguistics Speaker Committee, Member, 1980

Co-coordinator, Minnesota Regional Conference on Language and Linguistics
9/16/79 to 6/16/80

Coordinator, Minnesota Regional Conference on Language and Linguistics
9/16/85 to 12/31/86

Abstract Screening Committee, Mn. Reg. Conf. on Language and Linguistics
Winter, 1980, Winter 1981, Winter 1984

ESL Program Search Committees

Member, December 1979

Member, 3/1/80 to 5/31/80

Member, 3/81 to 6/15/81

Member, 9/16/84 to 6/15/85

Chair, 9/16/85 to 6/15/86

Committee on Faculty Merit Increases

Member, 9/16/88 to present

Minnesota English Center Search Committees

Member, Fall 1981

Member, Winter 1981

Member, Fall 1980

Member, Spring 1981

Chair, 2/1/89 to 6/15/89

Chair, 2/1/89 to 6/15/89

Coordinator, Colloquium in Honor of B.W. Robinett, upon her retirement,
May 1988

CURRICULUM VITAE—SHORT FORM
TARA WILLIAMS FORTUNE
June 2014

A. PERSONAL INFORMATION

1. Name, Position, Unit

Tara W. Fortune, Immersion Project Director
University of Minnesota
Center for Advanced Research on Language Acquisition
██
Minneapolis, MN 55414
Phone: ██████████ email: ██████████

2. Educational History

- Ph.D. University of Minnesota, Minneapolis, MN; Major Areas: Second Languages and Cultures
2001 Education, Language Immersion Education, Hispanic Linguistics.
- M.A. University of Minnesota, Minneapolis, MN; Major Areas: Second Languages and Cultures
1995 Education, Language Immersion Education, English as a Second Language.
- B.A. College of St. Benedict, St. Joseph, MN; Major Areas: Classical Languages, Humanities,
1977 German, and Spanish. Study Abroad in Switzerland, Germany (1976 – 77; 1977-78).

B. PERSONAL INFORMATION

1. (Edited) Books

- 2011 Tedick, D. J., Christian, D. & Fortune, T. W. (Eds.). *Immersion education: Practices, policies, possibilities*. Bristol, UK: Multilingual Matters, Ltd.
- 2010 Fortune, T. W., with Menke, M. R. *Struggling learners and language immersion education: Research-based, practitioner-informed responses to educators' top questions (CARLA Publication Series)*. Minneapolis: University of Minnesota, The Center for Advanced Research on Language Acquisition.
- 2008 Fortune, T. W. & Tedick, D. J. (Eds.) *Pathways to multilingualism: Evolving perspectives on immersion education*. Clevedon, UK: Multilingual Matters, Ltd.

2. Recent Book Chapters

- In press Curtain, H. & Fortune, T. W. Focus on immersion programs. In H. Curtain (Ed.) *Language and children: Making the match, 5th Edition*. Boston, MA: Pearson Education, Inc.
- 2013 Tedick, D. J., & Fortune, T. W. Bilingual/immersion teacher education. In Carol A. Chapelle (Ed.). *The Encyclopedia of Applied Linguistics* (pp. 438-443). Hoboken, NJ: Wiley-Blackwell. Published online 5 Nov. 2012 doi: 10.1002/9781405198431.wbeal0096
- 2012 Fortune, T. W. What the research says about immersion. In Asia Society (Ed.), *Chinese language learning in the early grades: A handbook of resources and best practices for Mandarin immersion* (pp. 9-13). Retrieved on May 8, 2012 from <http://asiasociety.org/education/chinese-language-initiatives/chinese-language-learning-early-grades>
- 2011 Fortune, T.W. Struggling learners and the language immersion classroom. In D. J. Tedick, D. Christian, & T. W. Fortune (eds.), *Immersion education: Practices, policies, possibilities*, pp. 251-70. Clevedon, England: Multilingual Matters, Ltd.
- 2008 Fortune, T. W., Tedick, D. J. & Walker, C. L. Integrated language and content teaching: Insights from the language immersion classroom. In Fortune, T., & Tedick, D. J. (Eds.). *Pathways to multilingualism: Evolving perspectives on immersion education*. (pp. 71-96). Clevedon, UK: Multilingual Matters, Ltd.

3. Recent Journal Articles

- In prep Fortune, T. W., & Zhang-Gorke, Y. Academic achievement and language development in early total Chinese immersion education.
- Under review Fortune, T. W., & Tedick, D. J. Oral proficiency development of K-8 Spanish immersion students. *Language Learning*.
- In press Genesee, F. & Fortune, T. W. Bilingual education and at-risk students. *Journal of Immersion and Content-Based Language Education*. [Special issue: Language Immersion Education: A Research Agenda for 2015 and Beyond, edited by Tedick & Björklund].

4. Articles in Electronic Format

- 2013 Fortune, T. W. *Inclusive education and the struggling immersion learner*. *Réflexions*, 32, 2, pp. 20-21, 23. Ottawa, Ontario, Canada: The Canadian Association of Second Language Teachers (CASLT)/L'Association canadienne des professeurs de langues secondes (ACPLS). Retrieved from <http://www.caslt.org/pdf/reflexions-spring-2013-1-3.pdf>
- 2013 Fortune, T. W. *Language or languages at the core?* Washington, D.C.: National Capitol Language Resource Center. Retrieved on December 17, 2012 from http://nclrc.org/about_teaching/topics/feature.html - new
- 2012 Fortune, T. W. *What research tells us about immersion*. Bethesda, MD: Education Week's Blog: Global Learning. Retrieved September 23, 2012 from http://blogs.edweek.org/edweek/global_learning/2012/09/what_research_tells_us_about_immersion.html
- 2003 Fortune, T. W. & Tedick, D. J. *What parents want to know about foreign language immersion programs*. ERIC Digest, Washington, DC: Center for Applied Linguistics. <http://www.cal.org/resources/digest/0304fortune.html>

5. Online Curriculum Materials

- 2012 Fortune, T.W., Wieland, M., & Minnesota Mandarin Immersion Collaborative Team. Minnesota Mandarin Immersion Collaborative “Designing Model Membranes” Unit. Retrieved January 4, 2013 from http://www.carla.umn.edu/immersion/MMIC/unit_membranes.html

6. Keynote Presentations

- 2013 Fortune, T. W. (2013, April). *Inclusive education and the struggling immersion learner*. Keynote address at Languages Without Borders National Conference, Canadian Association of Second Language Teachers, Winnipeg, Alberta, Canada.
- 2011 Fortune, T. W. (2011, November). *Struggling learners and dual language/immersion education: Research-based, practitioner-informed principles*. Keynote address at 19th Annual Two-Way Immersion Conference, Sacramento, CA.
- 2011 Tedick, D. J. & Fortune, T. W. (2011, May). *The yin and yang of immersion teacher development*. Keynote address at “Expanding our Horizons: Seventh International Conference on Language Teacher Education”. Minneapolis, MN: Center for Advanced Research on Language Acquisition.

C. EXAMPLES OF PROFESSIONAL SERVICE and INTERNATIONAL PROJECTS

Editorial Board Member & Book Review Editor— Journal of Immersion and Content-Based Language Education, John Benjamins, 2011-present [first volume published Spring 2013].

Founding Chairperson – American Council on the Teaching of Foreign Languages (ACTFL) Dual Language and Immersion Special Interest Group, 2011 – 2013.

Chair of 4th Immersion 2012 Conference: Bridging Contexts for a Multilingual World —An international gathering of researchers and educators representing one-way world language immersion, two-way bilingual immersion and indigenous language immersion.

CURRICULUM VITAE—SHORT FORM
DIANE J. TEDICK
June 2014

A. PERSONAL INFORMATION

1. Rank, Department, Area of Specialization:

Associate Professor
University of Minnesota
Department of Curriculum & Instruction
████████████████████
Minneapolis, MN 55455
Phone: ██████████ email: ██████████

2. Educational History:

- Ph.D. The Ohio State University, Columbus, OH; Major Areas: Foreign Language Education, 1988 TESOL, Reading, Writing.
- M.A. The Ohio State University; Major Areas: Early and Middle Childhood Education, 1982 Bilingual/Multicultural Education.
- B.A. Kent State University, Kent, OH; Major Areas: Spanish, Secondary Education. University of Madrid, Madrid, Spain (1976–77); Spanish Language and Culture. 1978

B. SELECTED AWARDS and DISTINCTIONS

- 2013 Recipient of the ACTFL-MLJ Paul Pimsleur Award for Research in Foreign Language Education (with Laurent Cammarata, University of Alberta)
- 2012 Fulbright Specialist in Education (Bilingual and Multilingual Education) University of Vaasa, Finland, May-June.

C. SELECTED EXAMPLES OF DISCIPLINED INQUIRY

1. Edited Books

- 2011 Tedick, D. J., Christian, D. & Fortune, T. W. (Eds.). *Immersion education: Practices, policies, possibilities*. Bristol, UK: Multilingual Matters, Ltd.
- 2008 Fortune, D. J. & Tedick, D. J. (Eds.) *Pathways to multilingualism: Evolving perspectives on immersion education*. Clevedon, UK: Multilingual Matters, Ltd.
- 2005 Tedick, D. J. (Ed.). *Second Language Teacher Education: International Perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

2. Selected Recent Book/Encyclopedia Chapters

- In press Tedick, D. J. Bilingual/immersion education in the U.S. In P. Mehisto (Ed.), *Building bilingual education systems: Forces mechanisms, and counterweights*. Cambridge: Cambridge University Press.
- In press Larsen-Freeman, D. & Tedick, D. J. Teaching world languages: Thinking differently. In D. H. Gitomer & C. A. Bell (Eds.), *AERA handbook of research on teaching*. Washington, DC: American Educational Research Association.
- In press Young, A. I. & Tedick, D. J. Collaborative dialogue in a two-way Spanish/English immersion classroom. In M. Sato & S. Ballinger (Eds.), *Peer interaction and second language learning: Pedagogical potential and research agenda*. Amsterdam: John Benjamins.
- 2013 Tedick, D. J., & Fortune, T. W. Bilingual/immersion teacher education. In Carol A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 438–443). Hoboken, NJ: Wiley-Blackwell. doi: 10.1002/9781405198431.wbeal0096

- 2011 Tedick, D. J., Christian, D., & Fortune, T. W. The future of immersion education: An invitation to ‘dwell in possibility’. In Tedick, D. J., Christian, D. & Fortune, T. W. (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 1–10). Bristol, UK: Multilingual Matters, Ltd.
- 2011 Broner, M. & Tedick, D.J. Talking in the 5th grade classroom: Language use in an early total Spanish immersion program. In Tedick, D.J., Christian, D. & Fortune, T.W. (Eds.), *Immersion education: Practices, policies, possibilities* (pp. 166–186). Bristol, UK: Multilingual Matters, Ltd.
3. Selected Recent Articles in Refereed Journals
- In press Lyster, R. & Tedick, D. J. Research perspectives on immersion pedagogy: Looking back and looking forward. *Journal of Immersion and Content-Based Language Education* [Special issue: Language Immersion Education: A Research Agenda for 2015 and Beyond]
- 2013 Tedick, D. J. (2013). Embracing proficiency and program standards and rising to the challenge: A response to Burke. *Modern Language Journal*, 97(2), 535–538. [invited]
- 2012 Tedick, D. J. & Cammarata, L. Content and language integration in K-12 contexts: Student outcomes, teacher practices and stakeholder perspectives. *Foreign Language Annals*, 45(S1), S28–S53.
- 2012 Cammarata, L. & Tedick, D. J. Balancing content and language in instruction: The experience of immersion teachers. *Modern Language Journal*, 96(2), 251–269.
- 2009 Tedick, D. J. K-12 Language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263–267.
4. Articles in Electronic Format
- 2003 Fortune, T. W. & Tedick, D. J. *What parents want to know about foreign language immersion programs*. ERIC Digest, Washington, DC: Center for Applied Linguistics. <http://www.cal.org/resources/digest/0304fortune.html>
5. Curriculum Materials
- 2000/ CoBaLTT Web Resource Center—an extensive collection of readings, activities, and
2006 resources to support content-based language instruction (developed with L. Cammarata and M. Johnshoy). <http://www.carla.umn.edu/cobaltt/>
6. Keynote Presentations
- 2014 Tedick, D. J. (May). *Best practices for maximizing immersion program efficacy*. Plenary address at Brazilian Immersion Conference. São Paulo, Brazil.
- 2011 Tedick, D. J. & Fortune, T. W. (2011, May). *The yin and yang of immersion teacher development*. Keynote address at “Expanding our Horizons: Seventh International Conference on Language Teacher Education”. Minneapolis, MN: Center for Advanced Research on Language Acquisition.

D. EXAMPLES OF PROFESSIONAL SERVICE and INTERNATIONAL PROJECTS

Founding co-editor, *Journal of Immersion and Content-Based Language Education*, John Benjamins, 2011–present [first volume published Spring 2013].

Co-Chair, Strand 3: Preservice and inservice teacher education— *Immersion 2014: Mainstreaming Access to Multilingual Communities*—An international conference, Oct., 2014, Salt Lake City.

International Seminar on Immersion Teacher Education—Represented the U.S. at this seminar, which was held at the University of Vaasa, Finland Oct. 15–16, 2013.

Chair of 2012 Dual Language/Immersion Researcher Convocation—An international gathering of researchers representing one-way foreign/second language immersion, two-way bilingual immersion and indigenous language immersion to establish research agenda for next decade, Oct. 17, 2012.

CURRICULUM VITAE

ROY LYSTER, PhD

Professor of Second Language Education
Department of Integrated Studies in Education, McGill University

Telephone: [REDACTED]; Fax: [REDACTED]

<http://people.mcgill.ca/roy.lyster/>

1. FULL-TIME EMPLOYMENT

McGill University (Montreal, Quebec)

- since 2008 Full Professor
- 1997–2008 Associate Professor
- 1992–1997 Assistant Professor
- 1991–1992 Faculty Lecturer

Scarborough Board of Education (Toronto, Ontario)

- 1982–1991 French Immersion Teacher

2. POST-SECONDARY EDUCATION

- PhD (1993) Applied Linguistics (University of Toronto)
- M.Ed. (1988) Second Language Education (University of Toronto)
- B.Ed. (1982) Teaching French as a Second Language (University of Toronto)
- MA (1981) Lettres modernes (Université de Paris VII, France)
- BA (1979) French Language and Literature (University of Regina, Saskatchewan)

3. SELECTED EXAMPLES OF RECENT RESEARCH PRODUCTIVITY

Book

- Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam: John Benjamins.

Special Issue

- Lyster, R., & Ballinger, S. (Eds.). (2011). Content-based language teaching. [Special Issue]. *Language Teaching Research*, 15 (3).

Articles

- Lyster, R., & Tedick, D. (in press). Research perspectives on immersion pedagogy: Looking back and looking forward. *Journal of Immersion and Content-Based Education*, 2(2).
- Llinares, A., & Lyster, R. (2014). The influence of context on patterns of corrective feedback and learner uptake: A comparison of CLIL and immersion classrooms. *The Language Learning Journal*, 42 (3). DOI: 10.1080/09571736.2014.889509
- Lyster, R., Quiroga, J., & Ballinger, S. (2013). The effects of biliteracy instruction on morphological awareness. *Journal of Immersion and Content-Based Language Education*, 1 (2), 169-197.
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46 (1), 1-40.
- Lyster, R., & Ballinger, S. (2011). Content-based language teaching: Convergent concerns across divergent contexts. *Language Teaching Research*, 15, 279-288.

Chapters

- Lyster, R., & Genesee, F. (2012). Immersion education. In C. Chapelle (Ed.), *The encyclopedia of*

applied linguistics. Oxford, UK: Wiley-Blackwell.

- Lyster, R. (2012). Content-based language teaching. In P. Robinson (Ed.), *The encyclopedia of SLA* (pp. 125-128). New York: Routledge.
- Lyster, R., & Sato, M. (2013). Skill Acquisition Theory and the role of practice in L2 development. In P. García Mayo, M. Gutierrez-Mangado, & M. Martínez Adrián (Eds.), *Contemporary approaches to second language acquisition* (pp. 71-92). Amsterdam: Benjamins.
- Blanc, N., Carol, R., Griggs, P., & Lyster, R. (2012). Lexical scaffolding in immersion classroom discourse. In E. Alcón & M. P. Safont (Eds.), *Discourse and language learning across L2 instructional contexts* (pp. 31-51). Amsterdam: Rodopi.
- Lyster, R. (2011). Content-based second language teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning, Vol. 2* (pp. 611-630). New York: Routledge.
- Lyster, R. (2010). Vers une pédagogie de l'immersion qui fait le contrepois entre forme et contenu. In R. Carol (Ed.), *Apprendre en classe d'immersion* (pp. 101-128). Paris: Harmattan.

Invited Plenary Talks

- Lyster, R. (2014, October). *What does it mean to be an immersion teacher?* 5th International conference on language immersion education: Mainstreaming Access to Multilingual Communities. Salt Lake City, UT.
- Lyster, R. (2014, May). *Language and content in immersion pedagogy: Two sides of the same coin?* 2nd Brazilian Immersion Conference. Escola Beit Yaacov, Sao Paulo, Brazil.
- Lyster, R. (2014, April). *Integrating language across the immersion curriculum*. IV Simposi internacional sobre l'ensenyament del català. Universitat de Vic, Spain.
- Lyster, R. (2013, October). *Forme et contenu en immersion : deux faces d'une même pièce?* Congrès annuel de l'Association canadienne des professeurs d'immersion. Calgary, AB.
- Lyster, R. (2013, October). *Décloisonnement linguistique et développement de la bilittératie en classe bilingue*. 5^e Colloque de l'Association pour le Développement de l'Occitan. Mende, France.
- Lyster, R. (2013, June). *Research perspectives on integrating language and content through counterbalanced instruction*. Applied Linguistics Perspectives on Content and Language Integrated Learning Conference, Universidad Autónoma de Madrid, Spain.
- Lyster, R. (2013, April). *The interplay between language and content in counterbalanced instruction*. 4th Annual Conference of the China Educational Linguistics Association. Shanghai University, China.
- Lyster, R. (2012, October). *Integrated language learning across the immersion curriculum*. 4th International Conference on Immersion Education. Center for Advanced Research on Language Acquisition, University of Minnesota, Minneapolis, MN.

4. SELECTED EXAMPLES OF CURRENT SERVICE TO THE SCHOLARLY COMMUNITY

Special Feature Co-editor – New Perspectives on Research

- 2014-17 *Journal of Immersion and Content-Based Language Education*, John Benjamins

Associate Partner – European Centre for Modern Languages

- 2012-15 Literacies through Content and Language Integrated Learning

External Project Advisor – University of Minnesota

- 2010-14 Immersion Projects, Center for Advanced Research on Language Acquisition

Editorial Board Member

- since 2013 *Language Teaching Research*, Sage Publications
- since 2012 *Journal of Immersion and Content-Based Language Education*, John Benjamins

DANIEL B. SONESON

Address

CLA Language Center
University of Minnesota
[REDACTED]
[REDACTED]
Minneapolis, MN 55455
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Education

Ph.D. Indiana University, August 1985 (German)
M. A. Indiana University, March 1983 (Religious Studies)
M. A. Indiana University, September 1979 (German)
B. A. Macalester College, May 1975 (German, Religion, Magna cum laude)

Academic and Administrative Positions

Director, CLA Language Center, University of Minnesota, 2010-
Managing Editor, *IALLT Journal*, 2012-
Chair, CLA Committee on Second Language Education, 2013-
Chair, CLA Second Language Acquisition Working Group, 2012-2013.
Conference Co-Chair (with Elaine Tarone), CLAC Conference: "Exploring Approaches to Cultures & Languages Across the Curriculum," University of Minnesota, March 9-10, 2012.
Director, Foreign Language Lab, Southern Connecticut State University, 1999-2010.
Professor of Foreign Languages, Southern Connecticut State University, 2007-2010.
Associate Professor of Foreign Languages, Southern Connecticut State University, 2002-2007.
Assistant Professor of Foreign Languages, Southern Connecticut State University, 1999-2002.
Director, "SummerTech," Southern Connecticut State University, 2001-2009.
Director, Study Abroad Program in Tübingen and Vienna, Macalester College, 1994-1999.
Assistant Professor, German, Montana State University, 1985-1991.

Selected Research/Scholarship/Creative Activity

Publications

Klee, C., Melin, C., and Soneson, D. "From Frameworks to Oversight: Components to Improving FL Program Efficacy," in Norris, J. and Mills, N., eds. *Innovation and Accountability in Foreign Language Program Evaluation*, AAUSC Volume 2014. Forthcoming.
Soneson, D., and Tarone, E., with Chamot, A., Malone, M. & Mahajan, A. (Eds.) (2012). *Expanding our horizons: Language teacher education in the 21st century*. Minneapolis: Center for Advanced Research on Language Acquisition (CARLA).

Software

- Spaziergang durch die Josefstädter Strasse* (in progress), a DVD-ROM project presenting an interactive virtual walk down a central shopping street in an inner district of Vienna, Austria.
- Cartes Postales*, a CD-ROM interface for navigating over 300 digital photographs of Grenoble, France, 2005.
- Virtual Overhead*, a computer program to make effective use of a “smart classroom” by organizing graphics, images, texts, audio and video materials and web sites for interactive presentation and discussion in classrooms, 2005.
- TestFabrik 1.5*, an upgrade of the *TestFabrik* application which allows instructors to construct and administer multimedia interactive computer-based exams for assessing the communicative competence of foreign language students in speaking, listening, reading and writing, 2005.
- LabRecorder 1.0*, software for constructing oral activities. Students record and monitor their oral production, 2003.

Selected Presentations

- “Developing a Hybrid Training Seminar for Hybrid Language Instructors,” with Beth Kautz, International Association for Language Learning Technology Conference, Fort Lauderdale, FL, June 13, 2013.
- “IALLT Journal: Focus and Direction,” International Association for Language Learning Technology Conference, Fort Lauderdale, FL, June 13, 2013.
- “In-Service Training to Support the Transition to a Hybrid Language Class Format,” with Beth Kautz, Eighth International Conference on Language Teacher Education, Washington, DC, May 31, 2013.
- “CLA Language Center at the University of Minnesota: Structure,” “Rethinking the Language Center in an Age of Globalization,” Symposium of the Consortium for Language and Teaching, Yale University, November 10, 2012.
- “If we all agree on everything, then how come we aren’t all doing the same thing?,” with Megan Corbin, Beth Kautz & Rick Treece. MWALLT Conference, Gustavus Adolphus College, St. Peter, MN, November 3, 2012.
- “Experiencing a Street in Vienna,” CALICO (Computer Assisted Language Instruction Consortium) Annual Conference, University of Notre Dame, June 15, 2012.
- “Technology as a Tool for Connecting Cultures and Languages Across the Curriculum,” with Sharon Scinicarielly, University of Richmond and Cindy Evans, Skidmore College, CLAC Consortium annual conference, University of Minnesota, March 10, 2012.
- “The Role of Foreign Languages in Internationalizing the Curriculum,” with Ana Paula Ferreira, Rick McCormick, Eileen Sivert, Klaas van der Sanden, Internationalizing the Curriculum Conference, March 25, 2011, U of Minnesota
- “Technology Options for Foreign Language Teachers,” with Marlene Johnshoy, pre-conference Workshop, Seventh International Conference on Language Teacher Education, Minneapolis, May 19, 2011.
- “A Virtual Walk through Vienna,” Keynote Presentation at annual technology showcase, Anderson Language Technology Center, University of Colorado Boulder, April 22, 2011.

- “Developing Advanced Proficiency,” with Elaine Tarone, Laurie Frasier, MWALLT Conference, Minneapolis, October 10, 2010.
- “Assessing Communicative Competence with TestFabrik,” Pre-Conference workshop, IALLT (International Association for Language Learning and Technology) Biennial Conference, Medford, MA, June 20, 2007.
- “Supporting Languages with the Instructional Suite,” Pre-Conference workshop, IALLT (International Association for Language Learning and Technology) Biennial Conference, Medford, MA, June 19, 2007.
- “Supporting Foreign Languages with *Revolution*,” NEALLT (Northeast Association for Language Learning Technology) annual meeting, Philadelphia, PA, April 8, 2006.
- “Going Digital with ‘Virtual Overhead,’” IALLT International Conference, Provo, UT, August 9, 2005.

Selected Grants and Awards

- Teaching Innovation Program Fellowship Grant, “Preparing Reflective Teachers through Program-long Blogs and Electronic Portfolios,” with Elena Schmitt, 2008.
- Connecticut State University Research Grant: “Production of an Interactive Multimedia DVD-Rom: ‘Die Josefstädter Strasse,’” 2007-2008.
- Connecticut State University Learning Assessment and Improvement Grant Program: “Assessing Student Oral Proficiency in Italian after Two Years,” with Pina Palma and Elena Schmitt, 2006.
- SCSU Curriculum Development Grant: “Designing and Developing Materials for the new Second-Year German Program,” 2005.
- SCSU Curriculum Development Grant: “Developing Multimedia Materials for Italian 200,” with Pina Palma, 2004.
- Southern Connecticut State University Faculty Development Grant (with Lorrie Verplaetse), to host a series of workshops on second language acquisition, 2000.
- Grant Facilitator in German, Title II: Strengthening Skills of Teachers and Instruction in Foreign Language. Facilitate in-service workshops for high school teachers of German in Montana, Montana State University. Focus on teaching for Proficiency and phonetics (1986).
- Burlington Northern Foundation Faculty Achievement Award for Outstanding Teaching, Montana State University, 1989.
- Lieber Associate Instructor Teaching Award, Indiana University, 1981.

Effective Date: June, 2014

CHARLOTTE ANN MELIN, PROFESSOR

Department of German, Scandinavian and Dutch, University of Minnesota

Phone: [REDACTED] e-mail: [REDACTED]

EDUCATION

1974 B.A., Bennington College

1979 M.A., German, University of Michigan

1983 Ph.D., German, University of Michigan

ACADEMIC AND ADMINISTRATIVE EXPERIENCE

1994-present University of Minnesota, Department of German, Scandinavian and Dutch.

Assistant-Full Education Specialist 1994-7; Assistant Professor 1997-2002; Associate Professor 2002-2013, Director of Language Instruction 1995-2006, Interim Chair, GSD (June-December 2003), Chair, GSD (June 2006-July 2009); Professor 2013-present.

1993-1994 Wittenberg University, Adjunct Lecturer

1990 Tufts University, Lecturer (German), Winter 1990.

1986-1991 Williams College, appointments as Research Associate and Lecturer.

1977-1985 University of Michigan. Teaching Assistant 1977-1982 (Residential College and German Department); Residential College, Adjunct Lecturer, 1983-84; Residential College, German Program Head 1984-85.

SELECTED PUBLICATIONS

Books

In process: *Foreign Language Teaching and the Environment: Theory, Curricula, Institutional Structures*. Ed. Charlotte Melin. For the Modern Language Association teaching series: http://www.mla.org/tllc_fl_teaching_and_environment.

With or Without: Reading Postwar German Women Poets, Evanston: Northwestern University Press, 2013.

Poetic Maneuvers: Hans Magnus Enzensberger and the Lyric Genre. Evanston: Northwestern University Press, 2003 (Avant-garde and Modernism Studies series).

German Poetry in Transition (1945-1990), a critical anthology of new translations, edited and annotated, with translations by C. Melin. Hannover: University Press of New England, 1999.

Recent Articles

“Claiming the Language Ecotone: Translinguality, Resilience, and the Environmental Humanities,” co-authored with Natalie Eppelsheimer and Uwe Kuchler (forthcoming, *Resilience* 1.2, journal website: <http://www.resiliencejournal.org/>).

“From Frameworks to Oversight: Components to Improving FL Program Efficacy,” co-authored with Carol Klee and Dan Soneson, *AAUSC Yearbook 2014* (forthcoming).

“‘Morgens riecht der Fluß aseptisch’: Decomposing Nature in the Anthology *Laute Verse*.” *Colloquia Germanica* 44.2 (2014): 215-32. Special issue on ecocriticism.

“German Women’s Poetry Circa 1900: A Forgotten Anthology,” *The German Quarterly* 87.1 (2014): 49-66.

“Climate Change: A ‘Green’ Approach to Teaching Contemporary Germany,” *Die Unterrichtspraxis/Teaching German* 46.2 (2013, special focus issue related to teaching environmental topics): 185-99.

- “*Störfall* at 25: ‘Relevance’ and the Teaching of Environmental Literature.” *Neues Curriculum* 2011 (on-line journal: <http://www.neues-curriculum.org/n-c/?p=501>).
- “Unpacking Contemporary German Poetry: Hinsehen, Lesen, Hören,” *Die Unterrichtspraxis/Teaching German* 43.2 (2010): 133-43.
- “Between the Lines: When Culture, Language and Poetry Meet in the Classroom,” *Language Teaching: Surveys and Studies* 43.3 (2010): 349-65.
- “The Language Program Director in Curricular and Departmental Reform: A Response to the MLA Ad Hoc Report,” Glenn S. Levine, Charlotte Melin, Corrine Crane, Monika Chavez, and Thomas A. Lovik. *Profession 2008* (MLA): 240-54.

Selected Projects and Workshops

- Workshop: “Internationaler Expertenworkshop Deutsch als Fremdsprache für MINT-Fächer: Grundlagen und curriculare Ansätze,” July 24-26, 2014, University of Leipzig, Germany, <http://conference.uni-leipzig.de/mint-daf-2014/>, participant and presenter.
- Green German Project* located at: <http://gsd.umn.edu/language/k16.html>. Open-access teaching materials for connecting German courses with sustainability studies, launched Nov. 2011.
- Workshop: “Bringing Nature and Environmental Studies into Languages and Cultures across the Curriculum,” in collaboration with co-presenter Thomas Hodge (Wellesley College) and organizer Ann Sherif (Oberlin College), Oberlin College, Nov. 9, 2013, Oberlin, Ohio.
- Workshop: Global Studies Professional Development Institute on Integrating Sustainability Topics into the Second Language Classroom, June 24-27, 2013, University of Minnesota, co-facilitator.
- Panel: “Green German Projects for the Future Curriculum,” American Association of Teachers of German/American Council on the Teaching of Foreign Languages, November 17, 2012, session organizer and moderator for planned panel at the request of AATG.
- Workshop: “Green Germany Weekend-Workshop,” Goethe Institut-Chicago, September 21-23, 2012, co-facilitator and presenter with Beth Kautz.

Selected Professional Activities

- IAS (Institute for Advanced Studies)-Andrew W. Mellon Foundation Humanities without Walls Initiative/The Global Midwest: Vulnerability and Resourcefulness, Summer 2014, co-PI: <http://ias.umn.edu/ias-projects/humanities-without-walls/>.
- Single Semester Leave, research award for Spring 2014.
- IAS Collaborative, “Interpretation and Translation Studies at the University”: co-convener with Joe Allen (ALL), Shaden Tageldin (CSCL), and Scott Homler (Program in Interpretation). University of Minnesota “Imagine Fund” awards (various projects), 2009-2012.
- Grant-in-Aid of Research, Artistry, and Scholarship, 2010-2011.
- Modern Language Association Executive Committee of the Division on the Teaching of Language, member 2007-2012, chair 2010.
- McKnight Summer Fellow and Faculty Summer Research Fellowship, 2000.
- Max Kade Prize for the Best Article in *The German Quarterly* 1992 (co-recipient) for “The Columbian Legacy in Postwar German Lyric Poetry” “The Columbian Legacy in Postwar German Lyric Poetry,” Cecile Zorach and Melin, *The German Quarterly* 65.3-4 (Summer-Fall 1992): 267-93.
- National Endowment for the Humanities Fellowship, 1991-1992.
- Selected memberships: German Studies Association (participant in the Environmental Studies Interdisciplinary Network), Association for Study of Literature and Environment (ASLE).

MARTHA H. BIGELOW

Professional Preparation

State University of New York College at Cortland	English	B.A.	1988
University of New Hampshire	Language and Linguistics	M.A.	1993
Georgetown University	Applied Linguistics	Ph.D.	2001

Recent Appointments

- 6/07 – pres. Associate Professor: Department of Curriculum and Instruction, University of Minnesota, Minneapolis, MN
- 9/13 – 5/14 Interim Executive Director, Educator Development and Research Center, University of Minnesota, Minneapolis, MN
- 9/11 – 5/13 Curriculum and Instruction Associate Chair, University of Minnesota, Minneapolis, MN
- 9/01 – 5/07 Assistant Professor: Department of Curriculum and Instruction, University of Minnesota, Minneapolis, MN

Recent Publications

- Bigelow, M., & Enns-Kananen, J. (Eds.). (in press). *Handbook of Educational Linguistics*. New York City: Routledge.
- Bigelow, M. & King, K. (2014). Somali immigrant youths and the power of print literacy. *Writing Systems Research*, 6(2), 1-16.
- Bigelow, M. (2014). Blending social and cognitive research traditions in language learning and teaching: A matter of mentoring and modeling, pp. 42-47. In J. H. Hulstijn, R. F. Young & L. Ortega (Eds.), *Bridging the gap: Cognitive and social approaches to research in language learning and teaching*. *Studies in Second Language Acquisition*, 36(3), 1-61.
- Ngo, B., Bigelow, M., & Lee, S. (Eds.) (2014). Introduction: What does it mean to do ethical and engaged research with immigrant communities? Special issue: Research with immigrant communities. *Diaspora, Indigenous and Migrant Education*, 8(1), 1-6
- Cushing-Leubner, J., & Bigelow, M. (2013). Principled eclecticism and the holistic approach to language teaching and learning. In S. Çelik, (Ed.) *Approaches and principles in English as a foreign language education* (pp. 247-266). Ankara, Norrsken Ltd. Stl.
- Tarone, E., Hansen, K., & Bigelow, M. (2013). Second language acquisition by adults and alphabetic literacy. In J. Hershensohn & M. Young-Scholten, (Ed.) *Handbook of second language acquisition* (pp. 180-203). Cambridge University Press.
- Bigelow, M. (2012). Are culturally specific charter schools an appropriate means of preserving Muslim identity? In C. J. Russo & G. M. Cattaro, (Eds.) *Debating Issues in American Education* (pp. 63-71). Thousand Oaks, CA: Sage.
- Bigelow, M., & Watson, J. (2011). Educational level and L2 learning. In S. Gass & A. Mackey (Eds.), *Handbook of second language acquisition* (pp. 461-475). New York: Routledge/Taylor Francis.
- Bigelow, M. (2011). (Con)texts for cultural and linguistic hybridity among Somali Diaspora youth. *The New Educator*, 7(1), 27-43.
- Bigelow, M., & Vinogradov, P. (2011). Teaching adult second language learners who are emergent readers. *Annual Review of Applied Linguistics*, 31, 120-136.
- Bigelow, M. & Ranney, S. (2010). Knowledge about language for teachers is more than knowing grammar rules. *Studies in Hispanic and Lusophone Linguistics*, 3(1), 217-228.

- Bigelow, M. (2010). *Mogadishu on the Mississippi: Language, racialized identity, and education in a new land*. New York: Wiley-Blackwell.
- Bigelow, M. (2010). "If you can speak in time, you're fine": Preservice teachers learning to plan for a focus on form in content-based instruction. In M. C. Varel, F. J. F. Polo, L. G. García, & I. M. P. Martínez (Eds.), *Current Issues in English language teaching and learning. An international perspective* (pp. 3-24). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Tarone, E., Bigelow, M. & Hansen, K. (2009). *Literacy and second language oracy*. Oxford: Oxford University Press.

Recent plenary and keynote addresses

- Bigelow, M. (October, 2013). Multiple literacies and English learners. Wisconsin TESOL. Whitewater, WI.
- Bigelow, M. (May, 2013). Crossing boundaries and barriers in Applied Linguistics: The advocacy turn of research with minoritized populations. IV Congreso Internacional de Lingüística Aplicada, Escuela de Literatura y Ciencias del Lenguaje. Heredia, Costa Rica: Universidad Nacional Autónoma.
- Bigelow, M. (December, 2011). The risks and rewards of advocacy research. Research Centre on Linguistic Typology, La Trobe University, Melbourne, Australia.
- Bigelow, M. (December, 2011). A process of course development. University of Languages and International Studies, Vietnam University. Hanoi, VN.
- Bigelow, M. & Tarone, E. (September, 2011). A research agenda for LESLLA/A second language acquisition. 7th International LESLLA Conference, Minneapolis, MN.

Recent honors and awards

- Multicultural Recognition-Faculty Award 2011
 Matthew Stark Civil Rights and Civil Liberties Faculty Award 2010
 Recipient of Distinguished Teaching Award 2008, Nominee in 2006, 2004

Recent journal editing and editing boards

- Co-Edit the *Education and Pedagogy* Section of the *Language and Linguistics Compass*, Wiley-Blackwell, 2010-present
- On Advisory Board for *Journal of Language, Identity, and Education*, 2012 – present
- On Scientific Committee of *GIST – Education and Learning Research Journal* from ÚNICA, Institución Universitaria Colombo Americana <http://gisteducation.weebly.com/index.html>
- Board of Reviewers, National Association for Bilingual Education (NABE) *Journal of Research and Practice*, 2013 – present

Major consulting projects

- Universidad Nacional Autónoma de Costa Rica*, Heredia, Costa Rica. (2012 & 2013)
 Worked with curriculum development teams to re-design syllabi for English classes.
- Vietnam University*, Hanoi, Vietnam (2011) Two consulting trips to Hanoi, VN to do curriculum development with the University of Languages and International Studies. (May & Dec., 2011)
- OVAE* ELL-U Subject Matter Expert for federal grant focusing on adult ELL teacher development. (2010-2013)

EDUCATION

- ABD PhD, Education, Professional Studies, CAPELLA UNIVERSITY, Minneapolis MN
Focus: Faculty Development for Online Teaching
- 2000 PhD, Education, Curriculum and Instruction, UNIVERSITY OF MINNESOTA, Minneapolis
Coursework Concentration: Second Languages and Cultures
finished Supporting Field: Instructional Systems and Technology
- 1984 MA, Hispanic Linguistics, UNIVERSITY OF MINNESOTA, Minneapolis MN
Related Field: Music
- 1975 BA, Music Education, CONCORDIA COLLEGE, Moorhead MN
Minor: Spanish

HONORS

- 2007 Finalist, HENDERSON PLENARY AWARD COMPETITION, International Association for Language
Learning and Technology Biennial Conference, Boston MA
- 2005 Recipient of the PRESIDENT'S AWARD, International Association for Language Learning and
Technology

SELECTED PROFESSIONAL PRESENTATIONS and WORKSHOPS

- 1996-14 CARLA SUMMER INSTITUTES FOR LANGUAGE TEACHERS, University of Minnesota, Minneapolis
MN
Using Technology in the Second Language Classroom (week-long workshop)
Co-facilitated with instructors from the CLA Language Center
- 2013-14 ANNUAL CONFERENCE of the COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM
(**CALICO**), Athens OH and Honolulu HI
The Basics of Basic Online Language Instruction (full-day workshop)
Co-facilitated with members of the BOLLDD Consortium
- 2013-14 STARTALK TEACHER PROGRAM FOR CRITICAL LANGUAGES
STARTALK: Transitioning to Teaching Language Online (online, 6-week course)
Co-facilitated with Frances Matos-Schultz, Alyssa Ruesch Bonnac
- 2011-14 CARLA SUMMER INSTITUTES FOR LANGUAGE TEACHERS, University of Minnesota, Minneapolis
MN
Using the Web for Communicative Language Learning (online, 5-week institute)
Co-facilitated with Alyssa Ruesch Bonnac

- 2013 LATIN AND CARIBBEAN CENTER, FLORIDA INTERNATIONAL UNIVERSITY, Miami FL
Haiti's Language and Culture: Integrating Technology into Teaching, (2-day workshop)
- 2012 ANNUAL CONFERENCE of the COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM
(**CALICO**), Notre Dame IN
Teacher Education SIG: Language Teacher Preparation to Teach Online (panel presentation)
Teaching Technology Online: Challenges and Successes, Co-presented with Alyssa Ruesch
Teaching Language Online: Preparation, Design, Experiences, and Resources, Co-presented with Frances Matos-Schultz
- 2012 AMERICAN COUNCIL OF TEACHERS OF FOREIGN LANGUAGES (**ACTFL**), Philadelphia PA
Teacher Preparation for Teaching Online
- 2011 INTERNATIONAL ASSOCIATION OF LEARNING LABORATORIES AND TECHNOLOGY (**IALLT**),
Irvine, CA
Teaching Online: Sailing Beyond the Horizon without Falling Off the Edge (half-day workshop)
- 2010 THE AMERICAN SCHOOL, Paris, France
Web 2.0 Tools for Digital Storytelling (3-day workshop)
- CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, Minneapolis MN
SOUTHWEST CONFERENCE ON LANGUAGE TEACHING, Albuquerque NM
Web Tools for Digital Storytelling (half-day workshop)
Co-facilitated with Lauren Rosen (U of WI)
- 2009 INTERNATIONAL ASSOCIATION OF LEARNING LABORATORIES AND TECHNOLOGY (**IALLT**),
Atlanta GA
Helping Teachers Learn: Best Practices for Professional Development
- 2008 COMPUTER ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (**CALICO**), San Fransisco CA
Sharing the Expertise: Communities of Learning for Technology
- 2007 INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING AND TECHNOLOGY (**IALLT**),
Boston MA
Avoid Brain Meltdown: Principles for Creating with Multimedia (Henderson Plenary Award Finalist)
- 1998-2006 ACTFL PROFESSIONAL DEVELOPMENT WORKSHOPS, ACTFL and IALLT
Integrating Internet Resources: Teachers Make the Difference!
Presented at colleges and universities across the U.S.

PROFESSIONAL SERVICE

- 2004-14 *Membership Coordinator, Workshop Coordinator*
INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES AND TECHNOLOGY (**IALLT**)
- 1998-13 *Liaison/Coordinator of presenters and content for Strand E: Technology Workshops*
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (**ACTFL**)
- 1995-07 *Membership Coordinator and Website Manager*
MIDWEST ASSOCIATION FOR LEARNING LABORATORIES AND TECHNOLOGY (**MWALLT**)
- 2003-04 *Associate Editor for Electronic Publications*
INTERNATIONAL ASSOCIATION FOR LEARNING LABORATORIES AND TECHNOLOGY (**IALLT**)

Kathryn A. Murphy-Judy, Ph.D.

Associate Professor of French
VCU School of World Studies

Richmond VA 23284-2021

Education

1986 U. of Minnesota, Ph.D., Department of French and Italian.
1975 Colorado State U., MA, French language and literature
1973 Colorado State U., BA, magna cum laude, French language and literature
Postdoctoral Training and Special Experience
2010 Quality Matters “Build your online course” completion
2010 VCU CTE Faculty Learning Community for the Provost’s Online Initiative
2009-10 VCU CTE Faculty Learning Community on Engaging Online Learners
2009 Summer CTE Institute on Teaching and Learning with Technology
2008- VCU CTE MacFacNet, a learning community for integrated Apple technologies
2007-08 VCU Faculty Learning Community, Effective Distance Learning
2002-03 VCU Service Learning Associate (certified)
2002-04 VCU Grace Harris Educational Leadership Institute (certified)

Academic Appointments and Work Experience

2014- Director, Liberal Studies for Elementary Education
1994- VCU (Associate Professor 1997-present), VCU (Asst. Professor 1994-97)
2008 Co-Director, VCU American Language & Civilization Program
2007- Affiliate Faculty Status, VCU School of Education
2005-13 Coordinator of Basic Language Instruction, School of World Studies
2005-07 Director, Liberal Studies for Early and Elementary Education (LSEEE)
2004-08 Coordinator of Teacher Education, College of Humanities and Sciences
1998-99 Fulbright Scholar, Ministerio de Educación, Bogotá, Colombia
1990-93 Carnegie Mellon U. (Center for the Design of Educational Computing 1991-93, Dept. of Modern Languages, 1990-1)

Bibliography

Books

- Proposed book with online companion: A Guide to Basic Online Language Learning Design and Development.
- Training and Developing Technology Proficient L2 Teachers, co-edited with Margaret Kassen, Martine Peters and Roberta Lavine. CALICO Monograph, vol. #6. San Marcos, TX: Computer Assisted Language Instruction Consortium, 2007.
- Nexus: The Convergence of Research and Teaching through Technology, CALICO Monograph vol. #4, edited with an introduction by Kathryn A. Murphy-Judy, Durham, N.C.: Duke University, 1997.
- Oral Poetry, an Introduction by Paul Zumthor, translated by Kathryn Murphy-Judy. University of Minnesota Press, Theory and History of Literature Series, 1990.

Recent book chapters on teaching with technology

- “iStudyAbroad” in Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes ed. by Betty Rose Facer and M’hammed Abdous, IGI Global (2011) .
- “Développer la compétence en communication au primaire” in Intégration des technologies au primaire, Editions CEC, ed. By Martine Peters (Quebec, Canada: 2009).
- “Technology follows technique: Refocusing the observational lens” in Training and Developing Technology Proficient L2 Teachers, co-edited with Margaret Kassen, Martine Peters and Roberta Lavine. CALICO Monograph, vol. #6. San Marcos, TX: Computer Assisted Language Instruction Consortium, 2007. (with others)
- “Introduction” in Training and Developing Technology Proficient L2 Teachers, co-edited with Margaret Kassen, Martine Peters and Roberta Lavine. CALICO Monograph, vol. #6. San Marcos, TX: Computer Assisted Language Instruction Consortium, 2007. (with others)
- “Technology and Standards in Foreign Language Teacher Preparation”, in Teacher Education in CALL, ed. P. Hubbard and M. Levy, John Benjamin Language Learning and Language Teaching series, 2006, with B. Youngs (2006).
- “7x7: Technology in Times of Trouble”, in Effective CALL, ed. M. Haggstrom, June, Routledge: 2006, with R. Godwin-Jones (i2006)
- “Introduction”, in Nexus: The Convergence of Research and Teaching through Technology, CALICO Monograph series #4: 1997. TX: Computer Assisted Language Instruction Consortium, 2007. (with others)
- “Introduction” in Training and Developing Technology Proficient L2 Teachers, co-edited with Margaret Kassen, Martine Peters and Roberta Lavine. CALICO Monograph, vol. #6. San Marcos, TX: Computer Assisted Language Instruction Consortium, 2007. (with others)

- “Technology and Standards in Foreign Language Teacher Preparation”, in *Teacher Education in CALL*, ed. P. Hubbard and M. Levy, John Benjamin Language Learning and Language Teaching series, 2006, with B. Youngs (2006).
- “7x7: Technology in Times of Trouble”, in *Effective CALL*, ed. M. Haggstrom, June, Routledge: 2006, with R. Godwin-Jones (i2006)
- “Introduction”, in *Nexus: The Convergence of Research and Teaching through Technology*, CALICO Monograph series #4: 1997.
- “Literacies for language learners in the information age” in *Nexus: The Convergence of Research and Teaching through Technology*, CALICO Monograph series #4: 133-144, 1997.
- “The Use of the Web Teaching Foreign Languages” in Badrul Kahn, ed., *Web-Based Instruction*. Englewood Cliffs, New Jersey: Educational Technology Publications, 403-406, 1997.
- *Other- reviews, newsletters, & other media*
- MOOC class lecture for LTMOOC <http://ltmooc.com/interview-with-kathryn-murphy-judy/>
- COERLL Blogpost: <https://blog.coerll.utexas.edu/boldd-at-the-speed-of-language/> (April 2013)
- FLAVA Bulletin column “Teachnology” with students, Kayla Watts and Michael Moore (Spring 2011)
- FLAVA Bulletin column “Awards and Recognitions, (Fall 2010)
- FLAVA Bulletin column “Professional Development and YOU!” (Spring 2010)
- FLAVA Bulletin column “Wikis for Professional Development” (Fall 2009)
- Review of Liaisons, Heinle video script for a first year textbook, April 2009
- MERLOT review of MERLIN Missions virtuelles, March 2009
- CTE podcast to iTunesU on Web 2.0 Assessment and Evaluation 2/5/09
- FLAVA Bulletin “Awards and Recognition Presented at FLAVA 2008”, Spring 2009
- FLAVA Bulletin column (with T. Sones) “FLEX Connects”, Spring 2009
- FLAVA Bulletin, “Awards Report”, Fall 2008
- Review of Parlons du Film, Heinle second year textbook, 2006
- “FLEXing and Strengthening Foreign Languages” in the FLAVA Bulletin, Fall 2004
- Report on the Fulbright-Ministry of Education of Colombia initiative on foreign languages and technologies, December, 1998
- Colombian national policy on technology integration into foreign language curricula, a report to the Ministerio de Education, Bogotá, Colombia, December, 1998
- *Works in Progress*
- BOLDD Guide to Online Languages
- Design and deployment of Basic French online (FREN 101-102-201-202) as part of the VCU CTE/Provost’s Online Program Development
- Free Flamenca: a wiki on the XIII century Roman de Flamenca <http://freeflamenca.pbworks.com>
- A web-based, peer coaching project using digital video to improve foreign language teaching and learning (currently offline)
- A web-based Teacher Template for creating language lessons (with R. Godwin-Jones).

Editorial-Review Boards

- FLANNALS
- JOLT
- LLT
- MERLOT
- CALICO
- AATF
- Editorial Board of Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes ed. by Betty RoseFacer and M’ammed Abdous, IGI Global (2011)

Scholarly Affiliations

- CARLA National Technology Advisor
- CALICO, Computer Assisted Language Instruction Consortium, Executive Board (2000-2003) Member (1993-present)
- ACTFL, American Council on the Teaching of Foreign Languages
- FLAVA, Foreign Language Association of Virginia, Board Member (2005- present)
- AATF, American Association of Teachers of French
- MAALLT, Mid-Atlantic Association for Language Learning Technology
- FLEX, the Foreign Language Education Xchange of Greater Richmond (co-founder)
- Formerly an original member of Women in French (WIF) and creator of their website

Recent Awards, Fellowships, Honors, and Grants

- Part of Title VI Grant for West Africa Teacher Training (P.I., Dr. P. Cummins, VCU)
- Wrote \$400, 000 grant with Dr. P. Cummins for FL Teacher training P-16. Program funding cut by federal government (2011).
- Selected “Best of FLAVA” for the outstanding conference presentation for 2010, presenting at NECTFL as Best of FLAVA, 2011
- Selected for the Provost’s Initiative for Online Learning

**CURRICULUM VITAE
OLGA E. KAGAN**

Department of Slavic Languages and Literatures, UCLA



EDUCATION: Highest Degree

Ph.D. Pushkin Russian Language Institute, Moscow, Russia.

AWARDS:

2014 ADFL Award for Distinguished Service to the Profession (to be presented in January 2015)

Award for Best Contribution to Pedagogy, AATSEEL, 2004

Award for Excellence in Teaching at the Post-secondary Level, American Association of Teachers of Slavic and East European Languages (AATSEEL), 2003.

Award for Best Contribution to Pedagogy, AATSEEL, 2001

Position:

Professor, Step 3

Dpt of Slavic Languages and Literatures/ Department of Applied Linguistics, UCLA

2006 - present Director, Title VI National Heritage Language Resource Center

2005-present – Co-Director and PI, Russian Language Flagship Program

2001- present Director, Center for World languages, UCLA

EDITORIAL SERVICE:

2003-present Editor, Heritage Language Journal

www.heritagelanguages.org

RECENT PROFESSIONAL SERVICE

2009-present Advisory Board, Summer Workshop in Slavic, East European and central Asian Languages (SWEEL), Indiana University

2014-15 – Chair of the Joint Russian Language Committee, ATSEEL and ASEES

RECENT PUBLICATIONS:

2010 Online Workshop for Heritage Language Teachers <http://startalk.nhlrc.ucla.edu/>

SELECTED TEXTBOOKS:

Russian: From Intermediate to Advanced (with A. Kudyma and F. Miller), Routledge, Fall 2014

Writing in Russian for Russian Heritage Speakers (with A. Kudyma) Zlatoust Publishers, St. Petersburg, Russia. Expected publication date: Winter 2011

Beginner's Russian (with A. Kudyma and F. Miller), NY, NY: Hypocrene Press, 2010

Russian without Borders, Textbook for high school age Russian heritage learners, member of an International team (2009, Tel Aviv)

Rifkin B., O.Kagan with Anna Yatsenko *Advanced Russian Through History*. Yale University Press, 2006.

Kagan O., F.Miller, G. Kudyma: *V PUTI: Russian Grammar in Context (2nd edition)*, Upper Saddle River, NJ: Prentice Hall, 2005

Kagan O., T. Akishina, R. Robin, *Russian for Russians: A Textbook for Heritage Speakers* Bloomington, IN: Slavica, 2003.

Edited Volumes:

Brinton D., O. Kagan, S. Bauckus eds. (2008) *Heritage Language Education: A New Field Emerging*, Routledge

Kagan O., B.Rifkin (editors) *The Teaching and Learning of Slavic Languages and Cultures*, Bloomington, IN: Slavica Publishers, 2000. Award for Best Contribution to Pedagogy, AATSEEL, 2001

Selected Book Chapters:

Kagan, O. (2014) Russian Heritage Language Learners: From Students' Profiles to Project-Based Curriculum. Handbook of Heritage, Community, and Native American Languages in the United States Research, Policy, and Educational Practice. Edited by Terrence G. Wiley, Joy Kreeft Peyton, Donna Christian, Sarah Catherine K. Moore, Na Liu. Routledge/CAL. pp. 177-186

Kagan, O. & Dillon, K. (2012) Heritage languages and L2 learning, The Routledge Handbook of Second Language Acquisition. S. Guss and A. Mackey Editors. London: Routledge. pp. 491-505

Kagan, O. and Dillon, K. (2009) Preparation of teachers of heritage languages: A Matrix. Proceedings of the Teacher Preparation Conference, University of Minnesota.

Friedman D., O. Kagan (2008). "Academic Writing Proficiency of Russian Heritage Speakers: A Comparative Study." In D. Brinton, O. Kagan, S. Bauckus eds. *Heritage Language Education: A New Field Emerging*, Routledge

Selected research articles in refereed journals:

Kagan, O. & Kudyma, A. (2012) Heritage Language Learners of Russian and L2 Learners in the Flagship Program: A Comparison. Russian Language Journal, Volume 62. pp. 27-46.

Carreira, M. & Kagan, O. (2011) The Results of the National Heritage Language Survey: Implications for teaching, curriculum design, and professional development. Foreign Language Annals, Volume 44, No 1. pp. 40-64.

Kagan, O. (2010) Russian Heritage Language Speakers in the U.S.: A profile. Russian Language Journal, Volume 60. pp. 213-228

Polinsky M., & O. Kagan (2007) "Heritage Languages: In the "wild" and in the classroom," Language and Linguistics Compass, Blackwell Publishers

Kagan, O., & K. Dillon (2006). Russian heritage learners: So what happens now? *Slavic and East European Journal* (50th Anniversary Issue), 50(1), 83-96.

Kagan, O.(2005) "In support of a Proficiency-Based Definition of Heritage Language Learners: A case of Russian." *International Journal of Bilingual Education and Bilingualism*, Vol.8: 2 & 3

Kagan O., D.Friedman (2004) "Using the OPI to Place Heritage Speakers of Russian." *Foreign Language Annals* (special OPI issue/guest editor R. Clifford), Volume 36, #4, winter 2004.

Education

M.Ed. in Adult Education

Minor in English as a Second Language
University of Minnesota · June 1990

M.A. in International Development Education

Thesis Topic: *Tertiary Education: The Malaysian Context*
University of Minnesota · November 1988

South East Asian Summer Studies Institute – FLAS Scholarships

Northern Illinois University · Summer 1986 and Summer 1987

B.A. in Psychology

Minor in Women's Studies
St. Olaf College · June 1981

Employment History

Coordinator

Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota, Minneapolis, Minnesota
August 1995–Present

Director of Non Credit Continuing Education Programs

Minneapolis Community College, Minneapolis, Minnesota
August 1992–August 1995

Refugee Program Sponsorship Coordinator

Lutheran Social Service, Minneapolis, Minnesota
June 1990–August 1992

Program Coordinator

International Study and Travel Center
University of Minnesota, Minneapolis, Minnesota
Academic years 1986–1987, 1987–1988, 1989–1990

Pre-major Advisor

University of Minnesota, Minneapolis, Minnesota
Academic years 1986–1987, 1987–1988, 1989–1990

English as a Second Language Teacher

English Education Center, Jakarta, Indonesia
February 1989–August 1989

Coordinator of English as a Second Language School

The Language Project, Minneapolis, Minnesota
October 1983–June 1986

ELIZABETH CLAIRE HELLEBUYCK

(Cell) [REDACTED] • (Work) [REDACTED]

WORK HISTORY

2006-Present Program Associate

Center for Advanced Research on Language Acquisition
University of Minnesota
Minneapolis, MN

2005-2006 Advanced Associate (Series 6)

Qualified Plans and Group Billing
Ameriprise Financial
Minneapolis, MN

2003-2005 Administrative Assistant

Seabrook Island Property Owners Association
Johns Island, SC

2002 Customer Service Representative

Workplace Retirement Accounts and Financial Accounts Web Service Team
American Express Financial Advisors (as Temp for Kelly Services)
Minneapolis, MN

2001-2002 Office Assistant

Client Assignment
American Express Financial Advisors (as Temp for Kelly Services)
Minneapolis, MN

2001 Lead Committee Page

Minnesota House of Representatives (Education Committees)
St. Paul, MN

EDUCATION

1991-1993, 1996-1999 University of Minnesota, Minneapolis, MN

Bachelor of Arts, Anthropology
CLA Dean's List

Gwendolyn Barnes-Karol

Department of Romance Languages
St. Olaf College

I. EDUCATION

- 1988 Ph.D. in Hispanic and Luso-Brazilian Literatures (Peninsular Literature) with Minor in Education (Curriculum and Instruction/Second Languages and Cultures), University of Minnesota, Minneapolis, MN
- 1978 M.A. in Spanish, Middlebury College, Middlebury, VT
- 1977 B.A. in Spanish with Secondary Education Certification (7-12) in Spanish and French, Central College, Pella, IA

II. PROFESSIONAL EXPERIENCE

- 2004-present Professor of Spanish, Department of Romance Languages, St. Olaf College, Northfield, MN
- 1993-2004 Associate Professor of Spanish, Department of Romance Languages, St. Olaf College, Northfield, MN
- 1988-1993 Assistant Professor of Spanish, Department of Romance Languages, St. Olaf College, Northfield, MN
- Summer, 1991 Lecturer (Limited Teaching Status in the Graduate School, Hispanic Linguistics), Department of Spanish and Portuguese, University of Minnesota, Minneapolis, MN
- Summer, 1989 & 1990 Faculty and Coordinator (1990 only) for Materials Development Courses, The Quintennial Summer Program for Spanish Teachers, Fundación Ortega y Gasset, Madrid, Spain (graduate courses)
- 1986-1988 Research Assistant, Departments of Curriculum and Instruction/ Spanish and and Portuguese, University of Minnesota / Fundación Ortega y Gasset, Spain
- 1985-1986 Instructor in Spanish and Coordinator of Spanish Teaching Assistants, Carleton College, Northfield, MN
- 1984-1985 Coordinator of Language Instruction, Department of Spanish and Portuguese, University of Minnesota, Minneapolis, MN
- 1982-1985 Teaching Assistant, Department of Spanish and Portuguese, University of Minnesota, Minneapolis, MN
- 1978-1982 Instructor of Spanish, Central College, Pella, IA

III. PROFESSIONAL ACTIVITY

Selected Publications: Foreign Language Pedagogy (since 1995)

- Barnes-Karol, Gwendolyn, and Maggie A. Broner. "Using Images as Springboards to Teach Cultural Perspectives in Light of the Ideals of the MLA Report". *Foreign Language Annals* 43.2 (2010): 422-445.
- Barnes-Karol, Gwendolyn. "Reading (Literature) In, Across, and Beyond the Undergraduate Spanish Curriculum." *Hispania* 93.1 (2010): 90-95.
- Klee, Carol A., and Gwendolyn Barnes-Karol. "Content-Based Approaches to Spanish Language Study: Foreign Languages Across the Curriculum." *The Art of Teaching Spanish*. Ed. Rafael Salaberry and Barbara A. Lafford. Washington, DC: Georgetown Univ. Press, 2006. 23-38.
- Barnes-Karol, Gwendolyn. "Teaching Literature to the Undergraduate Foreign Language Major: A Framework for a Methods Course." *ADFL Bulletin* 34.2 (Winter 2003): 20-27.

- DeLaney, Jeane, and Barnes-Karol, Gwen[dolyn]. "Modern Latin America." *A Languages Across the Curriculum Resource Primer*. Ed. Hans J. Rindisbacher and Roswitha Burwick. CD-ROM. Columbus: Ohio State UP, 2002.
- Barnes-Karol, Gwendolyn. "Literature Across the Curriculum: One View of Spanish from an Undergraduate Liberal Arts Perspective," *ADFL Bulletin* 33.3 (Spring 2002): 13-19.
- Barnes-Karol, Gwendolyn. "Revising a Spanish Novel Class in the Light of *Standards for Foreign Language Learning*." *ADFL Bulletin* 31.2 (Winter 2000): 44-48.
- Barnes-Karol, Gwendolyn. "Voices From Beyond the Classroom: Foreign Language Learners in Non-Traditional Environments." *Voices From the Field*. Ed. Trisha R. Dvorak. Northeast Conference Reports. Lincolnwood, IL: National Textbook, 1995. 33-77.

Selected Conference Papers, Invited Lectures, and Workshops: Foreign Language Pedagogy (since 2008)

- "Reimagining the Curriculum: Adding Content and Academic Language for the Foreign Language Curriculum" (two-day invited workshop). With Maggie Broner. Department of Modern Languages, Literatures and Cultures Gustavus Adolphus College, St. Peter, MN, May 29-30, 2014.
- "Between the Conventional Foreign Language Classroom and Languages for Specific Purposes: Cultivating Innovations in the Vast Middle Ground" (invited plenary). Second International Symposium on Languages for Specific Purposes, University of Colorado, Boulder, CO, April 19, 2014.
- "Images and Texts: Teaching for Intercultural Competence—A Hands-On Approach" (three-hour invited workshop). With Maggie Broner. Fourth International Conference on the Development and Assessment of Intercultural Competence, "Preparing and Supporting K-16 Language Teachers to Teach for Intercultural Competence In and Beyond the Classroom, Tucson, AZ, January 26, 2014.
- "Promoting Linguistic Complexity and Critical Thinking in the Classroom: A Hands-On Approach" (six-hour invited workshop). Center for Advanced Research in Language Acquisition Summer Institute, "Focusing on Learner Language: Second Language Acquisition Basics for Teachers." University of Minnesota, Minneapolis, MN. With Maggie Broner 2010-11, 2013-14.
- "FLAC at Colorado College: From Pilot Program to Institutionalization—An End-of-Grant-Funded Activity Workshop" (eight-hour invited workshop). With Wendy Allen. Colorado College, Colorado Springs, CO, March 1-2, 2013.
- "The Relationship Between Teacher Expectations and Roles and Language Learning in a Post-Communicative Context." With Maggie A. Broner. Division of Teaching Language Session, "The Post-Communicative Context and 21st-Century Faculty," Modern Language Association, Boston, MA, January 4, 2013.
- "From First- and Second-Year Foreign Language Instruction to CLAC: A Quantum Leap or a Well-Trodden Path?" (invited plenary). Sixth Annual CLAC Conference, "Exploring Approaches to Cultures & Languages Across the Curriculum," Minneapolis, MN, March 10, 2012.
- "Fostering Critical Thinking and Academic Language through Visual Images: A Hands-On Approach" (two and one-half hour invited workshop). With Maggie A. Broner. Sixth Annual CLAC Conference, "Exploring Approaches to Cultures & Languages Across the Curriculum," Minneapolis, MN, March 10, 2012.
- From the Ideal to the Real: Implications of the MLA Report for the Undergraduate Language Learner." With Maggie A Broner. Central States Conference on the Teaching of Foreign Languages, Minneapolis, MN,
- "Teaching Cultural Perspectives through Visual Images." With Maggie A. Broner. Teaching and Learning Culture Special Interest Group, American Council on the Teaching of Foreign Languages, Orlando, FL, November 22, 2008.

Other Selected Professional Activity (since 2008)

- Committee on Honors and Awards, Modern Language Association (2013-2016)
- Executive Committee, Division on the Teaching of Language, Modern Language Association (2009-2014): Chair, 2012; Secretary, 2011; Chair for Session, "Teaching Foreign Languages in Interdisciplinary Context" (MLA, Los Angeles, CA (January 7, 2011)
- Minnesota Chapter of the American Association of Teachers of Spanish and Portuguese: President, 2014-2015; President Elect, 2013; Vice-President, 2011-2012
- Kenneth W. Mildener Prize Selection Committee, Modern Language Association (2009-2011): Chair, 2011

**CURRICULUM VITAE
MAGGIE A. BRONER
(6-15-2014)**

Department of Romance Languages
St. Olaf College

EDUCATION

University of Minnesota B.A. Linguistics, 1988
 M.A. Hispanic Linguistics, (Literature, related field), 1990
 Ph.D. Hispanic and Luso-Brazilian Literature and Linguistics
 Related Field: Second Language Acquisition, January 2000
 Dissertation: "Impact of Interlocutor and Task on First and Second
 Language Use in a Spanish Immersion Program"

PROFESSIONAL EXPERIENCE:

2005-to present Associate Professor, Department of Romance Languages St. Olaf College
2000-2005 Assistant Professor of Spanish, Department of Romance Languages St. Olaf College
1997-2000 Instructor of Spanish, St. Olaf College
1989-1997 Various capacities: Teaching Assistant, Research Assistant, Language Coordinator
 Spanish and Portuguese department, The University of Minnesota, Minneapolis,
 Minnesota.

Other Associate Director, Center for Innovation in the Liberal Arts, St. Olaf College (2014-15)
 Acting Chair, Department of Romance Languages (2013, calendar year)
 Director, Linguistic Studies (2005-2011)

PUBLICATIONS: (SELECTED)

Broner, Maggie. (2013) "Language play in second language acquisition". 2013. *The Encyclopedia of Applied Linguistics*. C. Chappelle (General Editor). Wiley Publishers. DOI: 10.1002/9781405198431.wbeal0636
Broner, Maggie and Diane Tedick. (2011) "Talking in the 5th grade classroom: Language use in an early, total Spanish immersion program." *Immersion Education: Practices, Policies, Possibilities*. Edited by, D. J. Tedick, D. Christian, & T. Fortune. Multilingual Matters.
Barnes-Karol, Gwendolyn and Maggie Broner. (2010) "Using Images as Springboards to Teach Cultural Perspectives in Light of the Ideals of the MLA Report" *Foreign Language Annals* Fall.
Broner, Maggie and Elaine Tarone. (2001) *Is it fun? Language play in a fifth grade Spanish immersion classroom*. 2001 Modern Language Journal, 85 (3) 363-379.
Tarone, Elaine and Maggie Broner. (2000). *Language play in immersion classroom discourse: Some suggestions for language teaching*. Australian Review of Applied Linguistics Series, No. 16, Pp.121-133
Study Guide for Beginning Spanish I, II, and III: An Independent Study Course, with Susana Blanco-Iglesias, María A. Martín-Morán, María B. Miguel-Pérez and Luis Ramos-García, Minneapolis, MN: The University of Minnesota, 1994. (THREE VOLUMES)

PAPERS/WORKSHOPS PRESENTED: (SELECTED SINCE 2008)

"Moving toward a Post-Communicative Approach in the Spanish Classroom: Teacher Expectations, Student Behaviors, and Classroom Practices". 96th Annual AATSP Conference. July 9th, Panama City, Panama. With Gwendolyn Barnes-Karol. (Forthcoming)
"Reimagining the Curriculum: Adding Content and Academic Language for the Foreign Language Curriculum" (two-day invited workshop). With Gwendolyn Barnes-Karol. Department of Modern Languages, Literatures and Cultures Gustavus Adolphus College, St. Peter, MN, May 29-30, 2014.
"Images and Texts: Teaching for Intercultural Competence—A Hands-On Approach" (three-hour invited

- workshop). With Gwendolyn Barnes-Karol. Fourth International Conference on the Development and Assessment of Intercultural Competence, "Preparing and Supporting K-16 Language Teachers to Teach for Intercultural Competence In and Beyond the Classroom, Tucson, AZ, January 26, 2014.
- "Promoting Linguistic Complexity and Critical Thinking in the Classroom: A Hands-On Approach" (six-hour invited workshop). Center for Advanced Research in Language Acquisition Summer Institute, "Focusing on Learner Language: Second Language Acquisition Basics for Teachers." University of Minnesota, Minneapolis, MN. With Gwendolyn Barnes-Karol. 2010, 2012-14.
- "The Relationship Between Teacher Expectations and Roles and Language Learning in a Post-Communicative Context." With Gwendolyn Barnes-Karol. Division of Teaching Language Session, "The Post-Communicative Context and 21st-Century Faculty," Modern Language Association, Boston, MA, January 4, 2013.
- "Fostering Critical Thinking and Academic Language through Visual Images: A Hands-On Approach" (two and one-half hour invited workshop). With Gwendolyn Barnes-Karol. Sixth Annual CLAC Conference, "Exploring Approaches to Cultures & Languages Across the Curriculum," Minneapolis, MN, March 10, 2012.
- "Using Images as Springboards to Teach Cultural Perspectives: A Preliminary Look at Classroom Data" CARLA Lunch Time Presentation. With Gwendolyn Barnes-Karol. April 27th 2011, University of Minnesota.
- "Teaching Heritage Language Learners" AATSP-MN session at MCTLC Annual Conference (Minnesota Council of Teachers of Languages and Cultures). Brooklyn Center High School. Thursday, Oct. 21 2010. Moderator
- "From the Ideal to the Real: Implications of the MLA Report for the Undergraduate Language Learner" with Gwendolyn Barnes-Karol. 2010 Central States Conference on the Teaching of Foreign Languages. 2020 Vision for 2010. "Developing Global Competence". Saturday, March 6, 2010. Hyatt Regency, Minneapolis, MN.
- "Second Language Acquisition: Basics for Teachers. CARLA (Center for Advanced Research on Language Acquisition) Summer Institute. With Elaine Tarone. Yearly since 2004 (Skipped 2011). Week-long summer Institute taught at the University of Minnesota.
- "Advanced-level proficiency in a language," Workshop for the Committee on Second Language Education (ComSLE) & CARLA, September 24, 2009. With Carol Klee, Gwen Barnes-Karol, and Elaine Tarone
- Teaching Cultural Perspectives through Visual Images." With Gwendolyn Barnes-Karol. Teaching and Learning Culture Special Interest Group, American Council on the Teaching of Foreign Languages, Orlando, FL, November 22, 2008.

PRESENTATIONS AT ST. OLAF (SELECTED SINCE 2008):

- "Design Thinking, Sustainability, and Spanish" St. Olaf College. CILA presentation. April 15, 2014.
- "Sustainability and the foreign languages" "Green bag lunch series". St. Olaf College. May 2, 2013. Organizer and presenter. Presentation with Gwendolyn Barnes-Karol.
- "The "Twilight" Effect: Pleasure Reading, Student Engagement, and Life-Long Learning." CILA Faculty Lunch Presentation. Wednesday, October 6 2010. St. Olaf College (with Gwendolyn Barnes-Karol)

OTHER PROFESSIONAL ACTIVITY AND HONOR (SELECTED SINCE 2008)

- Program Reviewer, Simpson College. World Language and Culture Studies Department review February 23 through February 25, 2014. (With Jan Solberg from Kalamazoo College and Lee Forester from Hope College)
- Textbook Reviewer for Cambridge University Press. "El español en los Estados Unidos" by Kim Potowski and Anna Maria Escobar. (2013)
- Submissions reviewer for MLJ (Modern Language Journal) (since 2003)
- Textbook Editor. "Lingüística Aplicada: Adquisición del español como segunda lengua" by Dale A. Koike and Carol A. Klee. (2011-2012)
- MN-AATSP 2011 Teacher of the Year Award
- OPI certified tester 2006-2010. OPI refresher course, November 2008 (Orlando, Florida).

CAROL A. CHAPELLE

Distinguished Professor, Liberal Arts and Sciences

TESL/Applied Linguistics

Department of English and Program in Linguistics

Iowa State University
Ames, IA 50011 USA

phone: [REDACTED] fax: [REDACTED]
e-mail: [REDACTED]
web page: <http://www.public.iastate.edu/~carolc/>

EDUCATION

Ph.D. in Second Language Acquisition & Teacher Education, University of Illinois at Urbana-Champaign, 1983.

M.A. in Teaching English as a Second Language, University of Illinois at Urbana-Champaign, 1979.

B.A. in Linguistics, Michigan State University, 1977.

FACULTY POSITIONS

Distinguished Professor, Liberal Arts and Science, Iowa State University (2010-present)

Professor

Département de langues, linguistique et traduction, Université Laval (professeure associée, mai 2010-mai 2013).

Department of English and Program in Linguistics, Iowa State University (1996-present)

Département de langues et linguistique et traduction, Université Laval (visiting, summer 1998).

School of Language and Communication, University of Southern Denmark (visiting, summer 2001)

Laboratoire des Sciences de l'Éducation, Université Pierre Mendès France de Grenoble (visiting, March 2002)

Department of Linguistics, Michigan State University (visiting, summer 2003)

Associate Professor

Department of English and Program in Linguistics, Iowa State University (1991-1996)

Department of ESL, University of Hawaii at Manoa (visiting, AY 1991 – 1992 and spring 1996)

Assistant Professor

Department of English, Iowa State University (1985 - 1990)

Department of English, Northern Arizona University (AY 1984 - 1985)

AWARDS

Cambridge-International Language Testing Association Lifetime Achievement Award, April 2012.

Samuel Messick Memorial Lecture Award, April 2012.

International Language Testing Association Award for Best Article published in 2010: Designing a computer-delivered test of productive grammatical ability. *Language Testing*, 27(4), 443-469.

Outstanding Career Achievement in Research Award, College of LAS, Iowa State University, September 2009.

Master Teacher, Awarded for excellence in graduate teaching by the College of LAS, Iowa State University, September 2005

International Language Testing Association Award for Best Article published in 1998: Construct definition and validity inquiry in SLA research. In L. F. Bachman & A. D. Cohen (Eds.), *Second language acquisition and language testing interfaces*. (pp. 32-70). Cambridge: Cambridge University Press.

EDITORIAL WORK

Editor, *The Encyclopedia of Applied Linguistics*, (ten volumes). Wiley-Blackwell, 2013.

Co-Editor, Cambridge Applied Linguistics Series, Cambridge University Press, 2007-2017.

Editor, Section on Language Assessment. In Hinkle, E. (Ed.) *Handbook of research on second language teaching and learning*. London: Routledge, 2011.

Editor, *TESOL Quarterly*, Teachers of English to Speakers of Other Languages Organization, Arlington, VA, 1999-2004.

EXTERNAL REVIEWER OF CURRICULUM AND MATERIALS

National Foreign Language Resource Center Advisory Board, University of Hawai'i at Manoa, 2010.

Department of English, Purdue University, 2005

Department of Linguistics, Southern Illinois University, 2002

English on-line, University of Concepcion, Chile, 2001

WebLAS project for developing on-line assessments, University of California at Los Angeles, 2000

Pearson-Longman New Generation English (Multi-level materials for TOEFL preparation), 2004-2008
Longman English Interactive (Four-level CD-ROM Multi-media materials for English Language Learners), 2000-2002

ADVISORY BOARDS

Member, TOEFL Framework Committee, Educational Testing Service, Princeton, NJ, 2011-2012.
Member, Wall Street Institute Advisory Board, Baltimore, Maryland. 2008-2010.
Chair, Defense Language Testing Advisory Board, University of Maryland at College Park. 2008-2012
Member, TOEFL Research Committee, Educational Testing Service, Princeton, NJ, 2008-2010.
Member, Defense Language Testing Advisory Board, University of Maryland at College Park. 2006-2008
Member, TOEFL Committee of Examiners, Educational Testing Service, Princeton, NJ, 2006-2009.
Member, National Foreign Language Resource Center Advisory Board, University of Hawai'i at Manoa, 1999-2006.
Member, TOEFL-2000 Research and Development Oversight Committee, Educational Testing Service, Princeton, NJ, 1998-2001.
Member, TOEFL Research Committee, Educational Testing Service, Princeton, NJ, Fall 1993-Spring 1996.
Chair, TOEFL Committee of Examiners, Educational Testing Service, Princeton, NJ, Fall 1993-Spring 1995.
Member, TOEFL Policy Council, Educational Testing Service, Princeton, NJ, Fall 1993-Spring 1995.

BOOKS

Chapelle, C. A. (Ed.) (2013). *The Encyclopedia of Applied Linguistics*. (ten volumes). Oxford: Wiley-Blackwell.
Chapelle, C. A., Enright, M. & Jamieson, J. (Eds.) (2008). *Building a validity argument for the Test of English as a Foreign Language*. London: Routledge.
Chapelle, C. A., & Jamieson, J. (2008). *Tips for teaching with CALL: Practical approaches to computer assisted language learning*. White Plains, NY: Pearson Education.
Chapelle, C. A., & Douglas, D. (2006). *Assessing language through computer technology*. Cambridge: Cambridge University Press.
Chalhoub-Deville, M., Chapelle, C. A., & Duff, P. (Eds.) (2006). *Inference and generalizability in applied linguistics: Multiple perspectives*. Amsterdam: John Benjamins Publishing.
Stoynoff, S., & Chapelle, C. A. (2005). *ESOL tests and testing: A resource for teachers and program administrators*. Alexandria, VA: TESOL Publications.
Chapelle, C.A. (2003). *English language learning and technology: Lectures on applied linguistics in the age of information and communication technology*. Amsterdam: John Benjamins Publishing.
Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge: Cambridge University Press. (Translated into Arabic, 2007)
Chapelle, C., Grabe, W., & Berns, M. (1997). *Communicative language proficiency: Definition and implications for TOEFL-2000*. TOEFL-2000 Monograph Series. Princeton, NJ: Educational Testing Service.
Douglas, D., & Chapelle, C. (Eds.) (1993). *A new decade of language testing*, Alexandria, VA: TESOL Publications.

SELECTED PAPERS

Grgurovic, M., Chapelle, C. A., & Shelley, M. C. (2013). A Meta-analysis of effectiveness studies on computer technology-supported language learning. *ReCALL Journal*, 25, 1-34.
Chapelle, C. A. (2012). Conceptions of validity. In Flucher, G., & Davidson, F. (Eds.), *Routledge Handbook of Language Testing*, (pp. 21-33). Routledge: London..
Chapelle, C. A. (2012). Seeking solid theoretical ground for the ACTFL-CEFR crosswalk. In E. Tschirner (Ed.) *Aligning frameworks of reference in language testing*, (pp. 35-48). Stauffenburg Verlag: Tübingen, Germany.
Chapelle, C.A. (2012). Validity argument for language assessment: The framework is simple... *Language Testing*, 29(1), 19-27.
Jamieson, J., & Chapelle, C. A. (2010). Evaluating CALL Use Across Multiple Contexts. *System*, 38, 357-369.
Chapelle, C. A., Enright, M. E., & Jamieson, J. (2010). Does an argument-based approach to validity make a difference? *Educational Measurement: Issues and Practice*, 29(1), 3-13.
Chapelle, C. A. (2009). The relationship between SLA theory and CALL. *Modern Language Journal*, 93(4), 742-754.
Chapelle, C. A. (2009). A hidden curriculum in language textbooks: Are beginning learners of French at U.S. universities taught about Canada? *Modern Language Journal*, 93(2), 139-152.
Chapelle, C. A. (2009). Computer assisted language teaching and testing. In M. Long and C. Doughty, (Eds), *Handbook of second and foreign language teaching*, (pp. 628-644). Malden, MA: Blackwell Publishing.

Members of the CARLA Advisory Board

University of Minnesota:

Robert McMaster, Vice Provost and Dean of Undergraduate Education

Frances Lawrenz, Associate Vice President for Research

Jean Quam, Dean, College of Education and Human Development

Jennifer Windsor, Associate Dean, College of Liberal Arts

Evelyn Davidheiser, Asst. Dean, Institute for Global Studies, College of Liberal Arts

Mike Houston, Assoc. Dean of International Programs, Carlson School of Management

Joan Brzezinski, Director, Confucius Institute, Office of International Programs

Martha J. Johnson, Director, Learning Abroad Center, Office of International Programs

Minnesota State Institutions:

Christine Schulz, Executive Director, Concordia Language Villages

Ursula Lentz, World Languages Coordinator, Minnesota State Dept of Education

Ursina Swanson, Principal Emerita, Park Spanish Immersion School

Molly Wieland, Xinxing Curriculum Coordinator, Hopkins Public Schools

Heidi Kreutzer, Chair of World Languages, Normandale Community College

Members of the CARLA Executive Committee

Martha Bigelow

Associated Professor, Department of Curriculum and Instruction
College of Education and Human Development

Hangtae Cho

Director of Language Instruction, Department of Asian Languages and Literatures
College of Liberal Arts

Tara Fortune

Immersion Program Director, Center for Advanced Research on Language Acquisition
Global Programs and Strategy Alliance

Marlene Johnshoy

Online Education Program Director, Center for Advanced Research on Language Acquisition
Global Programs and Strategy Alliance

Karin Larson

Coordinator, Center for Advanced Research on Language Acquisition
Global Programs and Strategy Alliance

Charlotte Melin

Professor, Department of German, Scandinavian and Dutch
College of Liberal Arts

Mandy Menke

Director of Language Instruction, Department of Spanish and Portuguese
College of Liberal Arts

Daniel Soneson

Director, Language Center
College of Liberal Arts

Elaine Tarone

Director, Center for Advanced Research on Language Acquisition
Global Programs and Strategy Alliance

Diane Tedick

Associate Professor, Department of Curriculum & Instruction
College of Education and Human Development

Hangtae Cho

Senior Lecturer, Director of Language Instruction, Korea
Department of Asian Languages and Literatures

Minneapolis, MN 55455

Office)

Summary

- Taught all levels of Korean language and select culture and linguistic courses
- Developed and lead the largest Korean Program for non-heritage students in the nation for 18 years
- Ph.D. in Linguistics and Certified Korean Language Proficiency Assessment Expert

Research Interests

- Proficiency-Oriented Foreign Language Instruction and Second Language Assessment
- KFL (Korean as a Foreign Language) curriculum and material development, Korean Language Pedagogy
- Korean Sociolinguistics, North Korean language, Korean Phonology, Phonology/phonetics in general

Education

University of Minnesota	Twin Cities, MN
Ph.D. Linguistics	June 2007
Korea University	Seoul, Korea
M.A. English Linguistics	August 1996
B.A. English Language and Education	February 1993

Academic Appointments

Director of Language Instruction, Korean, Lecturer (2001-2014) Senior Lecturer (2014 – present)

Dept. of Asian Language & Literatures
The University of Minnesota

Professional Certifications

- **Certified ACTFL/ ILR(Interagency Language Roundtable) Oral Proficiency Interview (OPI) Tester in Korean**, American Council on the Teaching of Foreign Languages, certified in 2011 and remain certified.

Recent Publications

Books

Integrated Korean Workbook: Beginning 1, 2nd Edition. (2009) (with M. Partk, et. al.) University of Hawaii Press

Integrated Korean Workbook: Beginning 2, 2nd Edition. (2010) (with M. Park, et. al.) University of Hawaii Press

Book Revisions

Integrated Korean: Beginning 1, 2nd Edition. Y. Cho, H. Lee, C. Schulz, H. Sohn and S. Sohn. (2009) University of Hawaii Press

Integrated Korean: Beginning 2, 2nd Edition. Y. Cho, H. Lee, C. Schulz, H. Sohn and S. Sohn.
(2010) University of Hawaii Press

Recent Presentations

Case Study of Dealing with Mixed Language Classes for Heritage and Non-Heritage Students
Annual Conference of IAKLE Aug. 2013, Korea University, Korea

The Impact of Democratization on Korean Language Use in South Korea: A Post-colonial Case Study of Korean Job Title Changes (co-presented with Stephen Suh and Jongnam Koo) Asian Literatures, Cultures & Media Seminar May 2012, University of Minnesota

Web-Based Language Proficiency Exam (LPE) for Korean: Listening, Writing and Reading Featuring Authentic Audio and Video Annual Conference of AATK June 2012, Stanford University

Recent Academic Services

- **Board of Directors**, International Association of Korean Language Education 2011-2015
- **Board of Directors**, Association of American Teachers of Korean 2005-2008, 2011-2014
- **Board Member of the SAT Korean Committee**, College Board 2012-present
- **Executive Committee**, CARLA (Center for Advanced Research in Language Acquisition) 2012-2014
- **ComSLE (The Committee on Second Language Education)** CLA 2011-2014
- **Reviewers** for *Language and Information*, Research Institute of Language and Information, Seoul Korea 2010-present
- **Reviewers** for *The National Standards for Korean* 2009-2012
- **Reviewer** for JLTA (Journal of Less Commonly Taught Languages) 2009-present

Recent Grants and Contracts

- **Korean Learning Object Development**, National Foreign Language Center, University of Maryland. Jan. 2014- Dec. 2014.
- **North Korean Listening Assessment Object Development**, National Foreign Language Center, University of Maryland. March. 2013- Oct. 2013
- **Enhanced Final Learning Objective Activities (EFA) project**, National Foreign Language Center, University of Maryland Nov. 2012 – Nov. 2013
- **Tools for Discovery Grant: Web-based Korean LPE Development**, CLA, University of Minnesota May 2012 – May 2013
- **North Korean Reading Assessment Object Development**, National Foreign Language Center, University of Maryland March. 2012- Oct. 2012
- **ACTFL Curriculum Development Support Project**, American Council on the Teaching of Foreign Languages Oct. 2011-May. 2012

Memberships

ACTFL (American Council of Teaching Foreign Languages)
IAKLE (International Association of Korean Language Education)
AATK (Association of American Teachers of Korean)
LSA (Linguistic Society of America)

MANDY R. MENKE

Spanish and Portuguese Studies
University of Minnesota
██████████
██████████
Minneapolis, MN 55455

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EDUCATION

Ph.D. University of Minnesota, May 2010
Major: Hispanic and Lusophone Literatures, Cultures, and Linguistics
M.A. University of Minnesota, May 2006
Major: Hispanic Linguistics
B.S. Indiana University of Pennsylvania, May 2001
Robert E. Cook Honors College
Major: Elementary Education
Major: Secondary Spanish Education

PROFESSIONAL APPOINTMENTS

Aug 2014 – present Assistant Professor of Hispanic Linguistics and Director of Language Programs,
University of Minnesota
Aug 2010-April 2014 Assistant Professor, Grand Valley State University

PEER-REVIEWED PUBLICATIONS

Pettes Guikema, J. and Menke, M. R. (2014). Preparing Future Foreign Language Teachers: The Role of Digital Literacies. In J. P. Guikema and L. Williams (Eds.), *Digital literacies in foreign language education: Research, perspectives, and best practices* (pp. 265-285). San Marcos, TX: CALICO.
Menke, M. (2010). An initial examination of the Spanish vowels produced by Spanish-English bilingual children. *Southwest Journal of Linguistics*, 28(2), 98-135.
Menke, M. and Face, T. (2010). Second language Spanish vowel production: An acoustic analysis. *Studies in Hispanic and Lusophone Linguistics*, 3(1), 181-214.
Fortune, T. W., with Menke, M. (2010). Language and learning disabilities in immersion education: Educators' top questions and Research-based, practitioner-informed responses. Minneapolis, MN: University of Minnesota, Center for Advanced Research on Language Acquisition.
Face, T. L. and Menke, M. R. (2009). Acquisition of the Spanish voiced spirants by second language learners. In Collentine, J. García, M., Lafford, B., and Marín, F. M. (Eds.), *Selected Proceedings of the 11th Hispanic Linguistics Symposium* (pp. 39-52). Somerville, MA: Cascadilla Proceedings Project.
Shively, R. Menke, M., and Manzon, S. (2008). Perception of irony by L2 learners of Spanish. *Issues in Applied Linguistics*, 16(2), 101-132.

ACADEMIC CONFERENCE PRESENTATIONS

- Menke, M. R. (2014, March). Does Age Matter?: The Acquisition of Spanish Rhotics and Voiceless Stops by Child Learners. Paper presented at the 4th Current Approaches to Spanish and Portuguese Second Language Phonology Conference, Washington, D.C.
- Pettes Guikema, J. and Menke, M. R. (2013, May). Conference in the Classroom: Addressing Technology's Dual Role in the Methods Class. Paper presented at Language Teacher Educator Conference, Washington, D.C.
- Menke, M. (2012, Oct). Exploring the Pronunciation-Identity Link of Spanish Immersion Learners. Paper presented at Immersion 2012: Bridging Contexts for a Multilingual World, Minneapolis, MN.
- Menke, M., and Face, T. (2012, Feb). Acquisition of /s/ by second language learners of Spanish. Paper presented at Current Approaches to Spanish and Portuguese Second Language Phonology, Columbia, SC.
- Menke, M. (2011, March). The Phonological Skills of Immersion Learners: An Acoustic Analysis of Spanish Vowels. Paper presented at American Association of Applied Linguists Annual Conference, Chicago, IL.
- Menke, M. (2010, Oct). The Phonological Skills of Two-Way Immersion Learners: An Acoustic Analysis of Spanish Vowels. Paper presented at Hispanic Linguistics Symposium 2010, Bloomington, IN.
- Face, T. and Menke, M. (2010, Feb). Acquisition of the Spanish Rhotics by L2 Learners. Paper presented at Current Approaches to Spanish and Portuguese Second Language Phonology, Gainesville, FL.
- Menke, M. (2009, June). An Initial Examination of the Spanish Vowels Produced by Spanish-English Bilingual Children. Paper presented at Child Phonology 2009, Austin, TX.
- Fortune, T. and Menke, M. (2008, July). Differences or Disabilities in Immersion Classrooms: Research-based, Practitioner-informed Responses. Presented at California Association of Bilingual Education 16th Annual Two-Way Bilingual Immersion Program Summer Conference, Newport Beach, CA.
- Menke, M. and Shively, R. (2008, April). Perception of irony by L2 learners of Spanish. Paper presented at SLA Graduate Student Symposium: Evolving Perspective in SLA, Madison, WI.
- Menke, M. and Face, T. (2008, Feb). Second language Spanish vowel production: An acoustic analysis. Paper presented at Current Approaches to Spanish & Portuguese Second Language Phonology Conference, Minneapolis, MN.
- Menke, M. (2007, Nov). ¿Ser o estar? A Study of copula choice of Quechua-Spanish bilinguals in Calca, Peru. Paper presented at Hispanic Linguistics Symposium 2007, San Antonio, TX.
- Fleming, M. (2007, Aug). Había una vez / Once upon a time: A study of the children's narratives produced by Spanish high school immersion learners. Paper presented at 89th Annual American Association of Teachers of Spanish and Portuguese National Conference, San Diego, CA.
- Fleming, M. (2006, Oct). Patterns of language use in a high school immersion classroom. Paper presented at the Second Language Research Forum, Seattle, WA.

AWARDS/GRANTS

December 2013	Pew Teaching Excellence Award, \$500
January 2012	Pew Faculty Teaching & Learning Center, Grand Valley State University Proficiency -based Assessments across the Language Curriculum, \$7299
November 2008	Pew Faculty & Teaching Learning Center, Grand Valley State University Center for Advanced Research on Language Acquisition Fellow, \$1000
May 2008	Graduate School Thesis Research Grant, \$2350

Appendix B: Timeline of CARLA LRC Activities

CARLA Timeline YEAR ONE (2014-2015)

	Academic Year (2014–2015)	Summer 2015
Immersion Education	<ul style="list-style-type: none"> • Research Study: Complete research on academic achievement in English of early total Mandarin immersion (Gr 3&5) <ul style="list-style-type: none"> ○ Report research in national conferences & share teaching implications of the research in workshops and institutes for immersion teachers • Research Study: Get research sites & permissions for multiyear research project on biliteracy development • Research-to-Action Brief: Early total Mandarin immersion education – written & posted on CARLA website • Evaluation: Meet with Independent Evaluator (Chapelle) to set up evaluation framework 	<p>Summer Institutes:</p> <ul style="list-style-type: none"> • Immersion 101 • Immersion 101 for Chinese and Japanese • Immersion Challenges for veteran teachers
Advanced Proficiency	<ul style="list-style-type: none"> • CLAC Conference: Participate in CLAC consortium conference • CLAC Syllabus Repository: Set-up Syllabus Repository on CARLA website with CLAC Consortium input; form CLAC syllabus screening committee • Summer Institute Prep: Design summer institute for teachers: <i>Foreign Languages and the Environment</i> • Evaluation: Meet with Independent Evaluator (Chapelle) to set up evaluation framework 	<p>Repository: Review, post CLAC syllabi</p> <p>HS Heritage Language: Field-test curriculum</p> <p>Summer Institute: FLs & the Environment</p>
Online Education	<ul style="list-style-type: none"> • Online Course: Based on survey of online teachers & experience teaching similar course for LCTL teachers, design online course on Teaching Language Online (TLO) in Fall <ul style="list-style-type: none"> ○ Pilot online course on TLO for teachers of all languages (Spring); collect participants' evaluations & revise course • TLO Network: Offer monthly online “chats” for online language teachers on topics that interest them <ul style="list-style-type: none"> ○ Present on TLO at professional associations, contribute new resources/articles/tools to CARLA tech Diigo group • TLT Workshops: Teach two local/remote audience workshops on tools for teaching language with technology • Evaluation: Meet with Independent Evaluator (Chapelle) to set up eval framework 	<p>Summer Institutes:</p> <ul style="list-style-type: none"> • Technology for Teaching Languages (TLT)-online institute • TLT institute for local/remote audience
LTE	<ul style="list-style-type: none"> • Conference: Prepare for and host the 9th Biennial Language Teacher Education (LTE) conference in May 2015 at UM <ul style="list-style-type: none"> ○ Coordinate with National Heritage Language Resource Center to focus on heritage language teacher education • Evaluation: Meet with Independent Evaluator (Chapelle) to set up evaluation framework 	<p>Conference Wrap-up:</p> <ul style="list-style-type: none"> • Complete conf evals • Post conference videos
Dbase	<ul style="list-style-type: none"> • LCTL Database: Update and expand entries in the database 	
Learn Lang	<ul style="list-style-type: none"> • Material Development: Videorecord and transcribe learner language produced by a Spanish heritage and a FL learner doing the <i>Learner Language</i> tasks on the CARLA website • Evaluation: Meet with Independent Evaluator (Chapelle) to set up evaluation framework 	<p>Summer Institute:</p> <ul style="list-style-type: none"> • Pilot materials in SLA Basics SI
Dissemination	<ul style="list-style-type: none"> • Webinars: Offer two online webinars during the academic year (w/OE program support) • Program Planning: Plan for workshops and webinars and next year's summer institute program <ul style="list-style-type: none"> ○ Collect participant evaluations after all summer institutes, workshops & webinars; send to instructors for feedback • Use past attendance and participant evaluations to select and schedule self-sustaining SI's for next summer • ACTFL annual conference: Plan for and staff booth at ACTFL conference, attend LRC Coordinating Council meeting • Newsletter and Facebook: Publish electronic newsletter 3 times a year and maintain Facebook page • Evaluation: Meet with Independent Evaluator (Chapelle) to set up evaluation framework 	<p>Summer Institutes:</p> <ul style="list-style-type: none"> • Offer 8-10 institutes including 2 new face-to-face SIs (incl. <i>FLs & the Environment</i>) • Offer <i>SLA Basics SI</i> in local/remote audience format (w/OE program support)

TIMELINE OF CARLA LRC ACTIVITIES: YEAR TWO (2015-2016)

	Academic Year (2015–2016)	Summer 2016
Immersion Education	<ul style="list-style-type: none"> • Research Study: Gather and analyze data on biliteracy practices & learning outcomes for typically developing learners in K-3 early total Mandarin immersion programs • Research-to-Action Brief: Professional development needs of dual language & immersion teachers – written & posted on CARLA website • Conference: Planning for 6th <i>International Immersion Education Conference (IEC)</i>: planning committee selects themes, plenary speakers, invited symposia, invites and screens presentation proposals • Evaluation: Meet with Independent Evaluator (Chapelle) for formative assessment 	<p>Summer Institutes:</p> <ul style="list-style-type: none"> • Immersion 101 • Immersion 101 for Chinese and Japanese • Immersion Challenges for veteran teachers <p>IEC: develop program</p>
Advanced Proficiency	<ul style="list-style-type: none"> • CLAC Conference: Participate in CLAC consortium conference • CLAC Syllabus Repository: Solicit evaluations of repository & suggestions from CLAC members; plan sharing of syllabus selection & review responsibilities with CLAC committee, to begin YIII • Academic Seminar: Organize and offer seminar <i>Environmental Humanities</i> to postsecondary language and literature faculty <ul style="list-style-type: none"> ◦ Solicit, review, and post <i>Green Languages</i> syllabi in CLAC Syllabus Repository • Evaluation: Meet with Independent Evaluator (Chapelle) for formative assessment 	<p>Repository: Solicit, review & post CLAC syllabi</p> <p>Summer Institutes: <i>FLs & Environment</i> if enrollments warrant</p>
Online Education	<ul style="list-style-type: none"> • Online Course: Offer online course on TLO for teachers of all languages (Fall); collect evaluations from participants & revise course • TLO Network: Offer monthly online “chats” for online language teachers on topics that interest them <ul style="list-style-type: none"> ◦ Present on TLO at professional associations, contribute new resources/articles/tools to CARLA tech Diigo group • TLT Workshops: Teach two local/remote audience workshops on tools for teaching language with technology • Evaluation: Meet with Independent Evaluator (Chapelle) for formative assessment 	<p>Summer Institutes:</p> <ul style="list-style-type: none"> • Technology for Teaching Languages (TLT)-online institute • TLT institute for local/remote audience
LTE	<ul style="list-style-type: none"> • LTE Conference Proceedings: Publish a volume of selected proceedings from the <i>LTE Conference</i> • Evaluation: Meet with Independent Evaluator (Chapelle) for formative assessment 	
Dbase	<ul style="list-style-type: none"> • LCTL Database: Update and expand entries in the database 	
Learn Lang	<ul style="list-style-type: none"> • Material Development: Create multimedia activities and post on <i>Learner Language Tools for Teachers</i> website • Use <i>Spanish learner language</i> multimedia materials in workshops and classes for teachers; collect & use evaluations • Evaluation: Meet with Independent Evaluator (Chapelle) for formative assessment 	
Dissemination	<ul style="list-style-type: none"> • Webinars: Offer two online webinars during the academic year (w/OE program support) • Program Planning: Plan for workshops and webinars and next year’s summer institute program <ul style="list-style-type: none"> ◦ Collect participant evaluations after all summer institutes, workshops & webinars; send feedback to instructors ◦ Use past attendance and participant evaluations to select and schedule self-sustaining SI’s for next summer ◦ Create, print and distribute CARLA brochure/annual newsletter to promote CARLA programs • ACTFL annual conference: Plan for and staff booth at ACTFL conference, attend LRC Coordinating Council mtg • Newsletter and Facebook: Publish electronic newsletter three times a year and maintain Facebook page weekly • Evaluation: Meet with Independent Evaluator (Chapelle) for formative assessment 	<p>Summer Institutes:</p> <ul style="list-style-type: none"> • Offer 8-10 institutes including 2 new face-to-face SIs (incl. <i>Critical Thinking</i> with NRC) • Offer new SI in local/remote audience format (w/OE program support)

TIMELINE OF CARLA LRC ACTIVITIES: YEAR THREE (2016-2017)

	Academic Year (2016–2017)	Summer 201
Immersion Education	<ul style="list-style-type: none"> • Research Study: Gather and analyze data on biliteracy practices & learning outcomes for struggling learners in K-3 in one early total Mandarin immersion program • Research-to-Action Brief: Linguistic diversity and differentiation in Spanish immersion – written & posted on CARLA website • Conference: 6th International Immersion Education Conference hosted for 600 participants <ul style="list-style-type: none"> ○ Videos of conference plenaries and selected symposia posted on CARLA website 	Summer Institutes: <ul style="list-style-type: none"> • Immersion 101 • Immersion 101 for Chinese and Japanese • Immersion Challenges for veteran teachers
Advanced Proficiency	<ul style="list-style-type: none"> • CLAC Conference: Participate in CLAC consortium conference • CLAC Syllabus Repository: Share syllabus selection & review responsibilities with CLAC committee • CLAC Publication: Partner with CLAC to co-edit book on designing and implementing CLAC curricula in post-secondary contexts • Business Language Conference: Assist with planning of CIBER Business Language Conference: logistics, selection of plenary speakers, screening and selection of submissions 	Summer Institutes: <i>FLs & Environment</i> if enrollments warrant
Online Education	<ul style="list-style-type: none"> • Online Course: Offer online course on TLO for teachers of all languages (Fall); collect evaluations from participants & revise course • TLO Network: Offer monthly online “chats” for online language teachers on topics that interest them <ul style="list-style-type: none"> ○ Present on TLO at professional associations, contribute new resources/articles/tools to CARLA tech Diigo group • TLT Workshops: Teach two local/remote audience workshops on methods/tools for teaching language with technology 	Summer Institutes: <ul style="list-style-type: none"> • Technology for Teaching Languages (TLT)-online institute • TLT institute for local/remote audience
LTE	<ul style="list-style-type: none"> • Conference: Help plan and attend the 10th Biennial LTE Conference hosted by NHLRC at UCLA 	
Database	<ul style="list-style-type: none"> • LCTL Database: Update and expand entries in the database 	
Learn Lang	<ul style="list-style-type: none"> • Material Dissemination: Use <i>Spanish learner language</i> multimedia materials in workshops and classes for teachers; collect & use evaluations to improve website 	
Dissemination	<ul style="list-style-type: none"> • Webinars: Offer two online webinars during the academic year (w/OE program support) • Program Planning: Plan for workshops and webinars and next year’s summer institute program <ul style="list-style-type: none"> ○ Collect participant evaluations after all summer institutes, workshops & webinars; send feedback to instructors ○ Use past attendance and participant evaluations to select and schedule self-sustaining SI’s for next summer ○ Create, print and distribute CARLA brochure/annual newsletter to promote CARLA programs • ACTFL annual conference: Plantaff booth at conference, attend LRC Coordinating Council meeting • Newsletter and Facebook: Publish electronic newsletter three times a year and maintain Facebook page weekly 	Summer Institutes: <ul style="list-style-type: none"> • Offer 8-10 institutes including 2 new face-to-face SIs • Offer new SI in local/remote audience format (w/OE program support)

TIMELINE OF CARLA LRC ACTIVITIES: YEAR FOUR (2017-2018)

	Academic Year (2017–2018)	Summer 2018
Immersion Education	<ul style="list-style-type: none"> • Research: Disseminate research on early total Mandarin immersion at conferences and in workshops and institutes for teachers • Research-to-Action Brief: Literacy development practices in early total Mandarin immersion • Conference: Support planning for 7th <i>Immersion Education Conference</i> in North Carolina • Evaluation: Meet with National Advisor (Lyster), and Independent Evaluator (Chapelle) for summative evaluation report 	Summer Institutes: <ul style="list-style-type: none"> • Immersion 101 • Immersion 101 for Chinese and Japanese • Immersion Challenges for veteran teachers
Advanced Proficiency	<ul style="list-style-type: none"> • CLAC Conference and Repository: Participate in CLAC consortium conference; share syllabus selection & review responsibilities with CLAC committee • Business Language Conference: Co-host CIBER Business Language conference; assist with registrations, program preparation, and logistics • Publication: Publish co-edited book on CLAC curriculum design & implementation as <i>CARLA Working Paper</i> • Evaluation: Meet with Independent Evaluator (Chapelle) for summative evaluation 	Summer Institutes: <i>FLs & Environment</i> if enrollments warrant
Online Education	<ul style="list-style-type: none"> • Online Course: Offer online course on TLO for teachers of all languages (Fall); collect evaluations from participants & revise course • TLO Network: Offer monthly online “chats” for online language teachers on topics that interest them <ul style="list-style-type: none"> ○ Present on TLO at professional associations, contribute new resources/articles/tools to CARLA tech Diigo group • TLT Workshops: Teach two local/remote audience workshops on methods/tools for teaching language with technology • Evaluation: Meet with National Advisor (Murphy-Judy), and Independent Evaluator (Chapelle) for summative evaluation report 	Summer Institutes: <ul style="list-style-type: none"> • Online technology for language teaching (TLT) • Local/remote audience TLT
LTE	<ul style="list-style-type: none"> • Conference: Send plenary speaker on language teacher education to CERCLL’s Language Ed and Culture conf • Evaluation: Meet with Independent Evaluator (Chapelle) for summative evaluation report 	
Dbase	<ul style="list-style-type: none"> • LCTL Database: Update and expand entries in the database 	
Learn Lang	<ul style="list-style-type: none"> • Material Dissemination: Use <i>Spanish learner language</i> multimedia materials in workshops and classes for teachers; collect & use evaluations to improve website • Evaluation: Meet with Independent Evaluator (Chapelle) for summative evaluation report 	
Dissemination	<ul style="list-style-type: none"> • Webinars: Offer two online webinars during the academic year (w/OE program support) • Program Planning: Plan for workshops and webinars and next year’s summer institute program <ul style="list-style-type: none"> ○ Collect participant evaluations after all summer institutes, workshops & webinars; send feedback to instructors ○ Use past attendance and participant evaluations to select and schedule self-sustaining SI’s for next summer ○ Create, print and distribute CARLA brochure/annual newsletter to promote CARLA programs • ACTFL annual conference: Plantaff booth at conference, attend LRC Coordinating Council meeting • Newsletter and Facebook: Publish electronic newsletter three times a year and maintain Facebook page weekly • Evaluation: Meet with Independent Evaluator (Chapelle) for summative evaluation report 	Summer Institutes: <ul style="list-style-type: none"> • Offer 8-10 institutes including 2 new face-to-face SIs (incl. NRC collaboration SI) • Offer new SI in local/remote audience format (w/OE program support)

Appendix C: Letters of Support

University of Minnesota

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June 17, 2014

Selection Committee
Language Resource Center Program
U.S. Department of Education

Dear Selection Committee Members,

As Associate Vice President and Dean of International Programs at the University of Minnesota, I am pleased to write in support of the application of The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota for U.S. Department of Education Title VI funding as a Language Resource Center.

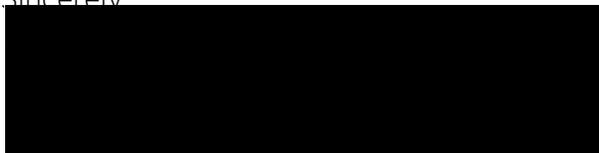
CARLA's interdisciplinary work directly addresses the University's strategic goal of internationalization by improving language teaching and learning; that work is well known within the language teaching community in Minnesota, the U.S., and internationally. Since the center's inception it has served over 14,700 language teachers, researchers, and administrators from around the world in a variety of program initiatives. CARLA fosters research, provides outreach to Minnesota K-12 and postsecondary educators, and internationalizes the curriculum. Below are a few highlights of CARLA's activities:

- **CARLA Summer Institutes**--Over 4,380 participants from every state in the United States and many other countries have taken part in the CARLA summer institute program to date and over 300 are already registered for the 2014 summer institute program. CARLA offers the only professional development program in the country for K-12 language immersion teachers; the annual "Immersion 101" summer institute for new immersion teachers and administrators regularly fills to capacity months before the program begins.
- **International Conferences**--CARLA has initiated two unique conferences, one focused on immersion education and the other on language teacher education. Over 680 language immersion teachers and administrators from around the world attended the 4th *International Conference on Immersion Education: Bridging Contexts for a Multilingual World*, held from October 18-20, 2012 in St. Paul, Minnesota. CARLA's 7th *Biennial International Conference on Language Teacher Education (LTE) conference* held in May 2011 was attended by a total of 309 language teacher educators from the U.S. and 18 other countries. The 8th LTE conference was co-sponsored with the National Capital Language Resource Center in Washington D.C. in May 2013; the next LTE conference funded by LRC will be held in Minneapolis in May 2015 in collaboration with the National Heritage Language Resource Center. This is the only conference in the nation specifically for language teacher educators to share research and best practices.

- **CARLA Website**--The website created and maintained by CARLA is considered an essential resource by teachers of many languages, across the country and around the world. The CARLA site is highly visible and comes up as number #1 or near the top of many relevant Google searches. At last count, the CARLA website contains over 8,500 webpages, and last year the site had over 1.1 million pageviews. In 2013, 515,878 free downloads were made of CARLA instructional materials, research reports, and working papers. See: www.carla.umn.edu.
- **Scholarly Productivity**--During the *current* LRC four-year grant cycle (2010–2014) faculty, staff, and students gave 258 presentations and completed 19 publications. I was amazed to learn that the CARLA bibliography lists over 1,400 publications and presentations done as part of the work of CARLA since it began in 1993. (See: www.carla.umn.edu/bibliography)

I have been privileged to have CARLA as one of the units under my auspices in the Office of International Programs. CARLA serves a wonderful model for university-based initiatives in that it draws on the strengths of the University, extends its outreach to a statewide educational audience and shares its expertise with colleagues around the country. There are few centers that can boast a similar level of productivity and impact in improving the quality and effectiveness of language and culture teaching throughout the state and nation. I urge you to support CARLA's application funding as a Title VI LRC, knowing that the Center will be successful in all it undertakes to improve language teaching and learning.

Sincerely,



Meredith McQuaid
Associate Vice President and Dean
Office of International Program

UNIVERSITY OF MINNESOTA

Twin Cities Campus

June 17, 2014

Office of the Dean

College of Education and Human Development


Minneapolis, MN 55455 USA

Office: 
Fax: 
<http://cehd.umn.edu>

Selection Committee
Title VI Language Resource Center Grant (LRC) Program
U.S. Department of Education

Dear LRC Selection Committee:

The Office of the Dean of the College of Education and Human Development (CEHD) at the University of Minnesota is pleased to support the application of the Center for Advanced Research on Language Acquisition (CARLA), for continued funding as a Title VI Language Resource Center during the upcoming grant period of FY15-18. CARLA's Title VI grant-funded activities directly support the work of the College's Department of Curriculum and Instruction (Second Languages and Cultures: SLC) through activities such as its high quality summer courses for pre-service and in-service language teachers, offered in collaboration with the College; the graduate assistantships connected with its educational initiatives offered to doctoral students in CEHD (SLC); and the collaborations it supports between the College and the Department of Education's World Language and English Learner Specialist's office in support of K-12 multilingual and multicultural students across the state.

CARLA's proposed activities in the next round of LRC funding build upon its activities in support of teacher development in K-12 language immersion education, up-to-date uses of technology for language education, and effective dissemination of its research and products to language educators and K-12 practitioners. We support continued funding for CARLA as a Title VI Language Resource Center.

Sincerely,



Jean K. Quam, Dean

Driven to DiscoverSM

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Office of the Dean
College of Liberal Arts*

Minneapolis, MN 55435

Fax: [REDACTED]

June 18, 2014

Selection Committee
Title VI Language Resource Center Grant (LRC) Program
U.S. Department of Education

Dear LRC Selection Committee:

As Interim Dean of the College of Liberal Arts (CLA) at the University of Minnesota, I write in support of the Center for Advanced Research on Language Acquisition (CARLA)'s application for continued funding as a Title VI Language Resource Center (FY 15-18). CARLA's Title VI grant-funded activities directly support CLA's efforts to promote and strengthen foreign language learning and teaching across the curriculum. Second language acquisition is central to our collegiate mission, and CLA has for many years commissioned a faculty and staff Committee for Second Language Education (ComSLE) to develop and support all the College's foreign language programs. We have also provided ongoing support for the CLA Language Center, which helps provide technological and instructional resources for all CLA language teachers.

The professional development opportunities and website resources that CARLA offers for CLA language teachers provide them with the tools they need to perform optimally, thereby enhancing the student experience and amplifying the CLA mission. Additionally, CARLA's important work with the national Consortium for Cultures and Languages Across the Curriculum (CLAC) strongly reinforces the College's efforts to provide improved opportunities for undergraduate students to use a second language for academic purposes across the collegiate curriculum.

The Dean's Office is deeply appreciative of the contributions CARLA makes to second language acquisition, and to the success of language education efforts in the College of Liberal Arts, as well as throughout the University and broader community. Continued funding for CARLA through the Title VI Language Resource Center Program will support ongoing efforts to strengthen and expand language learning opportunities for all CLA students.

Sincerely,

[REDACTED]
Raymond D. Duvall
Interim Dean, College of Liberal Arts
Professor, Political Science

Driven to DiscoverSM

June 16, 2014

Selection Committee
Title VI Language Resource Center Grant (LRC) Program
U.S. Department of Education

Dear LRC Selection Committee:

The Office of the Vice President for Research at the University of Minnesota strongly supports the application of CARLA, the Center for Advanced Research on Language Acquisition, for continued funding as a Title VI Language Resource Center during the upcoming grant period of FY15-18. CARLA's Title VI grant-funded activities directly address the University's strategic goal of academic internationalization by promoting significant partnerships to improve language teaching and learning across colleges, campuses, and institutions, and include research activities of considerable interest to this office. In particular, CARLA's proposed research on student learning in early total Mandarin immersion programs is sorely needed, and of strategic importance to the University as it expands its Mandarin language programming.

CARLA's proposed activities in the next round of LRC funding build upon its strong foundation of expertise in the areas of research-based instruction and language immersion education, exploration of the uses of up-to-date technology to deliver highly effective instruction in a wide range of world languages, and use of multiple media for dissemination of its research and products. I urge you to renew the Center's funding for its Language Resource Center mission.

Sincerely,

[REDACTED]
Brian Herman, Ph.D.
Vice President for Research

UNIVERSITY OF MINNESOTA

Office of the Senior Vice President
for Academic Affairs and Provost

[REDACTED]
Minneapolis, MN 55455-0110

Office: [REDACTED]
Fax: [REDACTED]

June 17, 2014

Selection Committee
Title VI Language Resource Center Grant (LRC) Program
U.S. Department of Education

Dear LRC Selection Committee:

I write in strong support of the application of CARLA, the Center for Advanced Research on Language Acquisition, for continued funding as a Title VI Language Resource Center during the upcoming grant period of FY15-18. CARLA's Title VI grant-funded activities directly address the University's strategic goal of academic internationalization by promoting significant partnerships to improve language teaching and learning across colleges, campuses, and institutions. Built to disseminate the products of its work with LRC funding, the highly visible website created and maintained by CARLA at the University of Minnesota is an essential resource for language education not just on our University campuses, but for K-16 teachers of many languages across the country, and around the world, with more than a million visits and half a million downloads of its resources annually. CARLA's high-profile summer institutes are nationally and internationally recognized.

CARLA's proposed activities in the next round of LRC funding build upon its strong foundation of expertise in the areas of content-based instruction and language immersion education, the use of up-to-date technology to deliver highly effective instruction in a wide range of world languages, the delivery of large international conferences where experts can share best practices in world language education, and use of multiple media for dissemination of its research and products. These activities will be vital to the continuing existence and growth of this Center, which has had, and continues to have, a strong positive influence to improve the quality of language learning and teaching through its many partnerships, both on and off campus. In particular, we are interested in CARLA's proposed research on literacy development in Chinese immersion classrooms, and have allocated additional support for this endeavor to underscore our commitment to this important work.

Sincerely,

[REDACTED]
Karen A. Hanson
Senior Vice President for Academic Affairs and Provost

Driven to DiscoverSM

Twin Cities Campus

Department of Curriculum and Instruction
College of Education and Human
Development

[Redacted]
Minneapolis, MN 55

Office: [Redacted]
Fax: [Redacted]

June 20, 2014

U.S. Department of Education
Title VI Language Resource Center Grant Program

Dear LRC Selection Committee,

I am writing to express my enthusiastic support for the Language Resource Center (LRC) grant being submitted by the Center for Advanced Research on Language Acquisition (CARLA). I have served as the faculty adviser to the Immersion Projects in CARLA since its inception in 2002 and am delighted to continue in this role should the LRC grant be awarded.

For over 20 years I have been involved with language immersion research, teacher development and program evaluation initiatives, and have observed the Immersion Projects at CARLA become the “go-to” place for language immersion education resources nationally and internationally. The success of the Immersion Projects is due not only to LRC support but also to the leadership and vision of its director, Dr. Tara Fortune.

Immersion programs continue to proliferate in the U.S. and around the world, and the proposal for future Immersion Projects initiatives within CARLA has been designed to respond to the current needs of this rapidly growing immersion audience. In particular, the proposed research project on language and literacy development in early total Mandarin immersion education is sorely needed. While there is ample evidence that students in immersion programs develop strong bilingual and biliteracy skills in alphabetic languages, there is a scarcity of research on programs focused on logographic languages. Dr. Fortune has been working closely with Mandarin immersion for nearly ten years and is extremely well positioned to lead this research initiative. The proposed immersion summer institutes will inevitably continue to draw national and international audiences with lengthy wait lists, as they have since they began. In addition, the proposed teacher workshops will address the needs of our burgeoning group of local immersion teachers (600+). Scholars and educators from all over the world are familiar with CARLA’s international immersion conferences and are anxious for the next to be hosted in 2016. I am looking forward to serving as co-chair of the 6th international conference on immersion education should CARLA received another round of funding.

The proposed projects address immersion educators’ need for professional development through conferences, summer institutes, workshops, and practitioner-friendly publications. I am honored to be part of the CARLA Immersion Projects and ask that the selection committee give this LRC grant proposal their strongest consideration for continued funding.

S
[Redacted Signature]

Diane J. Tedick, Ph.D.
Associate Professor
Second Languages and Cultures Education

Driven to DiscoverSM



McGill

Faculty of Education
McGill University

Faculté des sciences de l'éducation
Université McGill

Facsimile/Télécopieur:

May 31, 2014

United States Department of Education
Title VI Language Resource Center Grant Program

Dear LRC Selection Committee:

It gives me great pleasure to write this letter to express my full endorsement and support for the Language Resource Center (LRC) grant proposal for Immersion Projects submitted by the Center for Advanced Research on Language Acquisition (CARLA).

I have known of CARLA ever since I participated as a presenter at one of its first conferences in 1995. Since that time, I have participated as a plenary speaker in three subsequent conferences (2004, 2008, 2012) and as a summer institute instructor (2011, 2012) and presenter (1997, 2000). These experiences have all been positive ones that have contributed to my own professional growth and I look forward to my continued participation as instructor of summer institutes in 2015 and 2016 called “Partner Teacher Collaboration and Biliteracy Development” and in the 6th international conference on immersion education in 2016.

As a Canadian researcher, I would like to stress that, although research on immersion in the Canadian context has a long history, the resources and professional development opportunities that CARLA provides far exceed any similar initiatives in Canada. The impact that CARLA is having on immersion education is so far-reaching that many Canadian researchers and educators alike now look toward CARLA and its Immersion Projects for reliable sources of information as well as networking and professional development opportunities. These include its summer institutes, international conferences, practitioner-friendly publications, and web-based resources.

What stands out for me in CARLA’s submission is the leading-edge research it proposes in order to explore literacy development and academic achievement in early total Mandarin immersion. Also noteworthy is its ongoing commitment to professional development through its well-established summer institutes and new initiatives including annual “immersion research-to-practice briefs.”

As interest in immersion in the U.S. continues to grow and with LRC support, CARLA will be able to continue to provide the kind of support it has provided in the past—support that promotes the integrity of content-and-language integrated learning through immersion and that advocates access to immersion for all students. In my role as its Immersion Projects External Advisor, I am happy to be part of CARLA’s initiatives and to provide a strong recommendation for its funding.

Sincerely,

Roy Lyster, PhD
Professor of Second Language Education
Department of Integrated Studies in Education



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

June 26, 2014

Selection Committee

Title VI Language Resource Centers

Dear Committee:

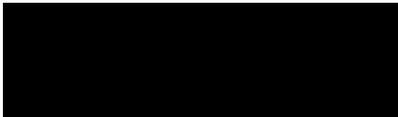
The North Carolina Department of Public Instruction (NCDPI) is most definitely interested in co-hosting, with the Center for Advanced Research on Language Acquisition (CARLA), the 2018 Language Immersion Education Conference. Within NCDPI's K-12 Curriculum and Instruction Division, the educators in English as a Second Language (ESL), Global Education, and World Languages already form an internal Dual Language/Immersion (DLI) Team that supports the:

- expansion of DLI programming across the state,
- research on the positive impact that DLI programs have on student achievement, and the
- networking of DLI educators to build capacity.

The NCDPI DLI Team, along with critical stakeholders, will also be happy to assist with the planning for the 2016 conference.

We look forward to working with CARLA in providing quality professional development around the K-12 dual language/immersion model.

Sincerely,



Robin B. McCoy, Ph.D.

Director, K-12 Curriculum and Instruction

RM/ccs

c: Helga Fasciano, Special Assistant for Global Education
Christie Ebert, Section Chief, K-12 Program Areas

DIVISION OF K-12 CURRICULUM AND INSTRUCTION

Robin B. McCoy, Ph.D., *Director* | [Redacted]

[Redacted] Raleigh, North Carolina 27699-6341 | [Redacted]

Fax [Redacted]

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



June 18, 2014

United States Department of Education
Title VI Language Resource Center Grant Program

Dear LRC Selection Committee,

On behalf of the many members of the National Council of State Supervisors for Languages (NCSSFL), it gives me pleasure to write this letter in support of the Language Resource Center (LRC) grant proposal for immersion projects being submitted by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota.

For state-level language supervisors and district language coordinators, CARLA is viewed as a primary destination for information and high-quality research on second language acquisition, and it is THE go-to destination for information and research on language immersion. Quite frankly, a nation without CARLA and its immersion researchers operating at full capacity would be completely incomprehensible! Given the current movement across the country to increase K-12 immersion programs, the work of our CARLA colleagues is taking on even greater relevance and importance than ever.

Our members - and immersion educators from around the country - have been particularly pleased to participate in the International Immersion Conferences that CARLA has hosted in collaboration with NCSSFL partners in the West (UT), Midwest (MN) and Southeast (NC). These events provide invaluable support, which helps to bolster immersion-programming efforts around the country. NCSSFL members eagerly look forward to continuing this collaboration with CARLA during the next LRC cycle.

CARLA immersion researcher Tara Fortune has become an invaluable resource to NCSSFL members in terms of providing informational and research resources for those who are working to support dual language and immersion education in their states. As an associate NCSSFL member, Tara acts as a key liaison between CARLA and our organization, and we depend on her and her colleagues to keep our members abreast of the latest research and developments in the immersion field.

The NCSSFL is also pleased to note the collaboration of CARLA immersion researchers with national immersion support networks that have recently formed, such as the Asia Society's Chinese Early Language and Immersion Network (CELIN). Indeed, the proactivity and strength of the outreach efforts coming from CARLA speak volumes about the culture of collaboration that this particular LRC has ingrained in its very being. In our minds, this is a model to be emulated by other LRCs which seek to improve their collaborative outreach efforts to K-12 educators.

As with any funding initiative, LRC Selection Committee members must carefully consider how to get the most "bang" for the federal "bucks" that they are in charge of allocating. As a national organization of members working to support myriad K-12 language initiatives at the state level, we in the NCSSFL are very aware of which LRCs are most effective in meeting the outreach expectations of the U.S. Department of Education - and which ones are not. We can say without hesitation that CARLA, with its incredibly strong immersion projects component, represents the best of the very best. We encourage you to give every consideration to CARLA's request for immersion project funding during the upcoming funding cycle.


www.ncssfl.org

PR/Award # P229A140008

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Appendix C: Letters of Support p. 10

In closing, please don't hesitate to contact me at your earliest convenience if you would like additional information or require clarification of anything contained herein.

Sincerely,



Ryan T. Wertz
President
National Council of State Supervisors for Languages



June 24, 2014

Selection Committee

U.S. Department of Education Title VI Language Resource Center Program

Dear Committee,

The Center for International Business Education and Research (CIBER), a USDE Title VI center at the University of Minnesota, is pleased to partner with the Center for Advanced Research on Language Acquisition (CARLA) on hosting the CIBER Business Language Conference in Year IV (FY17-FY18) of the upcoming grant cycle. This is an annual conference for world language educators, with a particular focus on language for business purposes. It provides a forum to discuss business language education, current research in the field, and how best to meet language needs of business practitioners.

Given CARLA's expertise in language curriculum, teaching and research, we feel well positioned to deliver a very strong conference program. Each of our centers is including funds in our budgets for conference hosting. CARLA has graciously agreed to support plenary speakers and assist with conference logistics on campus. CIBER and CARLA will collaborate on soliciting research and presentation proposals and promoting the conference nationwide.

We greatly value the work CARLA does in advancing language instruction and learning, and we are excited about this partnership.

Sincerely,



Michael Houston
CIBER Academic Director
Associate Dean, Global Initiatives; Ecolab-Pierson M. Grieve Chair in International Marketing
Carlson School of Management, University of Minnesota

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*CLA Language Center
College of Liberal Arts*


Minneapolis, MN 55455

*Office: 
Email: *

June 13, 2014

U.S. Department of Education
USDE Title VI Language Resource Center Grant Program

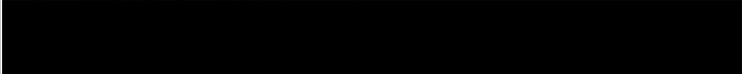
Dear LRC Selection Committee:

This letter is in support of the application by the Center for Advanced Research of Language Acquisition (CARLA) for continued funding under the Title VI program. The Language Center at the University of Minnesota enthusiastically endorses CARLA's application for funding to continue its mission for the next four years. The Language Center has worked closely with CARLA since its inception to provide opportunities for professional development for language instructors in Minnesota and indeed throughout the world. We have partnered with CARLA to offer a summer institute annually on teaching language with technology which attracts instructors from around the world. In addition, the Language Center has co-sponsored events with CARLA, such as the Language Teacher Education conference in 2011 and the Consortium for Cultures and Languages Across the Curriculum (CLAC) conference in 2012. We look forward to continuing this association over the next four years.

We endorse and offer support for the technology initiatives outlined in the grant proposal, specifically the continued annual summer institute on technology in language teaching and learning, semiannual workshops, and the proposed webinars and online chat sessions. The Language Center will provide support for a combined in-person/online workshop each semester and will work with CARLA to develop and support technology-based solutions to enable greater numbers of instructors to participate in regular CARLA summer institutes both on the Minnesota campus and off site.

One of the major efforts of the College of Liberal Arts at the University of Minnesota, through its Committee on Second Language Education (ComSLE), is to develop, support, and sustain opportunities for undergraduate students to use a second language for academic purposes in a variety of contexts across the curriculum. As the Chair of ComSLE, I am deeply involved in this process locally. The application of languages across the curriculum is of growing national interest, as evidenced by the growth of the CLAC consortium. At the most recent meeting of the consortium, the group again called for an accessible collection of model syllabi and teaching materials to provide examples for imitation and emulation to institutions embarking on setting up such a program. The areas addressed by CLAC are a natural extension of CARLA's long experience with Content-Based Instruction and Immersion programs. CARLA's database of unit designs to facilitate Content-Based Instruction are a model for a similar collection of CLAC materials. I would be delighted to help curate such a collection, to work with a board of reviewers from the CLAC consortium to review submissions and to make accessible to a wide audience those examples that illustrate best practices in incorporating second languages into disciplinary content courses. I am also grateful for the opportunity to represent CARLA's and the University of Minnesota's interests at the annual CLAC meetings.

Sincerely,


Daniel B. Soheson
Director, CLA Language Center



Monroe Park Campus

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y

College of Humanities and Sciences
School of World Studies

Richmond, Virginia 23284-2021
Office phone: [REDACTED]
Fax: [REDACTED]
www.has.vcu.edu/wld/

June 17, 2014

CFDA Number: 84.015A

Funding Opportunity Number: ED-GRANTS-053014-001

Dear NRC Review Committee:

As the National Technology Advisor for the Center for Advanced Research in Language Acquisition (CARLA), I have seen the important work that this NCR funded center has been able to accomplish despite harsh cutbacks in funding these past two years. Re-funding this center, if based on past performance and a solid plan for future outreach, merits positive consideration.

The proposed technology projects are needed and feasible. The development of an online language teaching e-course responds to a growing need in the K-16 language education arena. The growth of basic online language delivery within formal and informal educational for a parallels that of general online education at 6.1% (see <http://www.onlinelearningsurvey.com/reports/Grade-Change-2013-Infographic.pdf>--a language specific survey will be deployed later this summer). There are many good courses, indeed a new MERLOT MOOC to be offered in October, 2014, for general online teaching, but online *language* teaching demands planning, preparation and pedagogies specific to the more than doubled increase of affective distance that a *foreign* language adds to that of the media. Moreover, the specificity of second language acquisition (SLA) made available through computer assisted language learning (CALL) and computer mediated communication (CMC) means that despite increased affective distance may be counterbalanced by greater access to peer native informants, tutors, experiences and authentic materials. Learning how to compensate for the linguistic, cultural, pedagogical and affective distances and how to balance the challenge of authentic materials with adequate scaffolding, gamification, formative feedback and encouragement is the stuff of online language teaching. Despite all the press about the digital generation, students are 'naturally' adept in online learning, even less so online learning of a foreign language. Marlene Johnshoy has been a leader in teacher training for online language teaching, as is evident from past CARLA initiatives realized and her CV. CARLA, itself, has a track record nationally in this area. Many facets of the course already exist. There is no doubt in my mind that the online course for online language teaching will be operational by Summer 2015. The focus of this course on community college and HCUB faculty is especially important for large student populations to have access to quality online language programs.

Hosting teacher hangouts with YouTube archiving, vlogging as it were, not only allows teachers the opportunity to engage in discussions and exchanges of topical interest to online language teaching but also to engage in a powerful medium for their own student populations. The same is true with the hybrid courses, where once familiarized with online affordances, teachers move into the online environment to train and practice new skills.

I especially look forward to CARLA cooperation with the Basic Online Language Design and Delivery (BOLDD) Collaboratory, a group of 35+ national online educators and designers. We are creating a BOLDD Guide into which it will be very important to link the CARLA online course and Hangouts/YouTube archive, as part of open educational resources. I also either see or present with Marlene Johnshoy at CALICO, ACTFL, and other national conferences and meetings. Her stature as an online guru is well recognized and her presentations are always well attended. This aspect, too, of the proposed work has every element of success.

In all, this CARLA proposal, with its many time-tested, ongoing endeavors plus the new programs are every reason to re-fund CARLA. Online language teaching and learning is key to preparing America for its global future and making us secure at home and abroad. I thoroughly support this proposal.

Sincerely,

A solid black rectangular box used to redact the signature of the sender.

Dr. Kathryn Murphy-Judy, Ph.D.
Associate Professor of French
VCU School of World Studies

June 9, 2014

U.S. Department of Education
USDE Title VI Language Resource Center Grant Program

Dear LRC Selection Committee:

The National Heritage Language Resource Center (NHLRC) is pleased to collaborate with the Center for Advanced Research on Language Acquisition (CARLA) in its application for Title VI funding as a Language Resource Center. Our centers plan to work together on the *International Language Teacher Education (LTE) Conference*, which was founded by CARLA in 1999. LTE is the only conference in the country designed to address the professional preparation of language teacher educators – that is, those who provide high quality training for language teachers, both pre-service and in-service, at the primary, elementary, secondary, and post-secondary level in both national and international contexts.

CARLA proposes to host the May, 2015 LTE in Minnesota, and NHLRC will host the May, 2017 conference in Los Angeles. Each LRC will participate in both conferences; NHLRC will provide a plenary speaker to the 2015 conference to introduce language teacher educators to issues involved in preparing teachers to effectively address the needs of heritage language learners.

NHLRC will host the May, 2017 conference in Los Angeles; the first time this popular conference will be held in the Western part of the U.S. CARLA will provide advice and logistical support and will sponsor a plenary speaker. We all anticipate considerable interest in highlighting at this conference a new nexus of research and best-practices discussion that combines research-based approaches to language teacher education with a focus on the distinctive learning needs of heritage language students.

We look forward to collaborating with CARLA on these conferences and to the contributions that they will make to strengthening language educators' capacity to support heritage language learning and teaching.

Sincerely,



Olga Kagan
Director, NHLRC



June 6, 2014

Dr. Elaine Tarone
Center for Advanced Research on Language Acquisition (CARLA)

[REDACTED]
Minneapolis, MN 55414

Dear Dr. Elaine Tarone,

The Center for Educational Resources in Culture, Language and Literacy (CERCLL) is pleased to collaborate with the Center for Advanced Research on Language Acquisition (CARLA) in its application for Title VI funding as a Language Resource Center. Our centers will be working together on two projects: CERCLL's *International Conference on the Development and Assessment of Intercultural Competence*, and CARLA's *International Language Teacher Education Conference*, which CARLA and CERCLL propose to host in 2015 and 2018, respectively.

CERCLL is happy to participate in the 2015 *International Language Teacher Education Conference* hosted by CARLA, an event which addresses the needs of those who educate teachers at the primary, elementary, secondary and post-secondary level in both national and international contexts. CERCLL has agreed to participate in the 2015 conference by sending a plenary speaker to address a theme related to culture, a main focus of its Language Resource Center projects and activities.

Intercultural Competence is of importance to all education and CERCLL's focus on cultural issues makes it most qualified to host the biennial *Intercultural Competence Conference* and draw in perspectives from other entities. We appreciate that CARLA will fund a plenary speaker at the 2018 event, when the focus of the conference will be on mobility, both virtual and physical, as it relates to intercultural competence; CARLA's speaker will present on culture in content-based teaching. We look forward to our partnership with CARLA and with the several other Language Resource Centers that are contributing to the Intercultural Competence conferences, and we are pleased to be able to host an event like this that showcases the work done at other LRCs.

We look forward to the collaborative activity that CERCLL and CARLA have proposed in staging these conferences, to the knowledge-sharing that will take place at these events, and to the contributions that they will make to strengthening the nation's capacity for foreign language learning and teaching.

Sincerely,

[REDACTED]

Beatrice Dupuy
Co-Director, CERCLL

[REDACTED]

Chantelle Warner
Co-Director, CERCLL

Address: [REDACTED] University of Arizona, Tucson AZ 85721-0067
E-mail: [REDACTED] | **Phone:** [REDACTED] | **Fax:** [REDACTED] | **Website:** <http://cercll.arizona.edu>

THE UNIVERSITY OF ARIZONA



St. Olaf College
Northfield, MN 55057

stolaf.edu

June 23, 2014

U.S. Department of Education

USDE Title VI Language Resource Center Grant Program

Dear LRC Selection Committee:

We are pleased to write in support of the Center for Advanced Research on Language Acquisition's application for a USDE Title VI Language Resource Center grant. Over the past several years we have benefitted greatly from working closely with CARLA in a variety of capacities. On several occasions, we have been invited to present our research on topics such as the use of images to support teaching cultural perspectives in the foreign language classroom, strategies for helping students achieve advanced proficiency in a foreign language, content-based instruction (CBI), and language use in immersion settings at CARLA-sponsored lunchtime seminars and faculty development workshops. More importantly, we have had the opportunity to participate in multiple CARLA Summer Institutes for Teachers as co-teacher (Maggie Broner with Elaine Tarone, "Focusing on Learner Language: Second Language Acquisition Basics for Teachers") and as invited speaker (Gwen Barnes-Karol, "Focusing on Learner Language" and "Maximizing Study Abroad").

These opportunities have been personally and professionally fruitful for both of us and have provided us with a platform to develop further and disseminate our research on CBI and critical thinking. Moreover, this on-going collaboration has also resulted in a closer relationship between our institutions, St. Olaf College, and CARLA, a collaboration that is particularly important for us as faculty at a small liberal arts college because it allows us to be integrated into a wider intellectual community and affords us an opportunity to work hands-on with teachers. We are thrilled about the opportunity to strengthen this relation further by co-teaching two new CARLA Summer Institutes: "FLs and the Environment" (Maggie Broner with Charlotte Melin) and "Critical Thinking and CBI: A Post-Communicative Approach" (Gwen Barnes-Karol and Maggie Broner). These upcoming two Summer Institutes are closely aligned with our on-going work on infusing foreign language curricula at all levels of instruction with content, textual analysis (involving multiple genres), academic language, and tasks that help students develop higher-order thinking skills.

We look forward to working with CARLA as co-teachers of these future Summer Institutes and enthusiastically support the grant application.

Best wishes,


Gwendolyn Barnes-Karol, Ph.D.
Professor of Spanish
Department of Romance Languages


Maggie A. Broner, Ph.D.
Associate Professor of Spanish
Department of Romance Languages



[Redacted]
Minneapolis, MN 55403
[Redacted]
minneapolis.edu

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June 25, 2014

Selection Committee
Title VI Language Resource Center Program
U.S. Department of Education

Dear Selection Committee,

As a teacher of Spanish at Minnesota Community and Technical College, I am happy to support CARLA's coordinated state-wide initiative to offer new professional development opportunities for instructors in our contexts. I heartily support this initiative, and have agreed to serve on CARLA's Advisory Board for Community College World Language Initiatives in Fall 2014. I look forward to working with my world language colleagues in community colleges around the state to offer ideas and feedback as CARLA pursues this initiative.

Sincerely,

[Redacted signature]

Judith Dorin
Spanish Instructor

[Redacted contact information]

June 17, 2014

Selection Committee
Title VI Language Resource Center Program
U.S. Department of Education

Dear LRC Selection Committee:

As Chair of World Languages at Normandale Community College, I am happy to endorse the application of the Center for Advanced Research on Language Acquisition (CARLA) for renewal as a U.S. Department of Education Language Resource Center for FY15-18. While I have personally benefitted from participation in several CARLA initiatives in the past, such as its Content-Based Language Learning Through Technology project, it is my understanding that during this next grant period, CARLA will be undertaking a more coordinated state-wide initiative to reach out to teachers of world languages in community colleges across the state by offering new professional development opportunities for instructors in our contexts. I heartily support this initiative, and have agreed to serve on CARLA's Advisory Board for Community College World Language Initiatives in Fall 2014. I look forward to working with my world language colleagues in community colleges around the state to offer ideas and feedback as CARLA pursues this initiative.

Sincerely,

Heidi Kreutzer
Spanish Instructor and Chair
World Languages and Cultures
Normandale Community College

June 20, 2014

Selection Committee
Title VI Language Resource Center Program
U.S. Department of Education

Dear LRC Selection Committee:

I am writing in support of the application of the Center for Advanced Research on Language Acquisition (CARLA) to U.S. Department of Education Language Resource Center program for 2014–2018.

As a community college instructor, I believe that CARLA has the professional development resources that can greatly benefit my knowledge and skills to better teach the community of French learners; these resources would benefit any community college instructor of a foreign language. I am excited by CARLA's proposal to coordinate a statewide initiative for world language community college instructors by offering new professional development opportunities targeted at the special needs for our teaching context. I am also thrilled that CARLA will act as a facilitator of a statewide network of community college instructors, so that we can learn together and from each other.

I am so impressed by CARLA's vision and resources; I have agreed to serve on CARLA's Advisory Board for Community College World Language Initiatives in Fall 2014. I look forward to working with my world language colleagues in community colleges around the state to offer ideas and feedback as part of CARLA's initiative to support community college language instruction.

Sincerely,

Rose G. Mingo-Holtz
French instructor
Continuing Education
Normandale Community College



Saint Paul College

A Community & Technical College

Start here. Go anywhere.

June 25, 2014

Selection Committee
Title VI Language Resource Center Program
U.S. Department of Education

[REDACTED]
Saint Paul, MN 55102

T • [REDACTED]
F • [REDACTED]

www.saintpaul.edu

Dear LRC Selection Committee:

I am writing in support of the application of the Center for Advanced Research on Language Acquisition (CARLA) to U.S. Department of Education Language Resource Center program for 2014–2018.

I have been a community college instructor since 2005, first as a part-time adjunct and now in a more permanent position. During this time, I have learned how to address the particular needs of community college students when it comes to language learning mainly with a trial and error approach. Although I received excellent training in teaching methods while in graduate school, the courses I took were designed for future instructors in four-year colleges. However, some of the teaching strategies that have proven successful with traditional students are not as appropriate for the non-traditional students I serve (for example, those still doing remedial work or those whose native language is not English and may be new to schooling in the US).

Having been a graduate student at the University of Minnesota, I am familiar with CARLA's resources and professional development opportunities. I am excited about their proposal to develop training materials specifically designed for community college instructors. The students we serve are very motivated to become proficient in a second language and I believe CARLA can help Minnesota instructors fine-tune our skills so that we can serve these students better.

As a way to learn more about our needs and support our teaching, CARLA has created an Advisory Board for Community College World Language Initiatives that will start working in Fall 2014. I look forward to being part of this group and supporting CARLA's efforts in implementing their proposal.

Sincerely,

[REDACTED]

Susana Pérez Castillejo
Spanish Instructor

[REDACTED]

Saint Paul College—A Community & Technical College

Saint Paul College is an Equal Opportunity employer / educator and a member of the Minnesota State Colleges and Universities system.

July 1, 2014

Selection Committee
Language Resource Center Program
U.S. Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Selection Committee Members,

I am writing in support of the proposal that CARLA, Center for Advanced Research on Language Acquisition at the University of Minnesota, is submitting to the U.S. Department of Education for Title VI Language Resource Center grant funding for 2014–2018.

We feel fortunate to have CARLA in our state: Minnesota teachers have long reaped the benefits of having nationally recognized professional development opportunities in their own backyard. Many Minnesota teachers have taken the opportunity to attend the numerous workshops, conferences and summer institutes that have been offered by CARLA since it began in 1993. In fact, CARLA's records indicate that 2,552 Minnesota teachers have participated in over 9,500 programs sponsored by CARLA.

Our World Languages department is pleased to link directly to the CARLA website which offers a wide variety of practical resources for our state's language teachers including:

- Professional development modules to guide language teachers through the process of creating proficiency oriented classroom assessments
- Research-based information and professional development for immersion educators
- Practical samples and templates of content-based and proficiency-oriented lesson plans and units
- Integrated performance assessment units for all languages including Arabic and Chinese

Faculty and staff members from CARLA frequently provide advice and information on resources to teachers and administrators from around the state. The Minnesota World Languages department works in partnership with CARLA and other key language organizations in the state to develop professional development opportunities, providing a very fruitful partnership to the benefit of all Minnesota language teachers.

We are excited about the new initiatives included in the current proposal. For example, CARLA proposes to develop and deliver an online course on how to teach languages online, which will greatly improve the ability of districts in our state to offer high-quality online language courses. CARLA proposes to offer a course on using technology in the second language classroom to a remote and local audience, thereby extending the reach of this resource to underserved language teachers outside of the Twin Cities metropolitan area. We are particularly excited about the proposed webinar series that will expand access to the high quality content that CARLA offers.

We are also supportive of CARLA's proposed activities to support immersion education. Minnesota has experienced rapid growth of immersion programs over the past decade, which has led to an increased demand for professional development for new and veteran immersion teachers and administrators. CARLA's proposed research on Mandarin immersion education and its ongoing series of summer institutes for immersion educators will meet a critical need in the state and throughout the country.

At a time when the national conversation about language learning gets increasing attention, centers that support teachers and language programs with resources and professional development are essential to maintaining and improving our language programs. I applaud the contributions that CARLA has made in our state and look forward to future collaboration. I enthusiastically support their work and to their proposal to offer new initiatives through the Language Resource Center program.

Thank you for your consideration,



Dr. Brenda Cassellius
Commissioner

Appendix D: Table of Objectives

Each LRC Project objective is shown in the Table as it relates to the Authorizing Legislation in Title VI Section 603. The key words used in the Table to reference each legislatively authorized activity appear below:

(a) LANGUAGE RESOURCE CENTERS AUTHORIZED- The Secretary is authorized to make grants to and enter into contracts with institutions of higher education, or combinations of such institutions, for the purpose of establishing, strengthening, and operating a small number of national language resource and training centers, which shall serve as resources to improve the capacity to teach and learn foreign languages effectively.

(b) AUTHORIZED ACTIVITIES- The activities carried out by the centers described in subsection (a)

(1) shall include:

Dissemination	effective dissemination efforts, whenever appropriate;
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(2) may include:

Research	the conduct and dissemination of research on new and improved teaching methods, including the use of advanced educational technology;
Materials	the development and dissemination of new teaching materials reflecting the use of such research in effective teaching strategies;
Teacher Training	the training of teachers in the administration and interpretation of performance tests , the use of effective teaching strategies , and the use of new technologies ;
LCTLs	a significant focus on the teaching and learning needs of the less commonly taught languages , including an assessment of the strategic needs of the United States, the determination of ways to meet those needs nationally, and the publication and dissemination of instructional materials in the less commonly taught languages;
K-12 Materials	the development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels;
Professional Dev	the operation of intensive summer language institutes to train advanced foreign language students, to provide professional development , and to improve language instruction through preservice and inservice language training for teachers.

Table of Objectives: Language Immersion Education

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To support the work of language immersion educators through research and shared resources	<i>Dissemination/ Research/ Teacher Training/ LCTLs/ K-12 Materials/ Professional Dev</i>	Analyze data on average reading and math achievement of Grade 3 & 5 students in 3 early total Mandarin immersion programs, establish implications for pedagogical practice	YI
		Disseminate implications of Grade 3 & 5 academic achievement in summer institutes and workshops for immersion practitioners	YI–YIV
		Gather and analyze data on teachers' biliteracy development practices and learning outcomes for typically developing learners in several K-3 early total Mandarin immersion programs	YI–YII
		Disseminate implications of K-3 biliteracy practices and learning outcomes for typical learners in immersion institutes and workshops	YIII–YIV
		Gather and analyze data on teachers' biliteracy development practices and learning outcomes for learners who struggle with language and literacy in K-3 classes in one early total Mandarin immersion program	YIII–YIV
		Disseminate implications of K-3 biliteracy practices and learning outcomes for struggling learners in immersion institutes and workshops	YIV
		Develop content for <i>Research-to-Practice Briefs</i> ; publish online annually	YI–YIV
To provide professional development opportunities for language immersion educators	<i>Dissemination/ Teacher Training/ LCTLs/ Professional Dev</i>	Update and deliver summer institute Immersion 101 for novice immersion teachers and immersion program administrators	YI–YIV
		Develop and deliver summer institutes for veteran immersion teachers: Meeting the Challenges of Immersion Education	YI–YIV
		Update and deliver summer institute: <i>Immersion 101 Chinese/ Japanese</i>	YI–IV
		Prepare for the 6 th <i>International Immersion Education Conference</i>	YII
To promote the international exchange of research on immersion education	<i>Dissemination/ Research/ Professional Dev</i>	Host <i>Sixth International Immersion Education Conference</i> in Fall 2016 for an anticipated 700 participants from around the world	YIII
		Support planning for the <i>Seventh International Immersion Education Conference</i> sponsored by the Public Schools of North Carolina Fall 2018	YIV
To create and offer resources for immersion education professional development	<i>Dissemination/ Professional Dev</i>	Post video-recorded plenaries and selected symposia from <i>Sixth International Immersion Education Conference</i> on CARLA website	YIII–YIV
To evaluate and use evaluations in a process of continuous improvement of activities	<i>Dissemination/ Professional Dev</i>	Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV

Table of Objectives: Advanced Proficiency in Academic Environments

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To create and host CLAC Syllabus Repository to support APAE pedagogies	<i>Dissemination/ Materials/ Professional Dev</i>	Partner with national CLAC consortium to plan & set up <i>Syllabus Repository</i> on CARLA website and form a CLAC syllabus screening committee	YI
		With CLAC committee, solicit CLAC syllabi; review, select, and post them in the <i>Repository</i> ; solicit feedback on <i>Repository</i> from CLAC members	YI–YII
		Syllabus review and selection process transferred to CLAC Committee; continue to post approved syllabi in CLAC <i>Syllabus Repository</i>	YIII–YIV
		Partner with CLAC consortium to edit a book on designing and implementing CLAC curricula in postsecondary contexts	YIII–YIV
To disseminate principles of LAC instruction and implementation with the theme of environmental sustainability	<i>Dissemination/ Materials/ Professional Dev</i>	Develop and offer summer institute on <i>Sustainability: FLs and the Environment</i> for secondary & post-secondary FL teachers	YI
		Develop and offer academic seminar on <i>Environmental Humanities</i> for postsecondary faculty in FL and literature, and in the disciplines	YII
		Solicit, review, post <i>Sustainability</i> syllabi on CLAC <i>Syllabus Repository</i>	YI–YIV
To improve business language instruction across the country	<i>Dissemination/ Professional Dev</i>	Assist with <i>CIBER Business Language</i> conference planning: logistics, selection of plenary speakers, screening and selection of submissions	YIII
		Co-host conference; assist with registrations, program preparation, logistics, and conference evaluation	YIV
To create materials to support heritage language learning in High School	<i>Dissemination/ K-12 Materials/ LCTLs</i>	Create and field-test curriculum using social media with high school heritage language learners (of Somali, Spanish, Hmong, etc.) to create bilingual projects	YI
		Report results of the project at the <i>LTE Conference</i> hosted by NHLRC at UCLA	YIII
To evaluate and use evaluations in a process of continuous improvement of activities	<i>Dissemination/ Professional Dev</i>	Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV

Table of Objectives: Online Education

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To design and deliver an online course on how to teach languages online	<i>Dissemination/ Teacher Training/ Professional Dev</i>	Create online <i>Teaching Languages Online (TLO)</i> course with embedded mini online FL course	YI
		Deliver online TLO course annually during academic year	YI–YIV
		Evaluate TLO course annually and use evaluations to improve the course	YI–YIV
To support a national network of online language teachers	<i>Dissemination/ Professional Dev</i>	Offer monthly online “chats” for online language teachers on topics that they suggest; record and post on CARLA’s TLO website	YI–YIV
		Present on online FL teaching at CALICO, IALLT, BOLLDD, ACTFL Distance Learning SIG	YI–YIV
		Contribute new resources/articles/tools to CARLA tech Diigo group	YI–YIV
To offer professional development in using technology for language teaching	<i>Dissemination/ Professional Dev</i>	Teach online summer institute on methods and tools for teaching language with technology	YI–YIV
		Teach summer institute on methods and tools for teaching language with technology for local/remote audience	YI–YIV
		Teach two workshops annually on methods and tools for teaching language with technology for local/remote audience	YI–YIV
To evaluate and use evaluations in a process of continuous improvement of activities	<i>Dissemination/ Professional Dev</i>	Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV

Table of Objectives: Language Teacher Education (LTE)

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To foster the national exchange of research and best practice in language teacher education	<i>Dissemination/ Research/ Materials/ Professional Dev</i>	Prepare for and host the 9 th Biennial LTE Conference at the U of MN in collaboration with several LRCs	YI
		Publish a volume of selected proceedings from the LTE Conference	YII
		Support plenary speaker on LTE for the Language Education and Culture conference sponsored by CERCLL	YIV
		Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV
To improve language teacher education for heritage language learners	<i>Dissemination/ Research/ Materials/ Professional Dev</i>	Collaborate with NHLRC on the LTE conferences on creating a strand on preparing teachers to teach heritage language learning at the 9 th Biennial LTE conference at U of MN in YI; support NHLRC in hosting 10 th Biennial LTE Conference; attend the conference at UCLA in YIII	YI–YIII

Table of Objectives: Less Commonly Taught Languages (LCTL) Database

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To supply the nation with information on where LCTLs are taught in No. America	<i>Dissemination/ LCTLs</i>	Update and expand entries in database showing where LCTLs are taught	YI–YIV
		Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV

Table of Objectives: Learner Language

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To support teachers of Spanish as a heritage language/FL in better understanding their students' learner language development	<i>Dissemination/ Materials/ Professional Dev</i>	Video-record and transcribe task based samples of learner language produced by a FL and a heritage language learner of Spanish in doing the same communication tasks	YI
		Use video samples of Spanish learners to create multimedia activities for teachers and post them on the CARLA Learner Language website	YII
		Use materials in workshops and classes for teachers; collect participant evaluations and use them for ongoing continuous improvement	YII–YIV
		Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV

Table of Objectives: Dissemination of Resources and Professional Development

Project Objectives	Authorized Activities	CARLA Activities to Achieve Objective	Timeline
To provide and increase professional development opportunities to K-16 language teachers on a wide variety of topics	<i>Dissemination/ Teaching Training/ Professional Dev</i>	Coordinate the <i>CARLA Summer Institute</i> program and offer a series of 8-10 institutes each year; includes institutes focused on assessment development, effective teaching strategies, and using technology	YI–YIV
		Convert a different face-to-face summer institute to local-remote audience format each year	YI–YIV
		Offer two new face-to-face summer institutes annually	YI–YIV
		Offer two webinars on topics of interest to FL teachers annually	YI–YIV
To provide targeted professional development for community college instructors	<i>Dissemination/ Professional Dev</i>	Work with statewide <i>Community College Advisory Committee</i> to select topics and delivery methods for professional development targeted at the community college context	YI–YIV
To promote awareness of the many resources and materials offered by the Language Resource Centers to a national audience of K-16 language teachers	<i>Dissemination/ Materials/ K-12 Materials/ Professional Dev</i>	Publish an electronic newsletter three times a year	YI–YIV
		Print <i>CARLA Update Newsletter/Summer Institute Brochure</i> in November with information on CARLA programs and on upcoming summer institutes	YI–YIV
		Participate in the annual ACTFL conference; disseminate CARLA brochure & other resources at ACTFL exhibitor booth	YI–YIV
		Continually update new materials and resources on the CARLA website and CARLA Facebook page	YI–YIV
To evaluate and use evaluations in a process of continuous improvement of professional development opportunities offered	<i>Dissemination/ Professional Dev</i>	Collect participant evaluations after all summer institutes and webinars and share feedback with instructors	YI–YIV
		Based on enrollments and evaluations, repeat and improve on successful institutes and webinars	YI–YIV
		Summer institute instructors use feedback from previous participants to revise and improve their courses as needed	YI–YIV
		Write impact reports based on data collected over four years in continuous improvement evaluations	YI–YIV
		Work with independent evaluator to set up evaluation framework, and participate in formative and summative evaluation activities	YI, YII, YIV

Appendix E: CARLA’s LRC Project-Specific Measures

CARLA’s LRC Project-Specific Measures: Language Immersion Education Programs (Goal #1)

1. Project Goal Statement: To increase U.S. language immersion practitioners’ understanding of research-based pedagogical practices									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
A. Three summer institutes for immersion teachers (# institutes, #participants, credit & non-credit; # participants reporting change in knowledge/skill related to course objectives)	A.1 Teach summer institute Immersion 101: Introduction A.2 Teach summer institute Immersion Challenges A.3 Teach summer institute Immersion101: Chinese and Japanese A.4 Grade written projects for up to 8 students taking immersion institutes for credit A.5 Use student evaluations to improve upcoming iterations of same institutes	To be completed at IFLE’s request. TBD	To be completed at IFLE’s request. TBD	To be completed at IFLE’s request. TBD					
B. Immersion Education Conferences (IEC) (# conference proposals, participants, school visits, pre-conference workshops, symposia, papers, discussion sections; # qualitative evaluations documenting change in knowledge & understanding due to IEC)	B.1 Organize and meet with Planning Committee to set themes, invite plenarists & symposia, issue call, review and accept proposals; organize and publish program; advertise IEC in national outlets B.2 Host IEC in Minneapolis for at least 700 participants in October 2016 with: 6 pre-conference school visits, 18 pre-conference workshops, >10 two-hour symposia, >80 papers or discussion sessions, and content for three program types: FL, dual, and indigenous immersion. B.3 Video-record plenary & selected symposia for CARLA website B.4 Gather and analyze qualitative evaluations of the conference; identify issues for continuous improvement for next IEC B.4 Assist in planning for IEC in North Carolina (NC) in October 2018 in collaboration with NCSSFL and NC Dept of Public Instruction	TBD	TBD	TBD					
C. Research-to-Practice-Briefs (# Briefs, # downloads of Briefs)	C.1 Search for, read, and summarize available research on: early total Mandarin immersion education; PD needs of dual language immersion educators; linguistic diversity & differentiation in Spanish immersion; literacy development practices in early total Mandarin immersion C.2 Write a synthesis of research findings on a topic of interest to immersion practitioners, and explore educational implications of that research; post on CARLA website	TBD	TBD	TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 ‘Performance Measures’ defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA’s LRC Project-Specific Measures: Language Immersion Education Programs (Goal #2)

1. Project Goal Statement: To carry out a multi-year program of research on instructional strategies and student learning outcomes for language and literacy in Minnesota’s early total Mandarin immersion programs									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
A. Complete pilot research on academic achievement of Grade 3 & 5 students in 3 early total Mandarin immersion programs (# reports in peer-reviewed conferences & journals; # times that findings included in institutes & workshops &/or mentioned in evals as changing knowledge or understanding)	A.1 Analyze data on Grade 3 and 5 students’ average reading and math achievement scores in English; compare to those of grade-level peers in the same schools A.2 Run statistical analysis of analyzed data; compare to similar published reports; write implications for pedagogical practice to improve the capacity of early total Mandarin immersion programs to produce high levels of academic proficiency A.3 Prepare written and Powerpoint reports for dissemination A.4 Disseminate findings at national conferences & submit written report for publication in peer-reviewed national journal or book A.5 Incorporate findings with implications into institutes and workshops for Chinese immersion teachers to improve the capacity of early total Mandarin immersion programs to produce high levels of academic proficiency	To be completed at IFLE’s request. TBD	To be completed at IFLE’s request. TBD	To be completed at IFLE’s request. TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 ‘Performance Measures’ defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

1. Project Goal Statement: To carry out a multi-year program of research on instructional strategies and student learning outcomes for language and literacy in Minnesota's early total Mandarin immersion programs									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
B. Carry out research project on K-3 total Mandarin immersion biliteracy devel. practices & learning (YI-YIV) (# reports in peer-reviewed conferences & journals; # times findings included in institutes and workshops for teachers &/or mentioned in evaluations as changing knowledge or understanding)	B.1 Gather and analyze data from multiple programs on teachers' biliteracy development practices and learning outcomes for typically developing learners in K-3 early total Chinese (YI-II) B.2 Run statistical analysis of analyzed data; compare to similar published reports; write implications for pedagogical practice to improve the capacity of early total Mandarin immersion programs to produce high levels of biliteracy B.3 Prepare written and Powerpoint reports for dissemination; present YII data at national conferences; submit paper for publication in peer-reviewed outlet (YIII) B.4 Gather and analyze data from one program on teachers' biliteracy development practices and learning outcomes for students who struggle with language and literacy (YIII) B.5 Write up study and implications for improving the capacity of early total Mandarin immersion programs to produce high levels of language and biliteracy (YIII-IV) B.6 Disseminate findings at national conferences; submit for publication in peer-reviewed outlet (YIV) B.7 Incorporate findings with implications into institutes and workshops for Chinese immersion teachers to improve the capacity of early total Mandarin immersion programs to produce high levels of academic proficiency (YIV)	TBD	TBD	TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA's LRC Project-Specific Measures: Advanced Proficiency in Academic Environments

1. Project Goal Statement: To create and support curricular innovations that target higher levels of proficiency by integrating language and content instruction across the disciplines in U.S. secondary and postsecondary educational institutions									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
<p>A. Create CLAC Syllabus Repository on CARLA website to provide models of syllabi that use CLAC principles to promote academic use of FL</p> <p>(# syllabi submitted, reviewed, posted; # syllabi downloaded; increasingly positive evaluations of <i>Repository</i> by CLAC committee)</p>	<p>A.1 Invite national CLAC Consortium at annual meetings to approve <i>Syllabus Repository</i> and form a committee to review submissions of syllabi</p> <p>A.2 Set up website for <i>Syllabus Repository</i>, solicit submissions & send to committee for review; post approved syllabi</p> <p>A.3 Present reports on <i>Syllabus Repository</i> at annual CLAC meetings; solicit feedback from CLAC committee for continuous improvement</p> <p>A.4 Increasingly share responsibility for overseeing syllabus selection & review responsibilities with CLAC committee</p> <p>A.5 Partner with CLAC members to co-edit a CLAC volume documenting changes in use of CLAC to promote FL in the disciplines</p>	<p>To be completed at IFLE's request.</p> <p style="text-align: center;">TBD</p>	<p>To be completed at IFLE's request.</p> <p style="text-align: center;">TBD</p>	<p>To be completed at IFLE's request.</p> <p style="text-align: center;">TBD</p>					
<p>B. Disseminate CLAC principles/implementation for <i>Green Languages</i> courses in US secondary and postsecondary</p> <p>(# SI participants, credit & non-credit; # seminar participants; participants report changes in knowledge/understanding at end of SI/seminar; # syllabi submitted, reviewed, posted in <i>Repository</i>; # syllabi downloaded)</p>	<p>B.1 Develop and offer intensive summer institute (SI) for FL teachers: "FL & the Environment"</p> <p>B.2 Develop and offer an academic seminar for language & literature faculty "Environmental Humanities"</p> <p>B.3 Grade written projects for credit students taking <i>Green Languages</i> institute</p> <p>B.4 Use student evaluations to improve upcoming iterations of same institute</p> <p>B.5 Solicit, review and submit <i>Green Languages</i> syllabi to CLAC Syllabus Repository</p>	<p style="text-align: center;">TBD</p>	<p style="text-align: center;">TBD</p>	<p style="text-align: center;">TBD</p>					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

1. Project Goal Statement: To create and support curricular innovations that target higher levels of proficiency by integrating language and content instruction across the disciplines in U.S. secondary and postsecondary educational institutions									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
C. Co-host CIBER Business Language Conference (# proposals, conference participants, pre-conference workshops, symposia, papers, discussion sections; participants report on change in knowledge or skill related to conference content)	C.1 Assist with conference planning: content, speakers, materials, evaluation, review of submissions C.2 Assist with conference registration C.3 Supply plenary speakers, leaders of workshops and sessions C.4 Assist with conference evaluations and use of them to inform planning for next <i>Business Language Conference</i>	TBD	TBD	TBD					
D. Heritage Language in HS (# positive student course evaluations; qualitative evaluations by HS teachers; increase in use of heritage language for academic purposes)	D.1 Create and field-test a curriculum using social media with heritage language learners to create bilingual projects on cultural identity using heritage language D.2 Report results of the project at the LTE Conference at NHLRC at UCLA	TBD	TBD	TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA's LRC Project-Specific Measures: Online Education

1. Project Goal Statement: To improve U.S. language teachers' understanding of research-based teaching methods and cutting-edge technologies used in teaching language for proficiency, and in developing completely online proficiency-based language courses									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
A. Design and offer online course on how to Teach Languages Online (TLO) (# of courses offered, # of participants in each course, # credit/noncredit participants; course evaluations document change in knowledge/skills)	A.1 Create online CARLA institute on methods and technologies needed to teach proficiency in any FL online, with embedded mini language course A.2 Deliver online TLO institute annually A.3 Grade written projects for credit students taking online institute A.4 Gather participant evaluations at end of TLO to document perceived changes in knowledge and skills; use feedback for continuous improvement of TLO	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD					
B. Support online FL teacher network (# of archived chats on website/YouTube, # of presentations & collaborations, # of posts to Diigo group, # participants documenting changes due to "chats" or presentations)	B.1 Survey online teachers to solicit suggestions for online "chats" and presentations on teaching online B.2 Offer monthly online "chats" for online FL teachers on topics of interest to them; solicit evaluations annually to document changes to their knowledge and skills after participating in "chats" B.3 Present on online FL teaching at CALICO, IALLT, BOLDD, ACTFL Distance Learning SIG, contribute new resources/articles/tools to CARLA tech Diigo group; solicit evaluations from participants to document changes in their knowledge or understanding	TBD	TBD	TBD					
C. Offer professional development in using technology for proficiency-oriented FL instruction (# of institutes offered, # of institute participants, # of workshops, # of workshop participants; # participants reporting change in knowledge or skill related to course objectives)	C.1 Offer annually CARLA online summer institute on methods and tools for teaching language with technology C.2 Offer annually CARLA local/remote audience summer institute on methods and tools for teaching language with technology C.3 Grade written projects for summer institute students taking TLT institutes for credit C.4 Use student evaluations to improve ongoing iterations of same institutes C.5 Offer annually local/remote audience workshops on methods and tools for teaching language with technology C.6 Use student evaluations of local/remote audience workshops to improve ongoing iterations of the workshops	TBD	TBD	TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA's LRC Project-Specific Measures: Language Teacher Education Conference

1. Project Goal Statement: To provide a quality forum where the nation's language teacher educators share research and best practice on how to improve language teacher learning									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
A. Plan and host LTE conference in Minneapolis in 2015 (# proposals, participants, pre-conference workshops, symposia, papers, discussion sections; # evaluations documenting change in knowledge or understanding due to conference)	A.1 Form conference planning committee with local and national members to set conference themes, including preparation of teachers for heritage learners, and select plenary speakers A.2 Invite paper and session submissions, review & select them A.3 Plan conference program, conference logistics A.4 Offer conference for at least 300 participants, 12 pre-conference workshops, 4 plenary presentations, 15 symposia and more than 100 papers or discussion sessions A.5 Gather and analyze qualitative evaluations of the conference; identify issues for continuous improvement for next LTE conference A.6 Publish a conference proceedings as a CARLA Working Paper	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD					
B. Co-sponsor LTE conference hosted by NHLRC at UCLA in 2017 (# evaluations documenting change)	B.1 Assist NHLRC planning committee and with conference logistics, including evaluation B.2 Supply a plenary speaker focused on general principles of language teacher education research and best practice	TBD	TBD	TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA's LRC Project-Specific Measures: Less Commonly Taught Languages Database

1. Project Goal Statement: To help language learners and educational institutions locate and evaluate the characteristics of LCTL programs across the nation										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4	
A. Maintain and update existing LCTL database (# records updated; # database problems resolved)	A.1 Send out calls to contact people for all programs in database for updates to their entries A.2 Enter changes submitted to the database by LCTL programs A.3 Respond to reports of technical problems with database, and work with unit database technology team to resolve them A.4 Publicize database through CARLA publications and other national venues to maximize use of database resources	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD						

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA's LRC Project-Specific Measures: Learner Language

1. Project Goal Statement: To support U.S. teachers of Spanish as a FL or heritage language who seek to better understand their students' learner language development needs									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
A. Video-record and transcribe samples of Spanish learner language (# quality video clips, transcripts)	A.1 Recruit two post-secondary learners of Spanish, one FL and one heritage learner A.2 Administer CARLA <i>Learner Language</i> tasks to learners and video-record their performance A.3 Transcribe samples of recorded learner language, and post videos and transcriptions on Learner Language site	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD					
B. Use video samples in A to create multimedia activities for teachers (# evaluations reporting change in knowledge after using web-based materials in workshops, institutes & classes)	B.1 Edit video samples and use them in multimedia activities for teachers on learner difference, error analysis, interlanguage analysis, learning in interaction, and complexity B.2 Post activities on CARLA's <i>Learner Language: Tools for Teachers</i> website B.3 Use activities in classes and workshops for teachers of FL or heritage language learners; collect evaluations that document # participants reporting change in knowledge or skill related to objectives of learner language activities B.4 Report on materials to language teacher educators in presentation at <i>LTE Conference</i> B.5 Hold a workshop for community college teachers on using these materials to better instruct their students B.6 Survey users of the multimedia activities; document # participants reporting change in knowledge or skill related to use of activities	TBD	TBD	TBD					

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

CARLA's LRC Project-Specific Measures: Dissemination of Resources and Professional Development

1. Project Goal Statement: To expand U.S. K-16 language teaching educators' access to CARLA resources and professional development										
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4	
A. Offer four face-to-face summer institutes to local/remote audience (# institutes delivered in new format; # credit & noncredit participants; # participants reporting change in knowledge or skill related to course objectives)	A.1 Offer technology in language teaching institute in local/remote format A.2 Grade written projects for students taking TLT institute for credit A.3 Use participant evaluations to improve upcoming iterations of institute A.4 Convert one face-to-face institute to local/remote audience format each summer A.5 Grade written projects for students taking institutes for credit A.6 Use participant evaluations to improve upcoming iterations of same institute	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD	To be completed at IFLE's request. TBD						
B. Create and offer 2 new institutes per year (# institutes delivered; # credit & noncredit participants; # participants reporting change in knowledge or skill related to course objectives)	B.1 Solicit topic suggestions from <i>Community College Advisory Committee</i> ; incorporate into existing and new summer institutes B.2 Offer two new face to face CARLA summer institutes each summer B.3 Grade written projects for students taking new institutes for credit B.4 Based on enrollments and participant evaluations of new institutes, decide which to offer in subsequent summers as they remain self-sustaining because meeting a need									
C. Offer 2 annual webinars using CARLA content on topics of interest to teachers (# webinars delivered; # participants reporting change in knowledge or skill related to webinar objectives)	C.1 Solicit ideas on topics of interest in CARLA newsletters and Facebook page and from <i>Community College Advisory Committee</i> C.2 Offer two webinars annually on topics identified by teachers C.3 Use participant evaluations to document change in participant knowledge related to objectives, and to improve upcoming iterations of webinars									

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

1. Project Goal Statement: To expand U.S. K-16 language teaching educators' access to CARLA resources and professional development									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Freq	6. Data Source	B L	T 1	T 2	T 3	T 4
D. Maintain and update CARLA website to meet needs of teachers (# visits; # documents downloaded; changes in these #s year to year)	D.1 Add resources created by LRC projects to CARLA website D.2 Keep existing resources available on website, monitoring for problems and working with unit tech staff to fix them D.3 Address problems of user interface as these surface D.4 Collect data on # visits and # documents downloaded, and changes in these statistics from year to year								

Note: Sections 4-7 have not been completed per LRC Application Instructions. Section 2 'Performance Measures' defines in parentheses units of measure, as directed in the Instructions for Completing an LRC-specific PMF.

SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

OMB No. 1894-0010 Exp. 05/31/2012

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

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

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

Applicant's (Organization) Name: The Regents of the University of Minnesota

Applicant's DUNS Number: [REDACTED]

Federal Program: USDE Title VI Language Resource Center Program **CFDA Number:** 84.229

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

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

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

Yes No

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

Yes No

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

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

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

(*Check only one box.*)

Less Than \$150,000
 \$150,000 - \$299,999
 \$300,000 - \$499,999
 \$500,000 - \$999,999
 \$1,000,000 - \$4,999,999
 \$5,000,000 or more

Survey Instructions on Ensuring Equal Opportunity for Applicants

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Public Burden Statement:

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 5 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. The obligation to respond to this collection is voluntary (EO 13198 and 13199). 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 1894-0010.

OMB No. 1894-0010 Exp. 05/31/2012

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Appendix: Narrative and Justification–LRC Budget

The budget narrative and justification of CARLA’s proposed LRC budget references the Four-Year Detailed Budget found on pages 5–6 of this appendix.

Direct Costs

I. PERSONNEL

All salaries listed below are based on current salaries of actual personnel or are at levels that are competitive and are consistent with the hiring policies of the University of Minnesota. Salaries in this budget have a projected increase of 3% each year throughout the life of the grant.

1. Coordination

- a. **Elaine Tarone:** Overall leadership of CARLA’s Language Resource Center grant activities will be provided by Professor Elaine Tarone, who is budgeted to be paid ten percent (10%) of her base salary from this grant. Another fifteen percent (15%) of Prof. Tarone’s time will be paid by the University of Minnesota as part the University’s institutional commitment to the Language Resource Center. Thus, Prof. Tarone’s dedicated efforts as P.I. on this grant will be funded at twenty-five percent (25%). (See Institutional Contributions Budget Narrative on page 7). In addition to her work of supervising all LRC personnel as they implement all grant-funded activities, Prof. Tarone will continue her work as a leader within the LRC community and will actively serve as an advisor on issues related to second language acquisition to stakeholders nationwide. Prof. Tarone will take a lead role on several LRC activities: she will lead the *Learner Language* website development (YI–II), and will head the planning committee for the *Language Teacher Education Conference* (YI). In addition, she will co-instruct the *Basics of Second Language Acquisition* summer institute (YI-IV) and serve as the keynote speaker at the CIBER Business Language Conference (YIV).

2. Language Immersion Education Projects

- a. **Tara Fortune:** Dr. Fortune will devote sixty-five percent (65%) of her time to oversee a variety of grant-funded activities designed to provide much needed professional development for teachers and administrators of immersion education programs. In YI-IV, she will coordinate the nationally renowned intensive summer institute “*Immersion 101: An Introduction on Immersion Education*,” for novice immersion educators and immersion administrators, as well another “*Immersion 101*” summer institute which has a special focus on Chinese and Japanese as character-based languages. In addition, Dr. Fortune will coordinate the summer institute “*Meeting the Challenges of Immersion Education*” that will have a guest speaker on a specific topic for veteran immersion teachers. Throughout YII and into the fall of YIII, she will assist with conference planning efforts for the *Sixth International Immersion Education Conference*. In each of the four years of the grant, Dr.

Fortune will synthesize the current research findings on a topic that has been identified as of significance to immersion practitioners in an *Immersion Research-to-Practice Brief* that will be shared on the CARLA website. Dr. Fortune will also supervise work of a Graduate Research Assistant on the *Early Total Mandarin Immersion Education Research* each of the four years of the grant.

- b. **Diane Tedick:** Associate Professor Diane Tedick will serve as the chair of the *Sixth International Immersion Education Conference*. During the fall semester of 2018 when the conference will be held, Dr. Tedick will be given a course buyout that is calculated at 13%-time based on requirements of the College of Education and Human Development.
- c.-d. **Graduate Research Assistant (Academic YIII & IV):** A graduate research assistant for the *Early Total Mandarin Immersion Education Research* will be hired for 25%-time for Spring Semester YIII and 25%-time for Academic YIV. This GRA will assist Dr. Fortune in investigating the academic achievement, language, and literacy development of early total Mandarin immersion students. *Note: The University of Minnesota will support additional GRAs for this project in YI and YII and during summer YI-YIV (See Institutional Contributions Budget Narrative on page 7).*
- e.-g. **Graduate Assistant for Immersion Conference (Academic YII, Summer YII & Fall YIII):** A graduate assistant will be hired to assist Professor Tedick with program planning and implementation for the *Sixth International Immersion Education Conference* that will be held in October 2016. The GA will be hired for 25%-time for Academic YII, 25%-time for Summer YII, and 25%-time for Fall Semester YIII.

3. Advanced Proficiency in Academic Environments

- a. **Daniel Soneson:** Dr. Daniel Soneson will be paid \$1,000 per year to act as the liaison to the national *Consortium on Cultures and Languages Across the Curriculum (CLAC)*. He will oversee the formation of a CLAC Syllabus Repository on the CARLA website with the assistance of a Graduate Assistant (See Institutional Contributions Budget Narrative on page 8).
- b. **Charlotte Melin:** Professor Melin will be paid \$2,000 in the summer of YI to co-lead the *Green Languages Summer Institute* for the CARLA Summer Institute program.
- c. **Green Languages Co-leader:** A co-leader (TBD) will be paid \$2,000 in the summer of YI to co-lead the technology aspects of the *Green Languages Summer Institute* for the CARLA Summer Institute program.

The University of Minnesota will provide additional support for personnel to carry out the Advanced Proficiency in Academic Environments initiatives (see Institutional Contributions Budget Narrative on page 8).

4. Online Education

- a. **Marlene Johnshoy:** Ms. Johnshoy will devote seventy-five percent (75%) of her time to coordinate all CARLA's online education initiatives in Years I-IV. One of her main responsibilities will be to create and implement a unique online course designed for all world language teachers on how to teach language online. The course will be piloted in YI. Ms. Johnshoy will offer the online course to targeted teacher audiences in YII-YIV and will continually revise the course based on participant feedback. She will facilitate the growth

of a professional network of online language teachers with monthly online “chats” each year. She will also be responsible for the planning and implementation of two annual summer institutes that focus on using technology in the second language classroom; she will co-teach the entry-level summer institute with colleagues from the Language Center (LC) of the College of Liberal Arts at the University of Minnesota and will be the lead instructor for an online course on using online tools for communicative language teaching. She will work with the LC staff to offer workshops on using technology to a local/remote audience to expand access to these CARLA resources. Another significant aspect of her work will be to assist all the LRC initiatives with specific technology needs. She will create registration and proposal submission websites for conferences sponsored by CARLA, namely the *Language Teacher Education Conference* in YI and the *Sixth International Immersion Education Conference* in YIII. Ms. Johnshoy will disseminate all project findings and resources through the CARLA website and presentations at professional organizations.

Note: The University of Minnesota will provide additional support for personnel to carry out the Online Education initiatives (see Institutional Contributions Budget Narrative on page 8).

5. Language Teacher Education Conference

- a. **Conference Co-Chair:** A conference co-chair (TBD) will work with Prof. Elaine Tarone to provide leadership for the ninth biennial *Language Teacher Education (LTE) Conference* planned for May 2015. The co-chair will be paid \$2,500 for their work in planning and implementing the conference.
- b. **Graduate Assistant (Academic YI):** One 25%-time graduate assistant will be hired for Academic YI to assist with the planning and implementation of the *LTE Conference* in 2015.

6. Less Commonly Taught Languages Project

- a. **Database Specialist:** An undergraduate student worker will be hired for 575 hours over a full year to keep the LCTL Database up to date and expand entries as needed.

7. Learner Language Initiative

- a. **Graduate Research Assistant (Academic YI & II):** A graduate research assistant will be hired for Academic YI and YII at 25%-time to use tasks posted on the Learner Language website to elicit the learner language from a foreign language and a heritage language learner of Spanish, and assist Prof. Tarone in creating new multimedia materials to help teachers of Spanish understand the way that language is learned by different types of learner.

II. FRINGE BENEFITS

Fringe benefits (Items a.–d.) are calculated on the basis of current University rates and in accordance with University policies. Indirect cost is not calculated on tuition benefits for graduate assistants in accordance with University policy and federal regulations (Item II. c.).

III. TRAVEL

Note: All travel costs for LRC activities will be paid with funding from the University of Minnesota. See Institutional Contributions Budget Narrative on page 8.

IV. EQUIPMENT

No costs for equipment are included in this budget.

V. SUPPLIES

No costs for supplies are included in this budget.

VI. CONTRACTUAL

No costs for equipment are included in this budget.

VII. CONSTRUCTION

No costs for equipment are included in this budget.

VIII. OTHER

1. Advanced Proficiency in Academic Environments

- a. **Conference Plenarists:** This line item will provide support for three plenary speakers for the *CIBER Business Language conference* to be offered in Minneapolis in Spring 2018 (YIV) in collaboration with the University of Minnesota CIBER. Includes professional services payments of \$750 each and budgeted reimbursement of \$500 for round-trip airfare and per diem expenses at \$200/day for three days.
- b. **Conference Plenarist:** CARLA will support CERCLL's conference on culture and language teaching (YIV) by paying for one plenarist for the conference. Includes a professional services payment of \$750 and budgeted reimbursement of \$500 for round-trip airfare and per diem expenses at \$200/day for three days.

Note: Other costs for LRC activities will be paid with funding from the University of Minnesota. See Institutional Contributions Budget Narrative on page 9.

Indirect Costs

The eight percent (8%) indirect cost rate is based on the federally mandated indirect cost rate for the Language Resource Center program competition.

**Center for Advanced Research on Language Acquisition
Proposed Language Resource Center Budget**

Four-Year Detailed Budget (9/15/2014-9/14/2018)

BUDGET ITEM	ROLE/PURPOSE	COST CALCULATION	Year I	Year II	Year III	Year IV	Total
			9/15/14-9/14/15	9/15/15-9/14/16	9/15/16-9/14/17	9/15/17-9/14/18	Budget
I. PERSONNEL							
1. Coordination							
a. Elaine Tarone	LRC Director	\$138,402/year x 10%-time	\$ 13,840	\$ 14,255	\$ 14,683	\$ 15,124	\$ 57,902
2. Language Immersion Education							
a. Tara Fortune	Immersion Program Director	\$71,846/yr x 65%-time	\$ 46,700	\$ 48,101	\$ 49,544	\$ 51,030	\$ 195,375
b. Diane Tedick	Immersion Conference Chair	Course buyout @ 13% of base salary	\$ -	\$ -	\$ 11,376	\$ -	\$ 11,376
c. Graduate Research Ass't TBD	Immersion Project Research	Spring sem 25%–195 hrs @ \$18.85/hr	\$ -	\$ -	\$ 3,676	\$ -	\$ 3,676
d. Graduate Research Ass't TBD	Immersion Project Research	Acad yr 9 mo. 25%–390 hrs @\$19.42/h	\$ -	\$ -	\$ -	\$ 7,574	\$ 7,574
e. Graduate Assistant TBD	Immersion Conference	Acad yr 9 mo. 25%–390 hrs @\$18.30/h	\$ -	\$ 7,137	\$ -	\$ -	\$ 7,137
f. Graduate Assistant TBD	Immersion Conference	Summer 25%–130 hrs @\$18.30/hr	\$ -	\$ 2,379	\$ -	\$ -	\$ 2,379
g. Graduate Assistant TBD	Immersion Conference	Fall sem 25%–195 hrs @ \$18.85/hr	\$ -	\$ -	\$ 3,676	\$ -	\$ 3,676
3. Advanced Proficiency							
a. Dan Soneson	CLAC Instructional Lead	Honorarium \$101,118/yr @ 1%	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
b. Charlotte Melin	Green Lang SI co-instruction	Honorarium \$95,312/yr @ 2%	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
c. Instructional Co-instructor	Green Lang SI tech co-leader	Honorarium @ \$2,000 (% TBD)	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
4. Online Education							
a. Marlene Johnshoy	Online Education Director	\$56,308/yr x 75%-time	\$ 42,231	\$ 43,498	\$ 44,803	\$ 46,147	\$ 176,679
5. Language Teacher Education Conference							
a. Conference Co-Chair TBD	LTE Conference	Honorarium @ \$2,500 (% TBD)	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
b. Graduate Assistant TBD	LTC Conf. Assistant	Acad yr 9 mo. 25%–390 hrs @ \$17.77/h	\$ 6,930	\$ -	\$ -	\$ -	\$ 6,930
6. Less Commonly Taught Languages							
a. Undergraduate Ass't TBD	Database Specialist	575 hrs @ \$12/hr	\$ 6,900	\$ 7,107	\$ 7,320	\$ 7,540	\$ 28,867
7. Learner Language							
a. Graduate Research Ass't TBD	Learner Language Research	Acad yr 9 mo. 25%–390 hrs @ \$17.77/h	\$ 6,930	\$ 7,138	\$ -	\$ -	\$ 14,069
Subtotal (Salaries)			\$ 131,032	\$ 130,615	\$ 136,078	\$ 128,414	\$ 526,139

**Center for Advanced Research on Language Acquisition
Proposed Language Resource Center Budget**

BUDGET ITEM	ROLE/PURPOSE	COST CALCULATION	Year I	Year II	Year III	Year IV	Total
			9/15/14-9/14/15	9/15/15-9/14/16	9/15/16-9/14/17	9/15/17-9/14/18	Budget
II. Fringe Benefits							
a. Academic Fringe		Calculated @ 33.8%	\$ 37,272	\$ 36,117	\$ 41,035	\$ 38,296	\$ 152,719
b. GA students' health fringe		Calculated @ 16.6%	\$ 2,301	\$ 2,765	\$ 1,220	\$ 1,257	\$ 7,543
c. GA tuition benefits		Calculated @ \$17.84/hr	\$ 13,915	\$ 14,336	\$ 7,383	\$ 7,601	\$ 43,235
d. GA summer only FICA		Calculated @ 7.7%	\$ -	\$ 183	\$ -	\$ -	\$ 183
Subtotal (Fringe Benefits)			\$ 53,488	\$ 53,401	\$ 49,638	\$ 47,154	\$ 203,681
III. Travel							
No travel costs budgeted on LRC Budget--See Institutional Contribution Support Budget.			\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal (Travel)			\$ -	\$ -	\$ -	\$ -	\$ -
IV. Equipment							
No equipment budgeted.							
Subtotal (Equipment)			\$ -	\$ -	\$ -	\$ -	\$ -
V. Supplies							
No supply costs budgeted on LRC Budget--See Institutional Contribution Support Budget.			\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal (Supplies)			\$ -	\$ -	\$ -	\$ -	\$ -
VI. Contractual							
No contractual costs budgeted.							
VII. Other							
1. Advanced Proficiency							
a. Plenary Speakers TBD	Professional Services Costs	3 Honoraria @ \$750 each	\$ -	\$ -	\$ -	\$ 2,250	\$ 2,250
CIBER Business Language Conference		Airfare: est. 3 @ \$500	\$ -	\$ -	\$ -	\$ 1,500	\$ 1,500
		Per diem (3 @ \$200/day x 3 days)	\$ -	\$ -	\$ -	\$ 1,800	\$ 1,800
b. Plenary Speaker TBD	Professional Services Costs	1 Honorarium @ \$750 each	\$ -	\$ -	\$ -	\$ 750	\$ 750
CERCLL Culture Conference		Airfare: est. 1 @ \$500	\$ -	\$ -	\$ -	\$ 500	\$ 500
		Per diem (1 @ \$200/day x 3 days)	\$ -	\$ -	\$ -	\$ 600	\$ 600
Subtotal (Other)			\$ -	\$ -	\$ -	\$ 7,400	\$ 7,400
TOTAL DIRECT COSTS			\$ 184,519	\$184,016	\$185,716	\$ 182,968	\$ 737,220
TOTAL INDIRECT COSTS (MTDC excludes GA Tuition)			\$ 13,648	\$ 13,574	\$ 14,267	\$ 14,029	\$ 55,519
TOTAL COSTS			\$ 198,168	\$197,591	\$199,982	\$ 196,998	\$ 792,739

Budget Appendix: Narrative & Justification–Institutional Contribution

The budget narrative and justification of CARLA’s proposed institutional contributions budget the Four-Year Detailed Budget found on pages 11–13 of this appendix.

I. PERSONNEL

All salaries listed below are based on current salaries of actual personnel or are at levels that are competitive and are consistent with the hiring policies of the University of Minnesota. Salaries in this budget have a projected increase of 3% each year throughout the life of the grant.

1. Coordination

- a. **Elaine Tarone:** Overall leadership of CARLA’s Language Resource Center grant activities will be provided by Professor Elaine Tarone, who is budgeted to be paid ten percent (10%) of her base salary from this grant. Another fifteen percent (15%) of Prof. Tarone’s time will be paid by the University of Minnesota for a total of twenty-five percent (25%). Her work on the LRC grant is outlined on page 1 of the Budget Narrative Appendix.
- b. **Karin Larson:** Ms. Larson serves as the CARLA Coordinator; fifty percent (50%) of her base salary will be provided with University of Minnesota funding to support the overall work of the LRC by overseeing the administrative aspects of all LRC projects within CARLA. She also coordinates the professional development programming at CARLA including the CARLA summer institute program and workshops offered through the center. She also oversees dissemination efforts for the center.
- c. **Elizabeth Hellebuyck:** Ms. Hellebuyck serves as the CARLA Program Associate; fifty percent (50%) of her base salary will be provided with University of Minnesota funding to assist Professor Tarone, Ms. Larson and other CARLA staff in various aspects of implementing the LRC projects activities.

2. Language Immersion Education Projects

- a. **Graduate Research Assistant (Academic YI & II):** A graduate research assistant for the *Early Total Mandarin Immersion Education Research* will be supported by University funding for Academic YI and YII at 50%-time. This GRA will assist Dr. Fortune in investigating the academic achievement, language, and literacy development of early total Mandarin immersion students.
- b. **Graduate Research Assistant (Academic YIII & IV):** A graduate research assistant for the *Early Total Mandarin Immersion Education Research* will be supported by University funding for Academic YIII and YIV at 25%-time.
- c. **Graduate Research Assistant (Summers Years I-IV):** A graduate research assistant for the *Early Total Mandarin Immersion Education Research* initiative will be supported by University funding each summer during the life of the grant (YI-IV) at 50%-time to continue research begun during prior academic year.

3. Advanced Proficiency in Academic Environments

- a. **Professor Charlotte Melin:** Professor Melin will be paid \$2,500 with University funding in the summer of YII to chair the academic seminar *Teaching the Environmental Humanities through Foreign Languages* for a target audience of postsecondary faculty of foreign languages and literatures.
- b.-c. **Graduate Research Assistant (Summers YI-II):** A graduate research assistant will be supported by University funding for 50%-time in summer YI (item b.) and 25% in summer YII (item c.) to help Dr. Soneson with the development of the CLAC Syllabus Repository.
- d. **Graduate Research Assistant (Summer YI):** A graduate research assistant will be supported by University funding to assist Prof. Bigelow in creating curriculum designed to use social media to develop heritage language proficiency through a multilingual language arts curriculum. This position will be funded for 50%-time in summer YI.
- e. **Graduate Research Assistant (Summer YII):** A graduate research assistant will be supported by University funding to assist Prof. Melin in preparing for the academic seminar *Teaching the Environmental Humanities through Foreign Languages*. This position will be funded for 25%-time in summer YII.

4. Online Education

- a. **Online Course Instructional Assistant (YI-YIV):** A co-instructor will be supported by University funding to assist Online Education Director Marlene Johnshoy in delivering an online course designed for all world language teachers on how to teach language online. A sum of \$6,000 has been budgeted to support this instructional assistant in each of the four years of the grant.
- b. **Technology Assistant (YI-YIV):** An undergraduate student technology assistant will be supported by University funding to assist Online Education Director Marlene Johnshoy in offering workshops and two summer institutes per year to a local/remote audience. This hire will also assist Ms. Johnshoy with the technical aspects of offering a series of webinars throughout the four years of the grant.

II. FRINGE BENEFITS

Fringe benefits (Items a.–e.) are calculated on the basis of current University rates and in accordance with University policies.

III. TRAVEL

Information about the projects funded by the LRC grant will be presented annually to a variety of national audiences. To support this important dissemination effort the University will fund one trip per year to a national conference for all key project faculty and staff members. Travel costs per trip are estimated at \$500 per round-trip airfare and per diem costs of \$200/day for 3-4 days per trip. (See items 1.a., 2.a., 3.a., 4.a., 5.a.)

IV. EQUIPMENT

No costs for equipment are included in this budget.

V. SUPPLIES

No costs for supplies are included in this budget.

VI. CONTRACTUAL

No contractual costs are included in this budget.

VII. CONSTRUCTION

No costs for construction are included in this budget.

VIII. OTHER

1. Coordination/Dissemination/Evaluation

- a. **Joint LRC Publicity Costs:** This line item provides \$1,000 per year to support joint LRC efforts to annually upgrade the joint LRC website and print brochure, two very important dissemination tools for all the Language Resource Centers.

2. Language Immersion Education

- a. **National Advisor—Dr. Roy Lyster:** This line item will provide support for the project's national advisor to participate in a formative review of project activities in YI and YIV of the grant. Budget support includes a professional services fee of \$500, \$400 for round-trip airfare, and per diem costs of \$200 per day for two days.
- b. **Conference Plenarists:** This line item will provide support for four plenary speakers for the *Sixth International Immersion Education Conference* to be held in Year III of the grant. Includes professional services payments of \$750 each and budgeted reimbursement of \$500 for round-trip airfare and per diem expenses at \$200/day for two days.
- c. **Instructor for Immersion Challenges Summer Institute:** Funding from the University of Minnesota will be used to pay a \$2,500 honorarium to a guest instructor for the "Challenges of Immersion Education" summer institute to be offered YI-IV.

3. Online Education

- a. **National Advisor—Dr. Kathryn Murphy-Judy:** This line item will provide support for the project's national advisor to participate in a formative review of project activities in YI and YIV of the grant. Budget support includes a professional services fee of \$500, \$400 for round-trip airfare, and per diem costs of \$200 per day for two days.

4. Language Teacher Education Conference

- a. **Conference Plenarists:** This line item will provide support for three plenary speakers for the ninth biennial *Language Teacher Education Conference* to be held in YI of the grant. Includes professional services payments of \$750 each and budgeted reimbursement of \$500 for round-trip airfare and per diem expenses at \$200/day for three days.
- b. **Conference Plenarist:** CARLA will support the tenth biennial *Language Teacher Education Conference* (YIII) hosted by NHLRC at UCLA by paying for one plenarist for the conference. Includes a professional services payment of \$750 and budgeted reimbursement of \$500 for round-trip airfare and per diem expenses at \$200/day for three days.

5. Evaluation

- a. **Professor Carol Chapelle:** This line item will provide support for an independent external evaluator for the grant. Includes professional services payments totaling \$30,000 over the four-year grant cycle. Also includes travel reimbursement for Prof. Chapelle to come to Minnesota to meet with program faculty and staff in YI, YII and YIV at a rate of \$400 for round-trip airfare and per diem expenses at \$200/day for two days.
- b. **Summer Institute Instructors:** Funding from the University of Minnesota will be used to pay honoraria to guest instructors for new summer institutes offered through CARLA.

Center for Advanced Research on Language Acquisition
University of Minnesota Institutional Contribution Support Budget

Four-Year Detailed Budget (9/15/2014-9/14/2018)

BUDGET ITEM	ROLE/PURPOSE	COST CALCULATION	Year I	Year II	Year III	Year IV	Total
			9/15/14-9/14/15	9/15/15-9/14/16	9/15/16-9/14/17	9/15/17-9/14/18	Budget
I. PERSONNEL							
1. Coordination							
a. Elaine Tarone	LRC Director	\$138,402/yr x 15%-time	\$ 20,760	\$ 21,383	\$ 22,025	\$ 22,685	\$ 86,853
b. Karin Larson	CARLA Coordinator	\$61,657/yr x 50%-time	\$ 30,829	\$ 31,753	\$ 32,706	\$ 33,687	\$ 128,975
c. Elizabeth Hellebuyck	Associate/Office	\$41,084/yr x 50%-time	\$ 20,542	\$ 21,158	\$ 21,793	\$ 22,447	\$ 85,940
2. Language Immersion Education							
a. Graduate Research Ass't TBD	Immersion Research	Acad Yr 50%–780 hrs@\$17.77/hr (YI &	\$ 13,861	\$ 14,276	\$ -	\$ -	\$ 28,137
b. Graduate Research Ass't TBD	Immersion Research	Acad Yr 25%–390 hrs @\$18.85/hr (YIII	\$ -	\$ -	\$ 7,352	\$ 7,572	\$ 14,924
c. Graduate Research Ass't TBD	Immersion Research	Summer 50%–260 hrs @\$17.77/hr	\$ 4,620	\$ 4,759	\$ 4,902	\$ 5,049	\$ 19,329
3. Advanced Proficiency							
a. Charlotte Melin	Humanities Seminar	Honorarium \$95,312/yr @ 2.5%	\$ -	\$ 2,500	\$ -	\$ -	\$ 2,500
b. Graduate Research Ass't TBD	CLAC Repository	Summer 50%-time 260 hours @\$17.77	\$ 4,620	\$ -	\$ -	\$ -	\$ 4,620
c. Graduate Research Ass't TBD	CLAC Repository	Summer 25%–130 hrs @\$18.30/hr	\$ -	\$ 2,379	\$ -	\$ -	\$ 2,379
d. Graduate Research Ass't TBD	Heritage languages	Summer 50%-time 260 hours @\$17.77	\$ 4,620	\$ -	\$ -	\$ -	\$ 4,620
e. Graduate Research Ass't TBD	Environmental Humanitie	Summer 25%–130 hrs @\$18.30/hr	\$ -	\$ 2,379	\$ -	\$ -	\$ 2,379
4. Online Education							
a. TBD	Online Instructional Ass't	Summer appt--total payment \$6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 24,000
b. TBD	Tech Ass't (Undergrad)	Full year–390 hrs @ \$10 hr	\$ 3,900	\$ 4,017	\$ 4,138	\$ 4,262	\$ 16,316
Subtotal (Salaries)			\$ 109,752	\$110,605	\$ 98,914	\$ 101,702	\$ 420,973
II. Fringe Benefits							
a. Academic Fringe		Calculated @ 33.8%	\$ 19,465	\$ 20,833	\$ 20,527	\$ 21,082	\$ 81,907
b. Civil Service Fringe		Calculated @ 26.3%	\$ 5,403	\$ 5,565	\$ 5,732	\$ 5,904	\$ 22,602
c. GA students' health fringe		Calculated @ 16.6%	\$ 4,602	\$ 3,950	\$ 2,034	\$ 2,095	\$ 12,680
d. GA tuition benefits		Calculated @ \$17.84/hr	\$ 13,915	\$ 14,336	\$ 7,383	\$ 7,601	\$ 43,235
e. GA summer only FICA		Calculated @ 7.7%	\$ 1,067	\$ 733	\$ 377	\$ 389	\$ 2,566
Subtotal (Fringe Benefits)			\$ 44,452	\$ 45,417	\$ 36,053	\$ 37,070	\$ 162,991

**Center for Advanced Research on Language Acquisition
University of Minnesota Institutional Contribution Support Budget**

BUDGET ITEM	ROLE/PURPOSE	COST CALCULATION	Year I	Year II	Year III	Year IV	Total
			9/15/14-9/14/15	9/15/15-9/14/16	9/15/16-9/14/17	9/15/17-9/14/18	Budget
III. Travel							
1. Coordination							
a. Elaine Tarone	Professional Mtg Travel	Airfare: 2 x est. \$500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
		Per diem: 2 x est. \$200/day x 4 days	\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
2. Language Immersion Education							
a. Tara Fortune	Professional Mtg Travel	Airfare: 1 x est. \$500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
		Per diem: 1 x est. \$200/day x 4 days	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
3. Advanced Proficiency							
a. Dan Soneson (or designee)	Professional Mtg Travel	Airfare: 1 x est. \$500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
		Per diem: 1 x est. \$200/day x 3 days	\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
4. Online Education							
a. Marlene Johnshoy	Professional Mtg Travel	Airfare: 1 x est. \$500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
		Per diem: 1 x est. \$200/day x 4 days	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
5. Dissemination/Evaluation							
a. Karin Larson	Professional Mtg Travel	Airfare: 1 x est. \$500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
		Per diem: 1 x est. \$200/day x 4 days	\$ 800	\$ 800	\$ 800	\$ 800	\$ 3,200
Subtotal (Travel)			\$ 6,100	\$ 6,100	\$ 6,100	\$ 6,100	\$ 24,400
IV. Equipment							
No equipment budgeted.							
Subtotal (Equipment)			\$ -				
V. Supplies							
No supplies budgeted.							
Subtotal (Supplies)			\$ -				
VI. Contractual							
No contractual costs budgeted.							
Subtotal (Contractual)			\$ -				

**Center for Advanced Research on Language Acquisition
University of Minnesota Institutional Contribution Support Budget**

BUDGET ITEM	ROLE/PURPOSE	COST CALCULATION	Year I	Year II	Year III	Year IV	Total
			9/15/14-9/14/15	9/15/15-9/14/16	9/15/16-9/14/17	9/15/17-9/14/18	Budget
VII. Other							
1. Coordination							
a. Joint LRC Publicity Costs (Web and print)			\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
2. Language Immersion Education							
a. Roy Lyster	Professional Services Cost	Honoraum @ \$500	\$ 500	\$ -	\$ -	\$ 500	\$ 1,000
	National Adviser	Airfare: est. @ \$400	\$ 400	\$ -	\$ -	\$ 400	\$ 800
		Per diem costs (1 @ \$200/day x 2 days)	\$ 400	\$ -	\$ -	\$ 400	\$ 800
b. Plenary Speakers-TBD	Costs	4 Honoraria @ \$750	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000
	Immersion Conference (YIII)	Airfare: est. 4 @ \$500	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000
		Per diem costs (4 @ \$200/day x 2 days)	\$ -	\$ -	\$ 1,600	\$ -	\$ 1,600
c. Imm Challenges Instructor-TBD	Professional Services Cost	Honoraum @ \$2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 10,000
3. Online Education							
a. Kathryn Murphy Judy	Professional Services Cost	Honoraum @ \$500	\$ 500	\$ -	\$ -	\$ 500	\$ 1,000
	National Adviser	Airfare: est. @ \$400	\$ 400	\$ -	\$ -	\$ 400	\$ 800
		Per diem costs (1 @ \$200/day x 2 days)	\$ 400	\$ -	\$ -	\$ 400	\$ 800
4. Language Teacher Education Conference							
a. Plenary Speakers-TBD	Costs	3 Honoraria @ \$750 each	\$ 2,250	\$ -	\$ -	\$ -	\$ 2,250
	9th LTE Conference at UM	Airfare: est. 3 @ \$500	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
		Per diem costs (3 @ \$200/day x 2 days)	\$ 1,800	\$ -	\$ -	\$ -	\$ 1,800
b. Plenary Speaker-TBD	Costs	1 Honoraria @ \$750 each	\$ -	\$ -	\$ 750	\$ -	\$ 750
	10th LTE Conference at UCLA	Airfare: est. 1 @ \$500	\$ -	\$ -	\$ 500	\$ -	\$ 500
		Per diem costs (1 @ \$200/day x 2 days)	\$ -	\$ -	\$ 600	\$ -	\$ 600
5. Dissemination/Evaluation							
a. Carol Chapelle	External Evaluator	Professional Services Costs	\$ 10,000	\$ 10,000	\$ -	\$ 10,000	\$ 30,000
		Airfare: est. @ \$400	\$ 400	\$ 400	\$ -	\$ 400	\$ 1,200
		Per diem costs (\$200/day x 2 days)	\$ 400	\$ 400	\$ -	\$ 400	\$ 1,200
b. SI Instructor-TBD	Costs	Honorarium @ \$2,000/year	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
Subtotal (Other)			\$ 24,450	\$ 16,300	\$ 13,950	\$ 18,900	\$ 73,600
TOTAL Institutional Contribution Support			\$ 184,754	\$178,422	\$ 155,017	\$ 163,772	\$ 681,964

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

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

Name of Institution/Organization

Regents of the University of Minnesota

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	131,032.00	130,615.00	136,078.00	128,414.00		526,139.00
2. Fringe Benefits	53,488.00	53,401.00	49,638.00	47,154.00		203,681.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	7,400.00		7,400.00
9. Total Direct Costs (lines 1-8)	184,520.00	184,016.00	185,716.00	182,968.00		737,220.00
10. Indirect Costs*	13,648.00	13,574.00	14,267.00	14,029.00		55,518.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	198,168.00	197,590.00	199,983.00	196,997.00		792,738.00

***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 33.00 %.

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

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	109,752.00	110,605.00	98,914.00	101,702.00		420,973.00
2. Fringe Benefits	44,452.00	45,417.00	36,053.00	37,070.00		162,992.00
3. Travel	6,100.00	6,100.00	6,100.00	6,100.00		24,400.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	24,450.00	16,300.00	13,950.00	18,900.00		73,600.00
9. Total Direct Costs (lines 1-8)	184,754.00	178,422.00	155,017.00	163,772.00		681,965.00
10. Indirect Costs	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	184,754.00	178,422.00	155,017.00	163,772.00		681,965.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Prof.	First Name: Elaine	Middle Name:	Last Name: Tarone	Suffix:
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Address:

Street1:	140 University Int'l Center
Street2:	331 17th Ave SE
City:	Minneapolis
County:	Hennepin
State:	MN: Minnesota
Zip Code:	55414
Country:	USA: UNITED STATES

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

Email Address:
[REDACTED]

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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