

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 # P229A140010

Grants.gov Tracking#: GRANT11699420

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

* 3. Date Received: <input type="text" value="07/08/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

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

d. Address:

* Street1:	<input type="text" value="The Graduate Center"/>
Street2:	<input type="text" value="365 Fifth Ave"/>
* City:	<input type="text" value="New York"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="10016-4309"/>

e. Organizational Unit:

Department Name: <input type="text" value="ILTEC"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="██████████"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="██████████"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="██████████"/>	Fax Number: <input type="text"/>
---	----------------------------------

* 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:**

CUNY - Center for Integrated Language Communities

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="763,608.00"/>
* b. Applicant	<input type="text" value="331,809.00"/>
* 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="1,095,417.00"/>

*** 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:

**City University of New York
Center for Integrated Language Communities (CILC)**

Congressional Districts:

The City University of New York's proposed Center for Integrated Language Communities (CILC) is expected to have national significance and impact. The initial activities of the project will take place in the following congressional districts: The Graduate Center (NY-012), Hunter College (NY-014), Queens College (NY-006), LaGuardia Community College (NY-012), and Borough of Manhattan Community College (NY-010).

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 Executive Director - ORSP
APPLICANT ORGANIZATION The Research Foundation CUNY for The Graduate Center CUNY	DATE SUBMITTED 07/08/2014

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: The Research Foundation/CUNY for the Graduate Center CUNY

* Street 1: 365 Fifth Ave * Street 2: _____

* City: New York * State: NY: New York * Zip: 10016

Congressional District, if known: NY-012

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

6. * Federal Department/Agency: US Department 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: none Middle Name: _____

* Last Name: none Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

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

Prefix _____ * First Name: none Middle Name: _____

* Last Name: none 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: Dr. * First Name: _____ Middle Name: _____
* Last Name: _____ Suffix: _____

Title: Executive Director Telephone No.: _____ Date: 07/08/2014

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

*** APPLICANT'S ORGANIZATION**

The Research Foundation CUNY for The Graduate Center CUNY

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

Prefix: Dr. * First Name: Middle Name:

* Last Name: Suffix:

* Title: Executive Director - ORSP

* SIGNATURE: * DATE: 07/08/2014

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:

**City University of New York
Center for Integrated Language Communities (CILC)**

Abstract

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

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

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

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

**City University of New York
Center for Integrated Language Communities (CILC)**

Over the past generation, America has undergone a sea change in how it views so-called ‘native,’ ‘home,’ and ‘heritage’ languages other than English (LOTEs): **multilingualism** has gone from suspicious to desirable, from a problem to a resource. The past decade has seen huge growth in heritage language research and programming, in ‘additive’ rather than ‘subtractive’ language pedagogies, and in the teaching of locally spoken but less commonly taught languages—all ways to better develop the multilingualism that the nation increasingly values.

The growth has been uneven, though. While some parts of the U.S. educational system reflect the full impact of the paradigm shift, others have yet to be so transformed. One such sector—entirely unmentioned in the Modern Language Association’s (MLA) otherwise provocative and wide-ranging 2007 report—is that of America’s **community colleges**. At first blush, two-year public institutions might seem unlikely places in which to develop highly proficient bilingual Americans: they enroll academically undistinguished students, and retain them for just two years, an exceedingly short time for anybody to learn a language. To view community colleges in such isolated context, however, is to miss their very point. As ‘bridge communities’ that connect populations often shut out of higher education and high-skill employment—immigrants, veterans, minorities, and the poor—to the careers and communities critical in a global society, community colleges form a crucial part of America’s language teaching infrastructure. The two years students spend in community colleges represent an opportunity for linguistic growth that is currently underutilized, but which can be elevated by better integrating two-year institutions with the communities that link to them.

The communities that feed two-year colleges are linguistically rich. In 2013, 39.9% of four-year college undergraduates at The City University of New York (CUNY) reported

speaking a native LOTE; for CUNY community college students, the figure was 45.6%.¹

Corresponding national figures,² though dated, suggest that **heritage language learners** attend community college in greater proportions than they do four-year colleges. To neglect community college language education is to neglect the intellectual resources of a huge number of the nation's heritage speakers.

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

CILC will establish itself as a nerve center for research and discussion on *Language and the Community College Nexus*, through the hosting of a regular 'Community/College/Language Forum,' and the publication of a state-of-the-field report drawing upon survey data and inter-

¹ CUNY Office of Institutional Research and Assessment (OIRA), Fall 2013 Profile of CUNY Undergraduates.

² In 1999-2000, 85.6% of U.S. public community college students spoke English as a primary language, as opposed to 89.1% at public four-year schools, and 89.7% at independent four-year colleges (National Center for Educational Statistics, as reported by the American Association of Community Colleges).

community conversation to articulate key opportunities and challenges. A team of four-year and community college faculty members will create and publish an *Online Heritage Arabic E-Book*. CILC will develop and research the effectiveness of *Heritage Telecollaboration* modules for heritage Spanish and Chinese speakers at both the senior and community college levels, piloting the modules at CUNY campuses and sharing the results through the CILC website and a fourth-year Summer Institute. Finally, CILC will partner with ACTFL to research the *Written Proficiency of Heritage Speakers*, building profiles of the writing skills for heritage speakers of Bengali, Chinese, Korean, and Spanish, complementing the work on oral profiles already begun by the National Heritage Language Resource Center (NHLRC).

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

1. Plan of Operation

The overarching goal of the Center for Integrated Language Communities (CILC) will be to help American students develop the translingual and transcultural competence they need to navigate between the communities they come from and others they aim to engage with in their post-college lives, with particular attention to community college contexts, heritage language learners, and technologically-mediated interculture. For the funding cycle 2014-2018, CILC anticipates the following concrete objectives as means to achieving this goal:

- the fostering of productive dialogue about *Language and the Community College Nexus* through the creation and hosting of a semi-annual Community/College/Language Forum, and the dissemination of research and discussion on these issues through two surveys and a state-of-the-field report;
- the writing, editing, and publishing of an *Online Heritage Arabic E-Book* designed specifically with heritage Arabic speakers in mind;
- the design, piloting, and evaluation of Spanish and Chinese *Heritage Telecollaboration* modules at the senior and community college levels, and outreach on heritage telecollaboration to language educators through a 2018 Summer Institute;
- the conducting and dissemination of assessment-based research into the *Writing Proficiency of Heritage Speakers* of four languages widely spoken at CUNY, as well as in New York City and across the United States.

Each of these projects will serve to better integrate linguistic and language education communities that too often maneuver in isolation; what follows is a detailed outline of the activities by which the projects' respective objectives will be pursued.

a. *Language and the Community College Nexus*

Community colleges (CCs) play an increasingly important role in American society, as bridges connecting various communities—high schools, military veterans, immigrant groups—to skill-centered workplaces and four-year colleges. Though CC students typically have weaker academic skills than their senior college counterparts, they arguably bring greater lingua-cultural strengths to the academy; at CUNY, CC students are more likely to have been born abroad, to have graduated from a foreign high school, and to speak a language other than English (LOTE) at home. If we take seriously the ideas of globalization and 'additive' rather than 'subtractive'

language education, then language education and heritage language learning at two-year institutions must not be neglected.

The lack of a strong tradition in world language teaching at the community college level is in some ways a blessing in disguise. Many of the more innovative approaches to post-secondary language education can be found in CCs not beholden to the traditions and vested interests of past generations. To cite one example at CUNY: LaGuardia Community College has recently restructured its language department(s), with both ESL and world language courses now housed in the Education and Language Acquisition Department, a move that carries with it a number of concomitant benefits. It recognizes the role that teaching careers play in the motivation for CC language study, it removes an artificial and possibly destructive institutional distinction between the acquisition of English and the acquisition of other world languages, and it allows for fruitful cross-pollination between educators of different language varieties, as well as between language instructors and experts at the vanguard of pedagogical methods and approaches. LaGuardia's department—which offers courses in a dozen world languages—has recently made interesting explorations into the joint teaching of ESL and heritage languages, with the value of cross-linguistic comparison and contrast used to positive effect in both environments.

Even from limited conversations among CC faculty at CUNY, it is clear that unresolved research questions abound. Can heritage language classes complement ESL studies to produce more highly biliterate graduates? Which fields seek Associates-level graduates with language skills, and what is the nature of those skills? Do students transferring from CCs to senior colleges have the skills to continue language study, and how much do the objectives of programs at the

two types of institution align? How many CC students study LOTEs in high school, and at what level? And how much do the answers to these questions vary from language to language?

Questions like these deserve more consideration than they have thus far received, but steps must be taken to establish the key priorities for community college language education at a national level. Just as the NHLRC took early steps through surveys and panels to establish a clear and consensus-driven set of priorities for the heritage language field, CILC will convene an inter-campus panel of community college language instructors, researchers and administrators to conduct survey-based **research on the state, needs and opportunities of language education at the community college level**, and organize a semi-annual Community/College/Language Forum that brings together members of many different communities—K-12 schools, businesses, senior colleges, and governmental, cultural, and community organizations—to **discuss the role of LOTEs in American society, and how community colleges can best support them**. Through the CILC website, the team will report on the working group’s findings, as well as on the priorities that emerge from the Forum.

i. Identification of Faculty Working Group. The co-coordinators will invite members of three different community colleges—including at least one non-CUNY institution—to participate as first-year members of the *Community College Nexus* team.

ii. Survey Design. The team will design two surveys: one for students at CUNY’s CCs, identifying their linguistic and educational backgrounds, as well as their views on the importance of foreign/heritage language in their educational and professional careers; the other a survey of language professionals at community colleges around the U.S. gauging their thoughts on the specific challenges, opportunities, and areas of growth in their field.

iii. Survey Administration. During Year 2 (2015-16) of the funding cycle, the team will administer the surveys to students from six of CUNY's seven community colleges (Guttman Community College does not offer foreign language classes) and to language professionals across the United States.

iv. Forum Organization and Hosting. The team will organize and host an event, tentatively entitled "Community/College/Language," that brings together language educators from U.S. community colleges, as well as members of the linguistic communities that integrate with CCs to discuss issues relating to both language education at community colleges, and its relationship to K-12 institutions, community organizations, and industries that value bilingualism and transcultural fluency. The event will be held twice—once in Year 2 (2015-16), once in Year 4 (2017-18)—and will in each case feature two invited speakers from outside CUNY, one from a community college, and one from a non-academic community of practice, such as the U.S. State Department, an international corporation, or a relevant community or civic organization.

v. Survey Analysis. The results of the surveys will be analyzed in Year 3 (2016-17).

vi. Report on Language Education in Community College. The 'Nexus' group will produce a report on language education in community college, based in large part upon the results of the survey and the discussion produced by the two Forums. In addition to an executive-level overview of the subject, it will include three sub-reports: "Community Colleges and K-12 Schools," "Community and Four-year Colleges," and "Community Colleges and Non-Academic Communities." The report will be published on CILC's website, and the individual sub-components will be submitted for consideration to conferences and journals.

By providing basic research into the linguistic backgrounds and interests of community college students, and into the experiences and priorities of two-year language education, and by

bringing together stakeholders from communities that engage with two-year institutions, CILC will better integrate community college language programs with other educational, professional, and cultural institutions.

b. *Online Heritage Arabic E-Book*

Until recently, the dominant focus of Arabic language teaching in the US has been formal Arabic, a register limited to writing and formal occasions. This register is often referred to as Modern Standard Arabic (MSA), because it is standard across the Arab world, but it is, in fact, nobody's mother tongue. Rather, it is the language that Arab children begin to learn when they enter school. However, the field has recently been moving in the direction of incorporating spoken Arabic into the curriculum so as to better mirror the linguistic reality of the Arab world, but this creates a situation in which heritage students either vastly outpace true beginners in speaking and listening comprehension, or are pushed to learn other (spoken) dialects that they are familiar with but not particularly interested in acquiring or polishing.

Based on this broad linguistic and pedagogical need, as well as first-hand classroom experience with heritage Arabic speakers, an e-book team of Arabic faculty from one CUNY four-year college and two CUNY community colleges will plan, write and publish an electronic textbook with resources for teachers of heritage Arabic students. This will entail a three-year process, beginning in Year 2 of the funding cycle (2015-16):³

i. Survey of Existing Textbooks and Online Materials. The team will create an informal bibliography of existing Arabic pedagogical materials for internal use.

³ Steps (i) to (iv) will be conducted in Year 2 (2015-2016); step (v) will be conducted in Year 3 (2016-17). Steps (vi) and (viii) will take place in Year 4 (2017-18); see Appendix II.

ii. Research and Curation of Scholarly Work. A comprehensive look at the literature on Arabic heritage learners will be combined with an overview of the latest research on heritage and Arabic education taken independently.

iii. Development of E-Book Outline. A full working outline for the e-book will be developed in the Spring of 2016. In addition to the organization of the work, this will indicate the existing materials that will be used and/or modified, the materials that will be created for the project, and a detailed timeline for the two ensuing steps.

iv. Creation of New Materials. Members of the team and their departmental colleagues have already developed a number of heritage-specific pedagogical materials, but the shape of the outline created in (iii) will indicate the nature and extent of the materials that remain to be created.

v. Classroom Piloting of New Materials. To the extent possible, the faculty members involved will test new materials with their heritage- and mixed-student classes.

vi. Collation of E-Book. In the fall of Year 4 (2017-18), the team will assemble the completed e-book.

vii. Editing. Editing of the e-book will be complete by the beginning of the 2018 spring semester.

viii. Publishing. The technology support team will web-publish the e-book by the end of the 2018 spring semester.

By providing a coherent, sequenced package of materials designed for the needs of heritage Arabic students, CILC will better integrate this population with the educational system, and U.S. society as a whole.

c. Heritage Telecollaboration

A common misconception about heritage language learners (HLLs) is that they are fully bicultural—that they move with ease between different lingua-cultural communities. Instead, HLLs have complex linguistic identities, and benefit greatly from academic experiences that engage their awareness of different cultures and their points of connection.

The recent international explosion of social media and synchronous and asynchronous digital communication has opened the possibility for computer-mediated transcultural engagement, and several productive forms of **telecollaborative language learning** have arisen in the field of foreign language instruction. Language teachers can connect students to target communities through web conferencing, email partnerships, social media, and asynchronous channels—indeed, presentations on telecollaboration and intercultural competence are common at national and international conferences on the teaching of foreign languages.

In order to better develop the nation's capacity to design and implement telecollaboration experiences specifically for heritage learners—many of whom, as recent immigrants or children thereof, lack the resources for traditional study abroad—CILC will create, pilot, and evaluate heritage **telecollaboration modules in Spanish and Chinese** at three CUNY campuses: Lehman College, Queens College, and Queensborough Community College. The insights gained through this process, outlined in greater detail below, will be shared with interested educators through a CILC Summer Institute in 2018 focusing on 'Heritage Learners and Technology.' The *Heritage Telecollaboration* (HT) team, consisting of two coordinators and four faculty members (two Spanish and two Chinese professors, representing both four-year and community colleges for each language), will take the following steps:

i. Background Research on Heritage and Telecollaborative Language Learning.

In Year 1, Semester 1, the coordinators will identify current relevant research on the linguistic characteristics of heritage language learners, the teaching of heritage language learners, and the use of telecollaboration in the language classroom. The entire HT team will then meet to discuss the selected research and to create a theoretical framework for the project.

ii. Creation of Objectives and Identification of Participating Courses. Based on the existing course sequences for heritage language learners of Chinese and Spanish in the three participating colleges, the team will decide which courses are more suitable for participation in the project. The HT team will identify proficiency goals and intercultural communication competence goals for the courses selected, and create the objectives specific to telecollaboration module.

iii. Module Design and Identification of Telecollaborative Partners. In the second semester of Year 1, the HT team will design a telecollaboration module suitable for achieving the proficiency and intercultural communication goals established by the team. Based on the characteristics of the module, the coordinators will identify partners and coordinate the partnership for the selected courses. Depending on the partnership selected, the HT team will make adjustments to the module design if necessary.

v. Piloting. During Year 2, the modules will be piloted in the selected courses. Instruments created to evaluate the effectiveness of the telecollaboration module will be used during the piloting stage. The piloting stage might be extended through year 3 as well.

vi. Analysis of Data - Creation of Report – Publication. Early in Year 3, the HT team will meet to discuss the data collected during the piloting of the modules. Following the meeting, the coordinators will use Year 3 to prepare the materials created as part of the project and the

results of the data collection for publication on the CILC website. The target audience for the publication will be instructors teaching heritage language students who wish to include telecollaboration in their classes.

vii. Planning and Marketing of Summer Institute - Operation of Summer Institute.

During Year 4, using the experience and materials generated by the previous steps, the project's coordinators will work with Director Alberta Gatti to design, market, and organize a Heritage Telecollaboration Summer Institute. The institute will be offered during the summer of Year 4 in two formats—face-to-face and online—in order to allow participants from around the country to attend. CILC will offer one workshop for the teaching of Chinese heritage language learners using telecollaboration, one for Spanish, and a third that is not language specific. During the institute, participants will receive training on creating telecollaboration modules for heritage populations, and on implementing and using them in both heritage-only and mixed (heritage/L2) classrooms. A small fee will be charged to participants to cover a portion of the organization and delivery costs. We foresee that the workshop will subsequently be offered at other venues (e.g., the ACTFL or NHLRC conferences).

By creating and classroom-testing telecollaboration activities designed with heritage Spanish and Chinese speakers in mind, and by training educators on best practices for planning and executing such modules, CILC will better integrate heritage speakers with lingua-cultural communities of practice with whom they might otherwise be unable to engage.

d. *The Writing Proficiency of Heritage Learners*

Over the past 20 years, the American educational establishment has warmed to the idea that schools and colleges have much to offer HLLs, but that these students engage with their heritage language differently than do monolingual speakers or those unfamiliar with the

language. The National Heritage Language Resource Center (NHLRC) has been an engine for generating a research-based articulation of these differences: a recent study jointly conducted by NHLRC and ACTFL makes important contributions in this area, profiling the oral proficiency of Spanish and Russian HLLs based on their performance on the ACTFL Oral Proficiency Interview (OPI).⁴

The modality of writing, anecdotally known to teachers as HLLs' area of greatest need, provides a natural next step for grounding heritage approaches and materials in language-specific research. CILC will expand upon the prior work of ACTFL and the NHLRC to develop profiles of the Writing Proficiency of HLLs for Spanish, Chinese, Korean and Bengali, four languages with deep roots in New York City's communities. For each language, this will entail a four-step process:⁵

i. Recruitment of Subjects. This includes:

- determining the desired number of test takers in each language;
- identifying optimal recruitment sites (CUNY campuses);
- developing a screening tool and biographical survey, probably a slight modification of that used by ACTFL for the OPI heritage study, including a self-assessment feature;
- contacting potential research participants and asking them to complete the screening survey to confirm their heritage speaker status.

⁴ Martin, C. (2013). Assessing the Oral Proficiency of Heritage Speakers According to the ACTFL Proficiency Guidelines 2012 – Speaking. *Heritage Language Journal* 10(2).

⁵ Steps (i) through (iii) will be conducted in Year 1 (2014-15). Rating certification and actual rating (iv) and (v) will take place in Year 2 (2015-2016), analysis (vi) and dissemination (vii, viii) in Year 3 (2016-17). See Appendix II.

ii. Testing. The ACTFL Writing Proficiency Test (WPT) will be ordered for the four languages, and administered on the campuses where recruiting will take place, as well as (optionally) at the CILC offices in Manhattan.

iii. ACTFL Scoring. The completed exams will be sent to ACTFL for scoring.

iv. WPT Rating Certification. Two CUNY faculty members in each of the four languages will be trained by ACTFL to receive certification as WPT Raters.

v. Rating of Samples. Trained faculty members will rate samples with the assistance of ACTFL consultants.

vi. Analysis. There will be two levels of analysis: that of the samples, and that of the findings generated by them. Standardized Rater Analysis Tools will be developed by the consulting team, after which the student writing samples will be analyzed by the certified WPT Raters. These findings will then be analyzed by the research team to identify patterns of strength and weakness at different proficiency levels.

vii. Report. The team will write a final report that consolidates the analysis of the writing samples and surveys to describe the writing proficiencies of heritage speakers against the background of the learners' linguistic biographies. The report will also consider the instructional implications for improving the writing skills of heritage learners.

viii. Dissemination. The report will be publicly available on CILC's website, and its findings disseminated through conference presentations and journal articles.

By providing core, assessment-driven research into the specific writing profiles and target growth areas for heritage speakers of Bengali, Chinese, Korean, and Spanish, CILC will empower educators to develop pedagogical tools and strategies to better integrate heritage language communities with the U.S. educational system, and global society as a whole.

e. Equal Access and Treatment for Project Participants

The Office of Compliance and Diversity is responsible for administering the Graduate Center's recruitment and equal opportunity policies and procedures ensuring compliance with related laws, rules, and regulations dealing with human rights. This includes providing the Graduate Center community with training on search and hiring procedures, which support an inclusive work and learning environment and adhere to the principles of affirmative action, equal opportunity, and diversity. It is the policy of The City University of New York to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military, or veteran status.

2. Quality of Key Personnel**a. Administrative Team**

CILC will be led by Director Alberta Gatti, and Assistant Director Alexander Funk. The Director will devote 50% of her time to the project and will assume all executive management responsibilities. Dr. Alberta Gatti has experience in administration of federal grants, administration of language resource centers, development and coordination of complex projects, and evaluation and assessment of programs. She has 20 years of experience in the field language education. The Assistant Director, Alexander Funk, will devote 40% of his time to the project and will assist the director with day-to-day management. A linguist and language educator, Mr. Funk brings to the project years of experience working with language programs at CUNY, as well as researching the language learners and linguistic communities of New York City. The CILC team will include an Associate Director for Technology, Ms. Belmonti, who will devote

20% of the time to the project assisting all projects within CILC with on-line dissemination of materials as well as the implementation of educational technology where pertinent. Valeria Belmonti is an experienced educational technology administrator whose area of expertise is in intercultural education and who regularly works with faculty members on proficiency assessment and language education material development.

Besides providing general direction, management, and overall support for CILC projects, each of the three CILC administration team members will coordinate and oversee at least one of the project areas proposed. The three directors have worked together within the context of ILETC and complement each other in terms of qualifications, expertise, and administrative capabilities.

i. Alberta Gatti (Program Director – 50% time commitment) holds a B.A. and M.A. in Classical Studies from the University of Buenos Aires, Argentina, and a Ph.D. in Hispanic Language and Literatures from Boston University. She is the director of the Institute for Language Education in Transcultural Context (ILETC) at the Graduate Center, a research and resource center for language education at CUNY. In this role, she works with language programs from seven community colleges and eleven senior colleges. Some of her duties include promoting and overseeing research projects on language education, organizing professional development activities and forums, and conducting training workshops for graduate students teaching languages within the CUNY system. Before coming to CUNY, Dr. Gatti was the Program Director for a Title III federal grant at Saint Xavier University (SXU) in Chicago. She led the creation of a campus-wide community-based learning program, oversaw technology integration into instruction projects, and designed and implemented retention activities for at-risk students, including a summer preparation program for at-risk Freshmen. Prior to directing the

Title III program, Dr. Gatti was the director of the Foreign Languages Program at SXU for eleven years. In this role, she acquired ample experience in designing language and literature curriculum, training language faculty, and conducting program assessment and program evaluation. She was a faculty team member for a UISFL grant that SXU received to develop short-term study abroad experiences, as well as minor programs in Middle Eastern Studies and Eastern European Studies. Dr. Gatti was involved in designing curriculum for elementary and intermediate L2 acquisition courses and for mixed L2/Heritage advanced writing courses. She has taught courses in Italian and Spanish language, Spanish literature, and Spanish culture for twenty years, including technology-rich courses. She developed and taught a telecollaboration course in tandem with the Universidad Regional del Sureste (Oaxaca, México). Her research has focused on literature of the Spanish Golden Age as well as on language education. She is currently collaborating on a research project involving heritage speakers of Spanish learning Italian.

ii. Alexander Funk (Assistant Director – 40% time commitment) holds a B.A. in music and English from Yale University, an M.Phil in linguistics from the Graduate Center (CUNY), and will shortly defend his dissertation on the syntax and semantics of non-intersective modification. Mr. Funk has served as a key contributor to ILETC from the outset—as the lead writer for the Institute’s charter proposal, an organizer and presenter at the Institute’s first-year LCTL Forum and Best Practices Workshop, and a Principal Investigator in the 2013 “Career and Language” survey and report—and will be interviewing to be ILETC’s Assistant Director while this application is under review. Mr. Funk brings many years of experience working with the linguistic communities of New York: he is the author of the 2012 *CUNY-NYSIEB Guide to the Languages of New York State*; he has researched and published on Long-Term English Language

Learners in the New York City public schools, taught linguistics at Hunter and Queens Colleges (CUNY) and Teachers College (Columbia), and worked for nearly a decade as an ESL instructor and teacher trainer in New York City and abroad.

iii. Valeria Belmonti (Associate Director for Technology – 20% time commitment)

received an M.A. in Educational Technology from New Jersey City University concentrating her studies in Computer-Assisted Language Learning, in particular the use of web technology to enhance the teaching of intercultural competence within undergraduate language education using telecollaboration. Ms. Belmonti is the Director of the Modern Languages Media Center at the College of Staten Island (CUNY) where she directs a team of twenty part-time employees including tutors, administrative and IT staff. In addition to her interest in telecollaboration, Ms. Belmonti is interested in computerized oral testing and the use of mobile and web 2.0 technologies for language teaching and learning. Some of her most recent work in collaboration with faculty includes Pinterest modules to enhance writing skills and vocabulary acquisition in Intermediate Italian, and a Google MyMaps semester-long program developed for Beginner French courses, where mapping technology is implemented to create an immersion experience through which students can plan, record, and share a virtual visit to France.

Table 1: Projects and Personnel

<i>Language and the Community College Nexus</i>	<i>Heritage Arabic E-Book</i>	<i>Heritage Telecollaboration</i>	<i>Written Proficiency of Heritage Learners</i>
Administrative oversight: Alexander Funk	Administrative oversight: Alberta Gatti	Administrative oversight: Valeria Belmonti	Administrative oversight: Alberta Gatti
Coordinators: - Tomonori Nagano, Ph.D. - Alexander Funk, M.Phil Faculty Consultants: - TBD (x3) Invited Forum Speakers - TBD (x4) Staff: - Survey Design Assistant	Coordinator: - Christopher Stone, Ph.D. Faculty Contributors: - Habiba Boumlik, Ph.D. - Joachim Oppenheim, M.A. Staff: - Research Assistant	Coordinators: - Wei Lai, Ph.D. - Valeria Belmonti, M.A. Faculty Team: - Aranzázu Borrachero, Ph.D. - Xiao Li, Ph.D. - Evelyn Durán-Urrea, Ph.D. Staff: - Research Assistant	Coordinator and principal investigator: - Alberta Gatti, Ph.D. Consultants: - Cynthia Martin, Ph.D. - Evelyn Swender, Ph.D. Staff: - Research Assistant

b. Community College Nexus team

The *Community College Nexus* team will be coordinated by Professor Tomonori Nagano and Assistant Director Alexander Funk (see 2.a.ii above). Additional faculty members from community colleges will join the project in its first and last years.

i. Dr. Tomonori Nagano (project co-coordinator) is the program coordinator for the Modern Languages and Literatures Program at LaGuardia Community College (CUNY), overseeing the administration and teaching of more than a dozen of different languages and national literatures. Dr. Nagano holds a Ph.D. in Linguistics from The Graduate Center (CUNY), an M.A. in TESOL and a B.A. in English from Kansai Gaidai University (Osaka, Japan). The focus of his research is cross-linguistic learnability in second language acquisition, especially learnability issues for Second Language (L2) Japanese or English language learners.

c. Arabic E-Book team

A team of one professor from a CUNY four-year college and two professors from

different CUNY community colleges will collaborate on the *On-Line Heritage Arabic E-Book Project*.

i. Dr. Christopher Stone (coordinator) is Associate Professor of Arabic and Head of the Arabic Program at Hunter College (CUNY). He is a member of the faculty of the M.A. program in Middle East Studies at the Graduate Center (CUNY). He received his M.A. (1995) and Ph.D. (2002) in Near Eastern Studies from Princeton University where he specialized in Arabic language, literature and culture. His dissertation received the Malcolm Kerr Dissertation Award for the Humanities from the Middle East Studies Association in 2003, and the book based on it – *Popular Culture and Nationalism in Lebanon: Fairouz and the Rahbani Nation* – was a *Middle East Report* Editor's Pick. In the spring of 2008 he was a Fulbright Scholar to Egypt where he started his current project on Egyptian Cinema. Dr. Stone is also interested in Arabic pedagogy: he has been teaching Arabic Language and Culture for more than nineteen years, and has spent two recent summers co-facilitating National Middle Eastern Language Resource Center Arabic teacher training workshops with Mahmoud al-Batal at The University of Texas in Austin.

ii. Dr. Habiba Boumlik (contributor) is an Assistant Professor in the Department of Education and Language Acquisition at LaGuardia Community College. She received her Ph.D. in Social and Cultural Anthropology from the University of Strasbourg, France in 1996. She also holds an M.A. in Arabic and Islamic Studies and a B.A. in French as a Foreign Language from the University of Besancon, France. Dr. Boumlik has teaching and research experience in L2 and Heritage Arabic, French, Cultural Anthropology, Women Cross-Culturally, Culture and Society in the West, Middle Eastern History, and Arab Cinema; she has taught in France, Hungary, Egypt, and in several colleges in New York City.

iii. Joachim Oppenheim (contributor) has a B.A. in Near Eastern Studies from

Cornell University, and an M.A. in Middle Eastern Studies from New York University. He is the Arabic program coordinator of the Department of Foreign Languages at Kingsborough Community College (CUNY), and has many years of experience in teaching Arabic both at the university level as well as in the private sector. Mr. Oppenheim regularly teaches advanced grammar and composition to Arabic heritage speakers. His research interests focus on the different pedagogical needs of language learners in the *Mahjar* (places of immigration or diaspora), and on how these needs contrast with those of language learners in the Middle East itself.

d. *Heritage Telecollaboration team*

The *Heritage Telecollaboration* project will be coordinated by Associate Director for Technology Valeria Belmonti (see 2.a.iii above) and Professor Wei Lai, with the additional participation of Professors Aránzazu Borrachero, Evelyn Gonzalez-Urrea, and Xiao Li.

i. Dr. Wei Lai (project co-coordinator; HT faculty team – Chinese – CC) is Assistant Professor of Chinese in the Department of Foreign Languages and Literatures at Queensborough Community College. She received her M.A. in linguistics from the University of Chicago and a Ph.D. in applied linguistics from the Pennsylvania State University. Her recent research foci are computer-assisted language learning (CALL), developing language-teaching material, and the language learning and acquisition of heritage speakers. Before joining the faculty at Queensborough Community College, Dr. Lai taught Chinese language courses of various levels, Chinese culture and civilization, and ESL academic writing at the Pennsylvania State University where she also collaborated in the development of online Chinese-learning materials, and was a research assistant at the Center for Advanced Language Proficiency Education and Research (CALPER).

ii. Dr. Aránzazu Borrachero (HT faculty team – Spanish – CC) holds an M.S. in Education (Remedial and Developmental Reading) from The City College (CUNY) and a Ph.D. in Hispanic and Luso-Brazilian Literatures from The Graduate Center (CUNY). She is associate Professor and Spanish Program Coordinator in the Department of Foreign Languages and Literatures of Queensborough Community College (CUNY), where she designed, developed, and assessed the Spanish heritage program. She is also the chairperson of the college's Committee on Curriculum. Her areas of interest and specialization include Spanish for heritage speakers, critical pedagogy, and Spanish cultural and gender studies. Professor Borrachero is the recipient of several pedagogical and research grants. She is currently a participant, with the role of faculty mentor, in an NEH grant (*Bridging Histories*) to promote and supervise curricular development in the area of Latina/o history and culture in the United States.

iii. Dr. Evelyn Gonzalez-Urrea (HT faculty team – Spanish – Four-year College) is a Lecturer in the Department of Languages and Literatures at Lehman College (CUNY). She holds a Ph.D. in Hispanic Linguistics from the Pennsylvania State University and an M.A. in Hispanic Linguistics from the University of Arizona. At Lehman College, she teaches elementary and intermediate Spanish courses and Spanish heritage language courses. The phenomena of language contact between English and Spanish are the heart of her research. She is also interested in the study of syntactic and discursive forms that emerge among bilinguals in spoken language. Her most recent research has focused on bilingualism and identity. She is currently working on a project to create a placement tool for heritage speakers of Spanish who wish to enroll in Spanish classes at the college level.

iv. Dr. Xiao Li (HT faculty team – Chinese – Four-year College) received an M.A. degree in linguistics from Central South University (Changsha Hunan, China) and a Ph.D. in

linguistics from Rutgers University in 2009. She is an Assistant Professor of Chinese at Queens College (CUNY) where she teaches Chinese as a foreign language as well as courses for Chinese heritage language learners. Her dissertation, entitled 'Degreeless Comparatives,' studies the semantics and syntax of some comparative constructions in Chinese and Japanese.

e. *Written Proficiency team*

Dr. Gatti (see Section 2.a.i) will coordinate the *Written Proficiency of Heritage Language Learners* project, and will be joined by two experts in the field of language proficiency and proficiency testing: Dr. Cynthia Martin and Dr. Elvira Swender. Dr. Martin and Dr. Swender have recently worked on a project assessing the oral proficiency of heritage learners.

i. Dr. Cynthia Martin holds an M.A. and a Ph.D. in Slavic Languages and Literatures, University of Pennsylvania. She joined the Russian Faculty at the University of Maryland in 1990. She currently teaches undergraduate courses in language, literature, and culture, as well as graduate courses. Dr. Martin is currently the Undergraduate Program Director for Russian, and the Director of the Domestic Russian Flagship Program designed to help students reach Advanced levels of language proficiency. Her teaching and research interests include second language acquisition methodology and pedagogy, second language assessment. Dr. Martin is actively involved in a number of national assessment initiatives for academia, as well as private and government sectors.

ii. Dr. Elvira Swender is a specialist in proficiency-based language instruction and assessment, overseeing a number of programs and projects for the improvement of language teaching and testing. Among her publications are the ACTFL Proficiency Guidelines -Speaking (1999) and Writing (2001), the ACTFL Performance Guidelines for K-12 Learners (1998), and the ACTFL Integrated Performance Assessment (IPA). Dr. Swender is a consultant to various

U.S. and international educational, private sector, and governmental organizations and agencies. Current areas of research include correlations and concordances among testing scales and frameworks, including the ACTFL Guidelines, the U.S. Government's Interagency Language Roundtable (ILR) Scale, the Common European Framework of Reference (CEFR) and the STANAG 6001 (NATO scale).

f. CILC Advisory Board

The ten-member CILC Advisory Board consists of experts—from both CUNY and other universities—in language education at the four-year, community college, and K-12 levels, as well as in heritage language acquisition, telecollaboration, the sociolinguistics of New York City, and Arabic and Middle Eastern studies.

i. Dr. Paul Arcario is Provost and Senior Vice President for Academic Affairs at LaGuardia Community College (CUNY), having overall responsibility for initiatives such as outcomes assessment and strategic planning, as well as providing guidance for program development, electronic portfolios, advisement, faculty development, and first-year experience programs. Dr. Arcario is a Professor in the department of Education and Language Acquisition at LaGuardia and holds his doctorate in TESOL from Teachers College (Columbia). He has a long-standing interest in technology-based pedagogy.

ii. Dr. Beth Baron is a Professor of History at City College and Co-Director of the Middle Eastern American Center (MEMEAC) at the Graduate Center where she also directs the Masters Program in Middle Eastern Studies. She was part of the team that developed MEMEAC with funding from a UISFL grant. Her research focuses on issues of gender, culture, and politics in Egypt.

iii. Dr. Eva Fernández is Assistant Vice Provost at Queens College (CUNY) where she is also the Director of the Center for Teaching and Learning and Associate Professor of Linguistics and Communication Disorders. She teaches courses in psycholinguistics, bilingualism, and second language acquisition. Her research focuses on syntactic ambiguity and the contribution of prosody to syntactic disambiguation.

iv. Dr. Ofelia García is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center (CUNY). She has been Professor of Bilingual Education at Teachers College (Columbia), Dean of the School of Education at the Brooklyn Campus of Long Island University, and Professor of Education at City College (CUNY). She is the Associate General Editor of the *International Journal of the Sociology of Language*; recent books include *Bilingual Education in the 21st Century: A Global Perspective*; *Educating Emergent Bilinguals* (with J. Kleifgen), *Imagining Multilingual Schools* (with T. Skutnabb-Kangas and M. Torres-Guzmán), and *A Reader in Bilingual Education* (with C. Baker).

v. Dr. Sabine Levet is Senior Lecturer in French in the Department of Foreign Languages and Literatures at MIT, and has taught all levels of language and culture classes. She is a member of the team that created *Cultura*, a Web-based intercultural project for language classes. She writes about, and trains teachers on technology and pedagogy, the integration of technology into the foreign language curriculum, and the teaching and learning of culture.

vi. Dr. William McClure is the Dean of Faculty for the Division of Arts and Humanities at Queens College (CUNY), and Associate Professor of Japanese (Queens College) and Linguistics (Graduate Center). He was formerly Coordinator and Advisor for Japanese and Department Chair (2005-2010) at Queens College. He is the author of *Using Japanese*, a guide

to Japanese usage for students who have acquired basic skills in the language and wish to extend their knowledge.

vii. Dr. Silvina Montrul is currently a Professor in the Department of Spanish, Italian and Portuguese and in the Department of Linguistics at the University of Illinois, Urbana-Champaign. She is one of the country's leading researchers in the fields of second language acquisition, bilingualism, and heritage language acquisition.

viii. Dr. Irina Sekerina is a professor of Psychology at the College of Staten Island (CUNY) where she conducts experimental studies on language processing, particularly in heritage speakers. A native of Moscow, Russia, she has taught at several East European summer schools and brings in a strong international perspective to her research and teaching.

ix. Dr. Karen Steele is the Interim Vice President for Strategic Planning, Assessment and Institutional Effectiveness at Queensborough Community College (CUNY). Previously, Dr. Steele served in the Office of Academic Affairs for over 25 years, most recently as Interim Vice President for Academic Affairs.

x. Dr. Olivia Yañez holds a Ph.D. in Hispanic and Luso-Brazilian Studies the University of Chicago. She is Associate Professor and Chair of the Foreign Languages Department at the College of Lake County (Illinois). She teaches courses in Spanish language and literature, and her research interest is in Mexican literature and second language instruction.

g. Equal Opportunity Policy

The Office of Compliance and Diversity is responsible for administering the Graduate Center's recruitment, hiring, appointment, and equal opportunity policies and procedures ensuring compliance with related laws, rules, and regulations dealing with human rights. This includes providing the Graduate Center community with training on search and hiring

procedures, which support an inclusive work and learning environment and adhere to the principles of affirmative action, equal opportunity, and diversity. It is the policy of The City University of New York and the Graduate Center to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender identity, marital status, legally registered domestic partnership status, disability, predisposing genetic characteristics, alienage, citizenship, military, or veteran status.

The Chief Diversity Officer at the Graduate Center oversees documented recruitment of employees through national, state, and local government agencies in accordance with GC-CUNY policies on diversity. Existing partnerships allow for targeted outreach and announcement of open positions through both discipline specific and professional associations serving underrepresented groups.

3. Adequacy of Resources

New York City continues to be one of the most linguistically and culturally diverse places on earth. It is home to more foreign-born residents (3,066,599) than any other city in the world—more than Toronto and Los Angeles, its closest North American competitors, combined. Over 60% of New Yorkers are immigrants or children thereof, and 49%—3,784,893 of the city’s 7,710,510 residents past the age of five—speak a language other than English (LOTE) at home.

The cultures and languages that these New Yorkers represent range tremendously. No country of origin accounts for more than 12.4% of the city’s foreign-born population, and only two (the Dominican Republic and China) contribute more than 6.1%. Over 90,000 New Yorkers were born in Haiti, more than 70,000 each in Bangladesh, Korea and Russia.⁶ New York is the

⁶ 2011 American Community Survey (ACS).

U.S. metropolitan area with the greatest number of speakers for 16 of the nation's 32 most widely spoken tongues.⁷

The City University of New York (CUNY), the nation's largest urban university, reflects and embodies this diversity. Its 239,497 undergraduates speak 191 languages: over a third were born abroad, and roughly half speak a language other than English at home. After the Dominican Republic (13.1%) and China (9.9%), no foreign country of origin contributes more than 6.1% of CUNY's student body, but over a thousand undergraduates each come from 17 different nations, including Bangladesh, South Korea, Haiti, and India. A quarter of CUNY is black, a quarter is white; 20% is Asian, 30% Hispanic. Many CUNY students (44.8%) are the first in their family to attend college.⁸ These students come together on 24 campuses—eleven senior colleges, seven community colleges, and six specialty/professional schools—located in all five of New York City's boroughs, to pursue an education whose quality continues to grow both in reputation and reality. 17 students will begin NSF-funded Graduate Research Fellowships at CUNY campuses this fall, adding their names to a long list of eminent scholars, fellows, prize-winners, laureates and public leaders who have studied and taught at CUNY.

Over two dozen languages are taught at the various CUNY campuses,⁹ and collaboration between campuses and departments is common. Table 2 provides an overview of CUNY's two-year and four-year campuses, and the departments in which LOTEs are taught:

⁷ The 2007 ACS report—the most recent census document to break down language use by metropolitan area and specific language—indicates this for 15 of 30 languages other than English: French, Italian, Portuguese, German, Yiddish, Greek, Russian, Serbo-Croatian, Gujarati, Hindi, Urdu, Chinese, Hungarian, Arabic, and Hebrew. Due to a quirk in the census's categorization scheme, there is no specific data for Bengali, but it is unquestionably among the top 32 languages spoken in the U.S., and more widely spoken in New York City than in any other U.S. city. English rounds out the figure of 32 presented here.

⁸ CUNY OIRA, Fall 2013 Profile of CUNY Undergraduates.

⁹ For an interactive map illustrating which and where, see <http://iletc.commons.gc.cuny.edu/cuny-language-map/>.

Table 2: CUNY 2-year and 4-year Institutions, Foreign Language Departments

Institution	Department(s)
2-Year	
Borough of Manhattan Community College	Modern Languages
Bronx Community College	Modern Languages
Hostos Community College	Modern Languages
Kingsborough Community College	Foreign Languages
LaGuardia Community College	Education & Language Acquisition
Stella and Charles Guttman Community College	[none]
Queensborough Community College	Foreign Languages & Literatures
4-Year	
Baruch College	Modern Languages and Comparative Literatures
Brooklyn College	Modern Languages and Literatures & Classics
City College of New York	Foreign Languages and Literatures
College of Staten Island	World Languages and Literatures
Hunter College	German; Classical and Oriental Studies; Romance Languages
John Jay College of Criminal Justice	Foreign Languages & Literatures
Lehman College	Languages & Literatures
Medgar Evers	Foreign Languages
New York City College of Technology	[none]
Queens College	Classical, Middle Eastern & Asian Languages & Cultures; European Languages & Literatures; Hispanic Languages & Literatures
York College	Foreign Languages, ESL and Humanities

The **CUNY Council on World Language Study** brings together faculty from around the university to discuss issues of common interest and encourage faculty development. Doctoral programs in French, Hispanic and Luso-Brazilian Languages and Literatures, Comparative Literature, Urban Education, and Linguistics are internationally recognized; the linguistics faculty has particular strength in language acquisition. Numerous CUNY centers and institutes offer potential resources and partners for future collaboration; of particular note are the summer **Greek/Latin Institute**, which is nationally renowned for its intensive undergraduate courses in classical languages, and the **Research Institute for the Study of Language in Urban Society**

(RISLUS), which conducts research on language, literacy, and bilingualism and their development and acquisition in urban societies.

The administrative core for CILC will be provided by the **Institute for Language Education in Transcultural Context (ILETC)**, founded in 2012 with the broad mandate of researching, supporting, coordinating, and advocating for language learning across the university. In its first two years, ILETC has hosted outside speakers such as Claire Kramersch, Monica Heller, Bill VanPatten, and Dan Davidson, organized professional development such as ACTFL OPI training and new-teacher workshops for language educators across the CUNY campuses, and hosted forums on e-Learning, Less Commonly Taught Languages (LCTLs), and the complementary teaching of Language and Literature.

CUNY's 2012 decision to found and fund an institute like ILETC reflects the university's commitment to increased coordination and dialogue between language departments at the different campuses. In 2013-14, ILETC awarded a number of Innovations in Language Education (ILE) grants to language education researchers at CUNY: the titles, institutions and amounts awarded are presented here as a concrete illustration of the Institute's commitment to language teaching and learning, particularly at the community college level and to heritage speakers:

Table 3: 2013-14 Innovations in Language Education (ILE) Grants awarded by ILETC

Project Title	CUNY Campus(es)	Grant Amount
“A Multilingual Instructional Intervention to Promote Academic English Proficiency through Bengali as L1 Classes”	LaGuardia Community College	\$5000
“Assessment and Placement of Heritage Language Learners of Spanish at the College Level”	Lehman College	\$5000
“Teaching Italian to Spanish Speakers: Theory and Practice in the Classroom”	Bronx Community College	\$2500
“Advantage or Disadvantage: Exploring the Linguistic Challenges of Brazilian Portuguese Language Acquisitions with Spanish Speakers”	Bronx Community College & Graduate Center, CUNY	\$2500
“The Learning and Teaching of Spanish as a Heritage Language in New York City”	City College of New York & College of Staten Island	\$5000
“Engaging Understudied Languages Through a Science-Core Linguistics Class”	Queens College & Graduate Center, CUNY	\$5000

ILETC has scheduled a two-day Heritage Speaker Conference for October 2014, which will complement the heritage initiatives outlined in this proposal.

ILETC’s Manhattan office has meeting space, computer terminals, and printing/copying/fax capabilities; many of the campuses have dedicated language labs. Of greater importance than these physical resources will be the CUNY faculty and administrators whose knowledge and experience in language education, international studies, assessment and curriculum will contribute to the Program.

4. Need for Potential Impact

Roughly 45% of all U.S. undergraduates are enrolled in community colleges. These students are more likely than their four-year counterparts to be Hispanic, to be black, to be Native American, and to be the first in their family to attend college.¹⁰ They are also more likely to speak a heritage language.

¹⁰ American Association of Community Colleges 2014 Fact Sheet.

The popular blog (and 2008 book)¹¹ “Stuff White People Like” contains 136 entries, among them #19 Traveling, #20 Being an expert on YOUR culture, #72 Study Abroad, #78 Multilingual Children, #99 Grammar, and #115 Promising to Learn a New Language. The humor here reflects a fact borne out in less superficial treatments of American society: language learning and international studies are widely seen as the domain of America’s privileged, indulgences for the upper classes rather than skills of great importance throughout U.S. society. For those of us who take seriously the role of translingual and transcultural competence, overcoming this perception—increasing the access to language education for traditionally underserved populations—is a central concern. The U.S. foreign language teaching community’s historical conflation of ‘post-secondary’ and ‘four-year’ education perpetuates this elitist perception, one which the Center for Integrated Language Communities will take concrete steps to remedy.

A number of obstacles impede the growth of language education at community colleges, including:

- a lack of institutional awareness of heritage students’ lingua-cultural strengths, including their connections with local and international communities of practice;
- the competing urgency of continued development of English language skills, among both bilingual and English L1 students;
- disharmonious offerings, objectives, methods, and standards among K-12, community college, and senior college language programs;
- an unclear sense of the academic, professional and societal value of LOTEs—particularly LCTLs—among CC students, with consequential lack of motivation to study them.

¹¹ Author: Christian Lander; website: www.stuffwhitepeoplelike.com.

By addressing these issues (and others) through discussion and collaboration among language educators at different community colleges, as well as between these educators and the K-12, senior college, and non-academic communities that feed and are fed by their institutions, the *Language at the Community College Nexus* project will support increased integration between these vital language and language education communities.

As members of multiple and linguistically distinct communities of practice, **heritage language** learners (HLLs) have enormous potential for highly proficient bilingualism. Evidence indicates, however, that the U.S. educational system does not develop this potential to the extent that it might. Part of the explanation is surely one of inertia—language education in the U.S. initially served to help students of presumed monolingual English backgrounds decode religious and scholarly texts in Ancient Greek, Hebrew, and Latin, and only in the 20th century began to shift its focus to helping the same presumed monolinguals engage with modern languages, typically those an elite graduate might encounter when pursuing an advanced degree, or on a European tour. In recent decades, America’s role as a global superpower has expanded the roster of languages to include those of our military and economic rivals (aka ‘strategic languages’), but the pedagogical approach to education in these languages has all too often continued to assume an English monolingual learner and a target language ‘code.’

Meanwhile, 37 million Americans speak Spanish at home, nearly 3 million speak Chinese, a million each speak Arabic and Korean, and hundreds of thousands Bengali.¹² The need for increased attention to the needs of heritage Arabic students has long been recognized, but Arabic materials designed with heritage speakers in mind have not emerged to keep pace.

¹² Due to the U.S. Census Bureau’s use of ‘Other Indic’ as a catch-all for Bengali, Marathi, and Punjabi, national and metropolitan data for Bengali speakers are less than clear. Taking the 2011 ACS numbers for Bangladesh-born Americans as a lower bound, and those for ‘Other Indic’ speakers as an upper bound, we can estimate the 2011 U.S. Bengali-speaking population to fall between 185,275 and 815,345.

Indeed, the recent upsurge in classroom and textbook focus on spoken language—a linguistically and pedagogically sound trend, at least as far as non-heritage speakers are concerned—has only exacerbated the gap between those materials that are appropriate and inappropriate for heritage Arabic speakers. Several facts are worth emphasizing:

- the major regional dialects of Arabic—Egyptian, Levantine, Maghrebi, Iraqi, etc.—differ so significantly that they are in some cases mutually unintelligible;
- it is very unusual to find a ‘critical mass’ of heritage speakers from one dialect group in a single class or neighborhood;
- some heritage Arabic speakers have experience only with the formal/written register, but these students are rarely interested in learning a regional variety;
- those heritage speakers that already speak a dialect do not typically want or need more oral practice, and emphatically do not seek to practice a second dialect.

Thus, the most recent (3rd) edition of *Al-Kitaab*, the industry-leading intermediate / college-level textbook, is less useful for heritage speakers than previous editions, as it includes more dialectal Arabic than ever. In short, the Arabic education world faces a growing lacuna: it lacks materials with a modern pedagogical approach, but which take Modern Standard Arabic (MSA) as the linguistic focus. The *Online Heritage Arabic E-Book* will make a concrete contribution of such materials.

A significant challenge facing community college and heritage language students, as well as many others from socio-economically disadvantaged backgrounds, is the difficulty of acquiring international, transcultural experiences such as study abroad, or international externships. To students burdened with debt, or supporting themselves and/or other family members, the possibility of spending a semester or year abroad is unrealistic. Nonetheless, the

value of such experiences is difficult to overstate; highly proficient bilinguals must have both translingual and transcultural competence.

CILC's Heritage Telecollaboration initiative, and its first Summer Institute, will expand the abilities of language teachers to help their students meaningfully engage with distant language communities. It will do so by designing and classroom-testing telecollaboration modules in heritage Spanish and Chinese at the senior and community college levels, and by offering instructors hands-on training in these practices through the Summer Institute.

Finally, though important basic research has been done on the profiles and needs of HLLs, e.g. by the NHLRC in conjunction with ACTFL, much more remains to be done. By focusing on the written modality and several LCTLs which have not yet been the subject of assessment-driven research of the type, the Written Proficiency of Heritage Learners initiative will provide foundational research to support the continued development of appropriate pedagogical materials and approaches for heritage learners in the United States.

5. Likelihood of Achieving Results

CUNY is uniquely positioned to make significant contributions to America's language education capacity, particularly in the realms of four-year / community college partnerships, heritage language learners (HLLs), and the development of transcultural mobility. In no American city do a greater number of heritage speakers from a greater number of different languages and a more diverse range of communities come together, and in no New York institution more than at CUNY, a concentration that represents an opportunity for innovation for city, university, and nation alike. Each of the four CILC projects proposed here brings with it certain challenges: CUNY's ability to meet and overcome these challenges is addressed below for each project.

a. *Language and the Community College Nexus*

A number of CUNY CCs have started to expand the opportunities for LOTE education in interesting ways. Queensborough Community College has incorporated a community-based learning component into their Spanish programming; Bronx Community College is developing curricula for Portuguese and Italian for native Spanish speakers. LaGuardia Community College now participates in the Luce World Pathways program for heritage speakers, and has expanded its language offerings to a dozen languages with heritage tracks in six, becoming the first CUNY campus to teach Bengali and Tibetan, and one of only a few to offer Korean, Polish, and Portuguese. Just as America's multilingual population knows far more than just Spanish, CUNY's CC students—who are more likely than four-year college students to speak a LOTE at home—bring many languages and cultures to school with them: the sheer number of campuses, languages, faculty, and administrators whose experiences and perspectives will inform the surveys, conversations, forums, and reports bodes well for the *Language and the Community College Nexus* initiative achieving notable results.

The design and execution of the initiative's survey instruments, as well as the analysis of the data that they generate, will benefit from the contributions of the Survey Design Assistant, slated to work for all four years of the project. Though the individual Assistant has not yet been identified, the Graduate Center's Center for Urban Research will serve as an excellent resource in the area, boasting both faculty members and graduate students with expertise in social science research. Finally, half of the board has direct expertise in the points of articulation between two-year colleges and other language communities: Ofelia García in K-16 bilingual education; William McClure in four-year college language program design; Paul Arcario, Olivia Yañez, and Karen Steele in community college language education itself.

b. *Online Heritage Arabic E-Book*

An estimated 2,600 CUNY undergraduates speak Arabic as a native or home language. Arabic is taught in the majority of CUNY's eleven senior colleges, as well as in four of its seven community colleges. Hunter College (CUNY) recently developed a sequence for heritage students, offered every other year, that focuses exclusively on attaining proficiency in Standard Arabic: ARB 148 and 248. This two-course sequence allows heritage learners to fulfill the language requirement in two semesters rather than four; both years in which the heritage student track has been offered (2011-2012 and 2013-2014), the classes have been filled to capacity.

The enthusiasm of Hunter's students exemplifies the hands-on heritage Arabic teaching experience that will be brought to bear on the e-book project by the project coordinator (Christopher Stone), as well as the community college faculty with whom he will collaborate (Habiba Boumlik and Joachim Oppenheim). Dr. Boumlik teaches both stand-alone heritage Arabic and 'mixed' classes at LaGuardia Community College, while Mr. Oppenheim teaches mixed groups at Kingsborough Community College, but with consistently high numbers of heritage speakers who have inspired him to develop materials and approaches tailored to their needs.

The relationship between these levels and models of post-secondary language education will benefit from better articulation: in 2013, 31.5% of Hunter's transfer students came from CUNY CCs; roughly half of all new students were transfers. The e-book will be of use to teachers at both two-year and four-year levels, and in mixed and stand-alone settings.

c. *Heritage Telecollaboration*

CUNY is fortunate to have pre-existing heritage-language programs in many languages at many campuses, including multiple levels of Heritage Chinese at Queens College and

Queensborough Community College, and multiple levels of Heritage Spanish at Lehman College and Queensborough Community College. Thus, the piloting of heritage telecollaboration modules in these languages will not entail the creation of new courses or the sequestering of student subsets from mixed classes; instead, the project's resources will be focused on excellence in design and execution.

The coordinating leadership of Valeria Belmonte and the board-level oversight of Sabine Levet will provide deep understanding of telecollaborative language learning, while the faculty members on the team will bring to the project years of direct pedagogical and research familiarity with heritage learners and their needs.

d. *Written Proficiency of Heritage Learners*

The success of the *Written Proficiency of Heritage Learners* project will hinge upon the ability to recruit and screen a subject population for each of the four languages studied (Bengali, Chinese, Korean, and Spanish), and also upon the quality of the assessment and analysis applied to the student writing samples collected.

The demographics of New York City and CUNY suggest that recruitment should not be a problem, given adequate incentives for participation (which are budgeted for in Section 7). According to the American Community Survey, the city is home to 1,873,636 Spanish speakers, 419,481 Chinese speakers, 80,719 Korean speakers, and a similar number of Bengali speakers.¹³ An estimated 40,000 CUNY undergraduates speak Spanish natively, 13,400 speak Chinese, 6,300 speak Bengali, and 2,500 speak Korean.¹⁴ Institutional research will facilitate the

¹³ As at the national level, we use Bangladesh-born residents as a lower bound, and 'Other Indic' speakers as an upper bound: this places the 2011 New York City Bengali-speaking population between 74,692 and 113,761.

¹⁴ These estimates—as well as that for Arabic in Section 5.b—are based on the following data from the CUNY OIRA: CUNY had 239,497 undergraduates in 2013, 100,828 of whom (42.1%) spoke a LOTE at home. Specific language data is available for 2013 first-time freshmen, of whom 8,399 spoke a LOTE at home. Assuming that the relative distribution of languages among those freshmen roughly extrapolates out to the broad undergraduate

identification of optimal sites for recruitment and testing: there are, in any case, multiple CUNY campuses with hundreds of Bengali and Korean speakers, and several at which the Chinese and Spanish speakers number in the thousands.

Cynthia Martin and Elvira Swender bring valuable experience to the project (see Section 2.e above): their previous assessment-driven research on the oral profiles of heritage speakers provides the theoretical framework for the project proposed here, and their practical management of the earlier study will help the team overcome the inevitable hurdles that arise with such research. The oversight and vision of CILC Advisory Board members Ofelia García, Silvina Montrul, and Irina Sekerina will provide a diversity of perspectives on HLLs, and years of experience in heritage language research.

6. Description of Final Form of Results

Each of the four projects CILC proposes for the 2014-18 funding cycle will deliver concrete results, in the form of published research, disseminated pedagogical materials, and/or direct outreach to educators and students.

a. Research

i. The *Language and the Community College Nexus* team will publish a report on its findings on the CILC website, and will seek to present the findings at conferences such as ACTFL and in journals such as *Foreign Language Annals* and *Community College Journal*;

ii. The *Heritage Telecollaboration* team will blog monthly project updates on CILC's website, will publish a final report on the website, and will seek to present the findings at conferences such as ACTFL and in journals such as *Foreign Language Annals*;

population, application of the freshman cohort percentages (e.g. Spanish was the L1 for 40% of freshmen with native LOTEs) to the 100,828 number yields the rounded figures above.

iii. The *Written Proficiency of Heritage Learners* team will publish a report on its findings on the CILC website, and will seek to present the findings at conferences such as the NHLRC's Conference on Heritage/Community Languages, and in journals such as the *Heritage Language Journal*.

b. Materials

i. The *Online Heritage Arabic E-Book* team will publish the e-book on the CILC website;

ii. The *Heritage Telecollaboration* team will share each of the four modules it creates on the CILC website.

c. Outreach

i. The *Language and the Community College Nexus* team will host two Language/Community/College Forums;

ii. The *Heritage Telecollaboration* team will host a CILC Summer Institute in 2018, with 'Heritage Learners and Technology' as the focus.

7. Evaluation Plan

The external evaluation of the project will be conducted by Dr. David L. Silvernail, director of the Center for Education Policy, Applied Research and Evaluation at the University of Southern Maine. Dr. Silvernail has over 30 years experience in program evaluation. He will conduct both the formative and summative evaluation of the project. Silvernail has designed the evaluation plan as part of this proposal, and will be responsible for collecting analyzing, and reporting the evaluation evidence to the project PIs and funder on a timely basis. In addition, he will provide technical assistance and monitoring of the submission by the project PIs of the annual GPRA measures data.

The evaluation plan is designed to provide formative evaluation evidence (for program improvements) and summative evidence (measures of success and program impacts). The evaluation will include the collection and analysis of both quantitative and qualitative evidence using a variety of evaluation instruments. In collaboration with the project staff, a Logic Model will be developed in the first quarter of Year 1 of the project, and this model will be used to guide instrument design, and data collection. Each activity and output will be evaluated over the course of the project.

The primary objective of the formative evaluation will be to provide the project staff timely feedback of the effectiveness of project activities. Three primary evaluation tools will be used in the formative evaluation phase of the overall evaluation. These are: (1) document review and analysis; (2) observation of selected project activities; and (3) interviews with appropriate project staff, faculty, program and institutional administrative staff, and students. The specific formative evaluation strategies used for each activity are identified in Tables 3-6 below. Each activity will be assessed, and project staff will receive summaries of these evaluations, and suggestions for any modifications needed for future activities. Any changes will be monitored and documented in terms of improvements. This process for collecting and providing feedback will continue throughout the length of the project.

The primary purpose of the summative evaluation will be to determine if the project was successful in designing and developing the Center for Integrated Language Communities (CILC). The primary evaluation questions to be answered are:

- Was the project successful in designing and developing the Center for Integrated Language Communities (CILC)?

- Was the project successful in designing, developing, and implementing each of the four major components of the CILC?
- Were participants in the project activities and CILC projects satisfied with the content, activities, and outcomes of the project components?
- What and how did the characteristics of each project component contribute to the overall effectiveness of the project?

As in the case of the formative evaluation activities, a variety of data collection tools, strategies and data will be used in conducting the summative evaluation of the project, including: (1) project documentation; (2) surveys; and (3) interviews with selected participants. Tables 3-6 report these strategies and evaluation tools.

Both quantitative and qualitative data analysis techniques will be used in the evaluation. This will include descriptive statistics, and where appropriate, inferential statistics for assessing changes over time in perceptions, attitudes, and course performance. Thematic and content analysis will be used in coding and analyzing interviews.

Tables 4-7 describe the specific strategies and timelines of the evaluation plan, for each of CILC’s four objectives.

Tables 4-7: Evaluation Methods, Tools, and Timeline

Table 4: Objective A. Foster and support productive dialogue about <i>Language Education and the Community College Nexus</i> .		
Activities	Evaluation Methods and Tools	Timeline
(1) Identify and recruit community college faculty.	Interview faculty.	Beginning in Year 2.
(2) Design student and professionals surveys.	Review surveys.	Beginning in Year 2.
(3) Administer student and professionals surveys.	Review procedures and processes used in administration of surveys.	Year 2 and Year.
(4) Organize and host forum.	Observe forum. Administer end-of-forum survey. Interview sample of participants.	Year 2 and 4.
(5) Analyze survey results.	Review documentation.	Year 3.
(6) Develop and publish report. test.	Document number of website hits. Conduct online survey of sample of users.	Beginning Year 3.

Table 5: Objective B. Create and publish an <i>Online Heritage Arabic E-Book</i> .		
Activities	Evaluation Methods and Tools	Timeline
(1) Survey of existing materials.	Review documentation.	Beginning in Year 2.
(2) Review literature on Arabic heritage learners.	Review documentation.	Beginning in Year 2.
(3) Develop working draft of e-book.	Review documentation and faculty interviewers.	Ongoing in Year 2 and 3.
(4) Create new materials.	Review documentation.	Ongoing beginning in Year 2.
(5) Pilot new materials	Observe pilot. Review pilot testing results. Interview sample of students.	Ongoing in Year 3.
(6) Compile e-book.	Review documentation.	Fall of Year 4.
(7) Edit e-book.	Review documentation.	Spring Year 4
(8) Publish and disseminate e-book.	Document number of website hits. Conduct online survey of sample of users.	Beginning spring 2018.

Table 6: Objective C. Develop <i>telecollaboration modules</i> . Host annual <i>CILC Summer Institute</i> .		
Activities	Evaluation Methods and Tools	Timeline
(1) Identify relevant research on linguistic characteristics of heritage language learners.	Review documentation.	Year 1.
(2) Create course objectives and courses.	Review documentation.	Year 1 and Year 2.
(3) Develop telecollaboration module.	Review processes used in developing module. Review module materials.	Year 1.
(4) Pilot telecollaboration module.	Observe pilot. Administer end-of-pilot module survey. Interview sample of participants.	Year 2.
(5) Prepare written report.	Review report.	Year 3.
(6) Plan and market the CILC Summer Institute.	Review marketing plan. Observe institute. Administer end-of-institute survey.	Year 4.

Table 7: Objective D. Conduct and disseminate assessment-based research on the <i>Written Proficiency of Heritage Speakers</i> .		
Activities	Evaluation Methods and Tools	Timeline
(1) Recruit and assess research participants	Review recruitment strategies, and screening tool and biographic survey. Document recruitment results.	Ongoing over length of project.
(2) Test and score participants' Writing Proficiency Tests	Review testing procedures.	Once each year of project.
(3) Score Tests by ACTFL	Review scoring results from ACTFL.	Once each year of project.
(4) Train of CUNY faculty. Rate Tests	Interview of faculty.	Once each year of project.
(5) Analyze students' writing samples and findings	Analyze scoring results for inter-rater reliability.	As needed over the course of the project.
(6) Prepare written report	Review drafts and final report.	Annual reviews.
(7) Disseminate final report	Document number of website hits. Conduct online survey of sample of users.	Beginning in Year 2 and continuing over length of project.

8. Budget and Cost Effectiveness

A Budget Table with itemized information on project expenses is included in the Budget Narrative part of the application package.

Since ILETC has been functioning as a resource and research center for two years now, the administrative team has a model on which to base the budget. The director is confident that the budget prepared is appropriate to advance all the projects proposed, and that it is cost-effective in its design. The budget reflects the fact that the partnership between CILC and ILETC will take advantage of existing infrastructure. ILETC will provide support in the form of office space, equipment and personnel, as well as providing the overall system for managing the Center (Human Resources, Business Office, etc.), and Graduate Center (GC-CUNY) funds will also be used for expenses related to hospitality, travel of Advisory Board members, and other local travel expenses. CILC will take advantage of technology to communicate with Advisory Board members from outside the New York area and limit transportation expenses. GC-CUNY will cover the cost of postage and telecommunications, as well as hosting and initial set-up expenses for the independent CILC website. Since the Graduate Center is part of a network that includes eleven senior colleges and seven community colleges, CILC is able to draw upon a wide pool of local expertise, a variety of classes in which to pilot materials, and a large and diverse student population that will serve as starting point to develop research and products that will then be disseminated nationally.

Federal funding is requested for personnel, including a portion of the three directors' salaries, stipends and time release for faculty members, stipends for expert consultants and research assistants, and a stipend for the external evaluator. We are also requesting funding to pay for testing and rating activities within the *Written Proficiency of Heritage Learners* project.

Comment [AG1]: ????

The administrative time commitment will be 50% for the Director, and 40% for the Assistant Director; this time will be devoted to creating and administering CILC, as well as to leading and supervising project activities. Half of this time commitment will be supported by GC-CUNY funds. The time commitment for the Associate Director for Technology will be 20%, of which 10% will be supported with GC-CUNY matching funds. To maximize the use of resources and capitalize upon their expertise, each of the three directors will coordinate at least one of the four CILC initiatives.

Table 8 shows how funds are allocated to complete each activity, and how these activities relate to the projects' objectives.

Table 8 – Objectives - Activities – Funding

Projects	Objectives	Activities and Funding			
		Year 1	Year 2	Year 3	Year 4
Language and Community College Nexus	The fostering of productive dialogue about <i>Language at the Community-College Nexus</i> through the creation and hosting of a semi-annual Community-College-Language Forum, and the dissemination of research and discussion on these issues through two surveys and a state-of-the-art report	<p><i>Activities: Identification of working group. Survey design.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Co-coordinator (Assistant Director) *Project Co-coordinator *3 Community college faculty members *Survey Design Assistant 	<p><i>Activities: Survey Administration. Communities/College/Language Forum.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Co-coordinator (Assistant Director) *Project Co-coordinator *Survey Design Assistant *Stipend and travel for invited Speakers 	<p><i>Activities: Survey Analysis.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Co-coordinator (Assistant Director) *Project Co-coordinator *Survey Design Assistant 	<p><i>Activities: Report, Dissemination. Communities/College/Language Forum.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Co-coordinator (Assistant Director) *Project Co-coordinator *Consultant * Survey Design Assistant *Stipend and travel for invited Speakers
Online Heritage Arabic eBook	The writing, editing, and publishing of an <i>Arabic for Heritage Learners</i>		<p><i>Activities: Survey of existing textbooks and on-line materials. Research and curation of scholarly work.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Coordinator * Community College Faculty member *Research Assistant 	<p><i>Activities: Consultation with community college faculty. Development of e-book outline. Creation of new materials.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Coordinator *Community College Faculty member *Research Assistant 	<p><i>Activities: Consultation with community college faculty (cont.) Creation of new materials (cont.) Piloting of new materials. Collation of e-book. Editing. Publishing.</i></p> <p>Funds requested for:</p> <ul style="list-style-type: none"> *Project Coordinator *Research Assistant

Projects	Objectives	Activities and Funding			
		Year 1	Year 2	Year 3	Year 4
Written Proficiency of Heritage Learners	The conducting and dissemination of assessment-based research into the <i>Writing Proficiency of Heritage Speakers</i> of three languages widely spoken in the New York City and CUNY communities.	<i>Activities: Identify, screen and test subjects</i> Funds requested for: *Project Coordinator (Director) *Research Assistant *Travel for research assistant (recruitment will take place at several colleges and community colleges) *Cost of Writing Proficiency Test (WPT) and participant incentives	<i>Activities: Analysis of individual writing samples</i> Funds requested for: *Project Coordinator (Director) *Research Assistant *Cost of WPT scoring (rater analysis and tools) [Training for raters will be paid by GC-CUNY]	<i>Activities: Analysis of the aggregate rater analysis. Create final report, consider instructional implications.</i> Funds requested for: *Project Coordinator (Director) *Research assistant *Travel and stipend for project consultants	
Heritage Telecollaboration	The design, piloting, and evaluation of Spanish and Chinese <i>Heritage Telecollaboration</i> modules at the senior and community college levels, and outreach on the topic to K-16 educators through a 2018 Summer Institute.	<i>Activities: Background research on heritage and telecollaborative language learning. Creation of objectives and identification of participating courses. Module design and identification of telecollaborative partners.</i> Funds requested for: *Project Co-coordinator (Associate Director for Tech.) *Project Co-coordinator *HT faculty team *Research Assistant	<i>Activities: Piloting</i> Funds requested for: *Project Co-coordinator (Associate Director for Technology) *Project Co-coordinator *HT faculty team *Research Assistant	<i>Activities: Analysis of data. Creation of report.</i> Funds requested for: *Project Co-coordinator (Associate Director for Technology) *Project Co-coordinator *HT faculty team *Research Assistant	<i>Activities: Planning and Marketing of summer institute. Operation of summer institute.</i> Funds requested for: *Project Co-coordinator (Associate Director for Technology) *Project Co-coordinator *HT faculty team *Research Assistant
Overall Project Management and Support Project Director (40% time commitment – 20% paid with federal funds) – Executive Director Assistant Director (40% time commitment – 20% paid with federal funds) Associate Director for Technology (30% time commitment – 20% paid with federal funds) Administrative Assistant (federal funds) External evaluator costs (federal funds) Travel to Directors’ Meeting (federal funds) Advisory Board travel expenses and hospitality (GC-CUNY funds) Office supplies (federal funds/GC-CUNY funds)					

9. Competitive Preference Priority I

Strengthening education in Less Commonly Taught Languages (LCTLs) has been a central concern of ILETC from its creation in 2012. One of the Institute's major first-year initiatives was the organization and hosting of an *LCTLs at CUNY Forum*, which drew participants from campuses and community organizations around the city, and which set in motion discussion which is reflected in the initiatives presented in this proposal.

As mentioned in Section 3 above, the goals of CILC's *Written Proficiency of Heritage Speakers* project will be to expand the insight of previous OPI-based work with Spanish and Russian HLLs to the written modality, as well as to speakers of Spanish, **Chinese, Korean, and Bengali**, the last three of which are LCTLs as defined by the U.S. Department of Education. The *Online Heritage Arabic E-Book* will add to the nation's **Arabic** resources in an obvious and direct manner. CILC's research, outreach and dissemination of the writing proficiency patterns of heritage speakers of these languages will thus fulfill Competitive Priority I in focusing on four of the 78 languages designated as LCTLs.

10. Competitive Preference Priority II

The City University of New York (CUNY) consists of 24 member campuses: eleven senior colleges, seven community colleges, and six professional/specialty schools. Were it subject to such consideration, the CUNY system as a whole would qualify as a Minority Serving Institution, as 76% of its 2013 undergraduates identified as Hispanic (30.3%), black (25.9%), Asian (19.5%) or American Indian / Alaskan native (0.3%).

Three of CILC's four proposed projects—*Language and the Community College Nexus*, the *Online Heritage Arabic E-Book*, and *Heritage Telecollaboration*—contain extensive inter-

campus, intra-system collaboration involving federally-designated MSIs and community colleges.

As detailed in Section 1 above, the Arabic e-book will be developed under the coordination of Christopher Stone, a faculty member at Hunter College, a designated MSI for Fiscal Year 2014, in collaboration with Habiba Boumlik and Joachim Oppenheim, faculty members at (respectively) LaGuardia and Kingsborough Community Colleges, institutions which—true to their names—are community colleges, as well as colleges with high minority enrollment.¹⁵

The *Language and the Community College Nexus* initiative not only involves the direct participation of MSIs and community colleges, but takes as its very focus the identification of strengths and needs of language education at such institutions. The project's co-coordinator (Tomonori Nagano) is Coordinator and Assistant Professor at LaGuardia Community College's department of Education and Language Acquisition; as outlined in Section 1, the co-coordinators will assemble a team of faculty members from different community colleges in Year 1. This team will be comprised of faculty from three different community colleges other than LaGuardia.

The *Heritage Telecollaboration* project is motivated by the goal of expanding the quality and quantity of transcultural and translingual experiences available to typically underserved populations. It will utilize Lehman College, Queens College, and Queensborough Community College—all MSIs for FY 2014, and the latter a community college—as laboratories in which to explore the efficacy and best methods of designing and executing telecollaborative language experiences for heritage speakers.

¹⁵ Kingsborough Community College is a designated MSI for FY 2014. LaGuardia Community College was a designated MSI for FY 2013, but not FY 2014, for reasons unclear to us. Its omission appears to stem from administrative oversight (e.g. a late or unsubmitted application), as 45.8% of its fall 2014 undergraduates were Hispanic, compared to 41.5% in 2013.

In sum, the various initiatives that CILC proposes to pursue for the funding cycle 2014-18 involve the direct, collaborative participation of:

<u>2014 MSIs</u>	<u>Community Colleges</u>
Hunter College	Kingsborough Community College
Kingsborough Community College	LaGuardia Community College
Lehman College	Queensborough Community College
Queens College	
Queensborough Community College	

This is in addition to the three community college faculty members expected (and budgeted) to join the *Community College Nexus* working group.

Beyond merely fitting the technical parameters of this Competitive Priority, we trust that this proposal conveys the depth to which CILC’s vision and the spirit behind the Priority converge. The Center’s efforts to increase the access to foreign language learning and international/transcultural experiences for students at community colleges is concomitantly an effort to increase such access for students at MSIs; both in New York City and nationwide, Hispanic and African-American students are more likely to enroll in community college than are their white counterparts. Better integration of community college students, heritage speakers and other traditionally under-served populations with the language education communities at the post-secondary level is a top priority for CUNY, and the core mission of the **Center for Integrated Language Communities (CILC)** proposed here.

Other Attachment File(s)

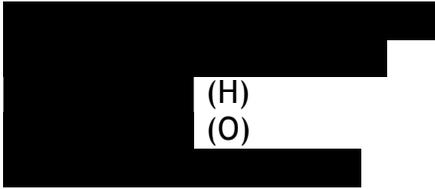
* **Mandatory Other Attachment Filename:**

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

APPENDIX I – CURRICULA VITAE KEY PERSONNEL

Paul Arcario (Advisory Board)	52
Beth Baron (Advisory Board)	54
Valeria Belmonti (Associate Director for Technology, Heritage Tellecolaborations)	56
Habiba Boumlik (Heritage Arabic eBook)	58
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Eva Fernández (Advisory Board)	64
Alexander Funk (Associate Director, Language and the Community College Nexus)	67
Ofelia García (Advisory Board)	68
Alberta Gatti (Director, Written Proficiency of Heritage Learners)	70
Wei Lai (Heritage Tellecolaboration)	72
Sabine Levet (Advisory Board)	74
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Irina Sekerina (Advisory Board)	88
Karen Steele (Advisory Board)	90
Christopher Stone (Heritage Arabic eBook)	92
Elvira Swender (Written Proficiency of Heritage Learners)	94
Olivia Yañez (Advisory Board)	96

Paul J. Arcario



Education: Ed.D., M.Ed., TESOL - Columbia University, Teachers College;
B.A. (magna cum laude), M.A., English - New York University

Administrative Experience:

LaGuardia Community College/CUNY

Provost and Sr. Vice President, Academic Affairs 9/12-present

Achievements/responsibilities include:

- Managing the Academic Division’s \$40 million budget.
- Faculty hiring/evaluation through the College’s P&B process.
- Day-to-day management of divisional initiatives and activities.
- Supervision of Student Affairs division.

Assistant Dean/Associate Dean/Dean for Academic Affairs 1/98-8/12

Responsibilities include:

- Development and management of the collegewide annual Strategic Plan.
- Management of the Academic Division’s outcomes assessment program.
- Direct supervision of two assistant deans and one Executive Director regarding new program development, curricular issues, professional development, special programs (e.g., CD, ASAP, College Now), academic advisement, and academic support services.
- Grant development and writing for the Academic Division.
- Responsibility for the division’s CUNY-funded Coordinated Undergraduate Education (CUE) programs and funding.

Achievements include:

- Authored and managed over \$14 million in grants for the College.
- Created the Center for Teaching and Learning, the College’s award-winning center for faculty development.
- Conceived the Student Technology Mentor (STM) program.
- Initiated and supported use of digital technologies, including creation of the ePortfolio program, design of online communities to support advisement (“Virtual Interest Groups”), creation of “Design for Learning” faculty development program, and expansion of digital learning communities.
- Led design of the Academic Division’s institutional outcomes assessment program, which received a “Bellwether Finalist” award for Instructional Programs & Services in 2012.
- In collaboration with the Student Affairs Division, designed an award-winning First-Year Experience program.
- Collaboratively led redesign process for Strategic Planning at the college.

CHAIRPERSON, ACADEMIC ESL PROGRAM. DUTIES INCLUDED FACULTY EVALUATION, STUDENT ADVISEMENT, PROGRAM DESIGN AND EVALUATION, AND SCHEDULING.
9/94 - 12/97

Queensborough Community College/CUNY

Assistant Director, International Student Services. Duties included advisement for international students. 1/87 - 12/87

Coordinator of Asian Affairs. Duties included program design, curriculum and materials development, and supervision of instructors and volunteers of the "Portof Entry" ESL program. 9/83 - 12/86

The Language Training and Testing Institute, National Taiwan University/American Institute in Taiwan, Taipei, Taiwan.

Assistant to the Coordinator of Language Training Programs. Duties included test and textbook evaluation. 7/81 - 3/82

Selected Publications/Media

"The Power of Peers: New Ways for Students to Support Students" (co-author) in J. Summerfield and C. Smith (eds.). Making Teaching and Learning Matter: Transformative Spaces in Higher Education, Explorations of Educational Purpose 11, Heidelberg: Springer, 2011

"Building Paths to Student Success: Planning and Implementing for Effective Student Transition," (co-author) in T. Brown, M. King, and P. Stanley (eds.). Fulfilling the Promise of the Community College: Increasing First-Year Student Engagement and Success (Monograph No. 56). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition, 2011.

"The First Year at LaGuardia Community College" in *Diversity and Democracy*, Volume 12, Number 2, AAC&U, 2009.

"Putting It Together: General Education at LaGuardia Community College" (co-author) in Summerfield, J. and C. Benedicks (eds), Reclaiming the Public University: Conversations on General & Liberal Education. New York: Peter Lang. 2007.

"Online Advising Through Virtual Interest Groups," (co-author), The Mentor: An Academic Advising Journal. Oct. 2006.

"Making Connections: Integrated Learning, Integrated Lives," (co-author). Peer Review, Vol. 7, No. 4, Summer/Fall 2005

BETH BARON
Graduate Center and City College
City University of New York

[REDACTED]
New York, NY 10016
[REDACTED]

EDUCATION

PhD History, University of California, Los Angeles, 1988
MA Near and Middle Eastern Studies, University of London, School of Oriental and African Studies, 1982
BA History, Dartmouth College, 1980

ACADEMIC POSITIONS

Professor of History, City College, CUNY, 2001-
Member of Doctoral Faculty, PhD Program in History, Graduate Center, 1995-
Associate Professor of History, City College, 1994-2000
Assistant Professor of History, City College, 1989-93
Visiting Assistant Professor of History, Franklin and Marshall College, Lancaster, PA, 1988-89

HONORS, FELLOWSHIPS, AND GRANTS

Member, Board of Electors, Khalid bin Abdullah Al Saud Professorship, Oxford University
International Journal of Middle East Studies, Editor, 2009-14
Carnegie Scholar, Islam and Muslim Societies, 2007-08

PUBLICATIONS

Books

The Orphan Scandal: Christian Missionaries and the Rise of the Muslim Brotherhood (Stanford University Press, in press).

Egypt as a Woman: Nationalism, Gender, and Politics (University of California Press, 2005; reprinted by American University in Cairo Press, 2005; UC Press paperback edition, 2007).

Book Chapters

"The Port Said Orphan Scandal of 1933: Colonialism, Islamism, and the Egyptian Welfare State," in *Cultural Conversions: Unexpected Consequences of Christian Missionary Encounters in the Middle East, Africa, and South Asia*, ed. Heather J. Sharkey (Syracuse University Press, 2013).

“Liberated Bodies and Saved Souls: Freed African Slave Girls and Missionaries in Egypt,” in *African Communities in Asia and the Mediterranean: Identities between Integration and Conflict*, ed. Ehud R. Toledano (Max Plank Institute and Africa World Press, 2012), 215-35.

SCHOLARLY PRESENTATIONS

“The Orphan Scandal: Christian Missionaries and the Rise of the Muslim Brotherhood,” Rutgers University, 10 October 2013.

“Mapping the Origins of the Muslim Brotherhood in Egypt,” University of Michigan, 21 March 2013.

“Missionaries and the Rise of the Muslim Brothers,” Middlebury College, 26 February 2013; University of Vermont, 25 February 2013

WORKSHOP AND SEMINAR ACTIVITY

Workshops Convened (Graduate Center)

“Delimiting Egypt: Law, Land, Bodies” (February 2014)

“The Politics of Conversion” (December 2010; October 2011)

Seminars and Lecture Series Organized (Graduate Center)

Dissections: Works in Progress on the Middle East and North Africa (2010-13)

History Faculty Writing Seminar (2009-11)

Rosenwasser Lectures in Interfaith Understanding (2011-14)

PROFESSIONAL SERVICE

Editor, *International Journal of Middle Eastern Studies*, 2009-14

Editor, Contemporary Middle East Series, Cambridge University Press, 2010-14

UNIVERSITY SERVICE/ ADMINISTRATIVE EXPERIENCE

Graduate Center

Director, MA in Middle Eastern Studies, 2008-

Advisor, Middle East major, PhD Program in History, 2003-

Co-Founder and Co-Director, Middle East and Middle Eastern American Center, 2001-

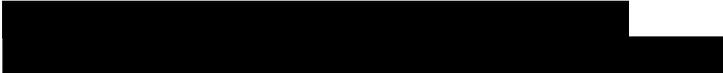
Principal Investigator, Title VIa UISFL Department of Education Grant, 2005-08, 2009-12

City College

Vision committee, 2013

Islamic Societies search committee, 2011-12

VALERIA BELMONTI



EDUCATION

M.A. Educational Technology May 2014
New Jersey City University

- Thesis: Using Computer-Assisted Language Learning to Enhance the Learning of Intercultural Competence in the Undergraduate World Languages Curriculum.
- Summa Cum Laude.

B.S. Information Systems December 2004
College of Staten Island/The City University of New York

- Summa Cum Laude.
- Bernard Blau Graduation Award for Academic Achievements in Business.
- CSI Graduation Award for Outstanding Student in Computer Science.

WORK EXPERIENCE

Director, Modern Languages Media Center July 2008 –
Present
College of Staten Island/The City University of New York

- Provide high-level technical support to the Chairperson of the Department of World Languages and Literatures.
- Evaluate and introduce to faculty effective uses of technology for Second Language Acquisition. Develop technology-oriented classroom assignments and final projects to enhance the teaching and learning of foreign languages through technology.
- Evaluates, recommends and supervises the installation of language learning software, computer hardware and technical equipment specifically geared towards language acquisition.
- Manage the online testing software and databases for 1800 users per semester. Design, schedules and administers computerized oral and placement exams. Proposes, creates and updates the calendar of computer exams for 85 undergraduate courses. Instructs students and faculty on the usage of hardware and software integrated into computerized exams. Provide directions and technical assistance to students and faculty during testing sessions.
- Manage a \$35,000 budget. Oversee center's daily operations. Direct a team of 20-25 employees including tutors, administrative and technical staff.
- Prepare analytical and organizational reports. Act as department liaison in administrative committees and meetings with other divisions. Design and distribute promotional material.
- Maintain and revise if needed the center's electronic filing system. Arrange and manage the center's calendar of activities and computerized examinations for 85 undergraduate language courses.
- Organize and conduct training sessions and in-class demonstrations and presentations on the use of computer systems and emerging technologies.
- Advise students in matters of proficiency testing and recommendations for enrollment in major and minor programs in Foreign Languages and International Studies.
- Assist with the design of departmental publications using graphic design software.
- Designed \$110k new state-of-art learning center and virtual classroom equipped with 52 computer

stations, SmartPodium, digital projectors, webcams and wireless microphone.
· Recipient of the 2010 CSI Presidential Dolphin Award for Service and Contribution to the College.

Assistant Director, Modern Languages Media Center
2008
College of Staten Island/The City University of New York

March 2004 – June

- Installed, maintained and updated hardware, software and and maintain software documentation.
- Designed computer applications to administered computerized and online examinations.
- Maintained front-end databases and database documentation.
- Designed, maintained and updated the center's webpages and databases.
- Maintained the center's technical documentation and equipment inventories.
- Maintained service agreements and made recommendations for purchases of hardware and software.
- Served as technical liaison between the Department of World Languages and the Office of Information Technology, assisting the department in identifying and ensuring the resolution of problems related to computers, printers, and network and telecommunication systems.
- Responsible for hiring, training and supervising a team of 10 Federal Work Study
- Assisted Director with classroom demonstrations and faculty workshops.
- Created and maintained printed and electronic promotional material.
- Organized events including the Chinese Open House, the Spanish for the Healthcare Industry workshop presented by Ericksen Translation, and the panel discussion on Foreign Languages and the Job Market lead by representatives of the United Nations and Peace Corps.

CONFERENCE PRESENTATIONS

- "Mapping French; A First-Semester project for Communication". Upcoming ACTFL 2014.
- "The Film Trailer Project". Upcoming ACTFL 2014.
- "Assessing Cultural Skills Through OWL Testing Software", E-Tech Ohio, Columbus, Ohio, February 2012.
- "Assessing and Improving Oral Proficiency through OWL Testing Software," CALICO (Computer-Assisted Language Instruction Consortium), Victoria, British Columbia, 2011.
- "The Film Trailer Project," NeMLA, New Brunswick, New Jersey 2011.

PROFESSIONAL DEVELOPMENT

- ACTFL November 2012, OPI Familiarization Workshop
- ACTFL July 2013, Workshop for Teachers of Italian.
- ACTFL November 2013, Unlock Students' Potential-Developing 21st Century Skills Using Emerging Technologies

COMPUTER SKILLS

Operating Systems: Windows, Mac OS, IOS
MS Word, MS Excel, MS Access, MS PowerPoint, MS Publisher, MS Visio, Google Drive, iLife, Adobe Photoshop, Adobe Dreamweaver, Adobe Acrobat, Prezi, Camtasia, PollEveryWhere, iMovie, Windows Movie Maker, Audacity, Skype, FaceTime, GoToMeeting, Zoom Virtual Meeting, Dropbox, SkyDrive, Blogger, WordPress, Wix, Facebook, Twitter, Instagram, Pinterest, People Soft ERP, numerous web 2.0 tools and language learning software.
Beginner Knowledge of HTML, PHP, CSS and JavaScript. Some MySQL Database.

EDUCATION

PhD University of Strasbourg, France 1996
Cultural and Social Anthropology
Dissertation: "The *Igurramn* and *Tigurramin*. A Berber Religious
Community in Morocco. Transmission of Religious and Therapeutic Knowledge"

TEACHING EXPERIENCE

LaGuardia Community College, NY Sept. 2012 to Present
Assistant Professor, Education and Language Acquisition

- Currently teaching Arabic, French and introduction to language courses, revising Arabic and French placement tests, contributing to the Modern Language PPR while chairing the International Mother Language Day committee and mentoring the French Club.
- Standardized French and Arabic syllabi and final exams.

SUNY Purchase College, NY 2005-2012
Adjunct Professor, Humanities, Social Sciences and Liberal Studies

- Taught all levels of French classes, from intensive beginning to advanced classes, with an emphasis on French and Francophone literatures and cultures.
- Developed and taught these courses: North African Societies (hybrid and online), Arab Cinema, European and Muslims Encounters through Travel Writing.
- Taught: Women Cross-Culturally and Introduction to Social and Cultural Anthropology.

Fordham University, NY 2008-2012
Adjunct Professor, Humanities

- Middle Eastern History and Introduction to Cultural Anthropology

Pace University 2012
Adjunct Professor, Humanities

- Taught Anthropology of Religion and developed a new course: *People and Cultures of the Middle East*

Mercy College, NY 2010-2012
Adjunct Professor, Humanities

- Taught online and face-to-face courses on Arabic language and cultures.

Sarah Lawrence College 2006-2009
Guest Professor, Modern Languages

- Taught beginning and intermediate French courses.
- Developed and taught an advanced French course on Morocco with readings in French by anthropologists on Morocco and literary works in French by native Moroccans.

RELATED EXPERIENCE

West Point Academy, NY 2005-2006

Research Assistant

Translated jihadist and Islamist narratives and web documents for the *Salafi* Ideology Project (“SIP”) supervised by the Army’s Combating Terrorism Center.

University of Arizona, Tucson, AZ 1997-1998

Adjunct Research Scientist, Bureau of Applied Anthropology

- Led a study funded by CARE International and USAID concerning health, education and community services in Niger; conducted detailed interviews; ran focus groups; supervised research assistants; served as a liaison between the funding organizations and BARA; collaborated on and edited status reports.

LANGUAGES

Native fluency: Berber, Arabic, French.

Fluent: Spanish

CONFERENCE PRESENTATIONS

Interdisciplinary Research/Practice in a Changing Communication Landscape Mar. 28, 2014
LaGuardia Community College, NY
“Teaching Oral Communication Skills in Elementary French”

Learning Inside and Outside the Classroom Mai 2, 2014
10th Annual CUNY CUE Conference
“Teaching in a Third Space: A (Re)Consideration of Teacher-Student Collaboration”

Embracing a New Era for Business, Language and Culture Apr. 25, 2014
16th Annual Ciber Business Language Conference, BYU, Salt Lake City, UT
“Is a Literature Course an Adequate Response to Heritage Speakers’ Needs?”

The Newer Normal: Global Perspectives on Sexuality and Gender Mar. 1, 2014
16th Annual Women's History Month Conference, Sarah Lawrence College, NY
“Same Sex Marriage and Adoption in France: Contours of a Controversial Law”

Colonial Heritage in the Middle East and the Maghreb: Jun. 25, 2013
The Shaping of Hopes and Perspectives. Mansfield College, Oxford, UK
“Muslim and European Encounters Through Travel Writing: 17th-19th Centuries.”
The Maghreb Studies Association. Conference Convened jointly with
The Maghreb Review.

Aránzazu Borrachero

Queensborough Community College (CUNY)
Department of Foreign Languages and Literatures

Tel: [REDACTED]; E-Mail: [REDACTED]

E d u c a t i o n

The Graduate Center of CUNY, New York. *Ph.D. in Hispanic and Luso-Brazilian Literatures, 2000*. Thesis: Ethics and Aesthetics of Latin American Narrative by Contemporary Women Writers. A Dialogue with Bakhtin's Theories of Literary Discourse.

The City College of CUNY, New York. *M.S. Remedial and Developmental Reading, 1991*.

Universidad Pontificia Comillas, Madrid, Spain. *Grado de Licenciatura in Psychology, 1986*.

Teaching appointments (full-time only)

Queensborough Community College, CUNY, New York. *Associate Professor of Spanish, 2005-present*.

University of San Francisco, California. *Assistant Professor of Spanish, 2001-2005*.

Bard College, New York. *Visiting Assistant Professor of Spanish, 1999-2001*.

Department of Education of New York. *Teacher of Bilingual Common Branches, 1988 - 1993*.

G r a n t s a n d A w a r d s

- *Bridging Historias*. Role of faculty mentor in NEH grant awarded to the American Social History Project/Center for Media and Learning (Graduate Center of CUNY) in partnership with Queensborough Community College (CUNY). Two courses of release-time for 2013-2015.
- Chancellor's Research Fellowship for CUNY Community Colleges. Two courses of release-time to continue research on oral history project during 2014-2015.
- Research Awards from PSC-CUNY on various research topics. \$14,000 (total) in 2006, 2007, 2008 and 2011.
- Publication Grant, Spain's Ministry of Culture. \$5,800, 2009.
- Research Grant, Program for Cultural Cooperation between Spain's Ministry of Culture & U.S. Universities. \$5,000, 2008.
- Sloan Foundation Grant for Online Course Development and Teacher Training, CUNY. One course of release time for 2007-2008.
- Diversity Projects Development Fund Grants (co-awardee). Office of the Vice Chancellor for Faculty and Staff Relations, CUNY. \$8,000 (total) in 2006 and 2007.
- Jesuit Foundation Grant, Category of Pedagogy (co-awardee). University of San Francisco. \$3,600, 2005.

- Faculty Development Grant, Teaching Effectiveness (co-awardee). University of San Francisco. \$2,500, 2005.
- Research Grants, University of San Francisco. \$4,850 (total) in 2002, 2003, 2004 and 2005.
- Dissertation Grant, Lane Cooper Scholarship for Future Teachers of the Humanities, CUNY. \$10,000, 1998.
- Doctoral Student Fellowship, CUNY. \$6,000 (total) in 1995, 1996 and 1997.
- Research Grant, Center for the Study of Women and Society, CUNY. \$800, 1997.

Other relevant awards

Faculty Recognition Award for Commitment to Empower Latino Students, University of San Francisco, 2004.

Selected Peer-Reviewed Publications

Books

Obra poética. Catalina Clara Ramírez de Guzmán. Mérida: Editora Regional de Extremadura, 2010. *Co-authored with Karl McLaughlin. First annotated critical edition since 1929 of 17th century Spanish poet's complete works, with an introductory critical study. Research supported by grants from the PSC-CUNY and the Program for Cultural Cooperation between Spain's Ministry of Culture & U.S. Universities.*

Ética y estética en la narrativa femenina hispanoamericana contemporánea. Madrid: Pliegos, 2011. *Ph.D. Thesis. Literary theory and criticism applied to the narrative of six contemporary Latin American women writers. Research and publication supported by grants from the Lane Cooper Scholarship and Spain's Ministry of Culture.*

Web-based Oral History Project

Madres e Hijas de la Transición Española (2013). www.mujiyememoria.org
Audiovisual archive that collects, preserves, and provides public access to testimonies from Spanish women who experienced the thirty-six year Francoist dictatorship as adults and mothers. Research supported by grant from PSC-CUNY and by the CUNY Chancellor's Research Fellowship.

Book sections

"Nuevos hispanismos en Estados Unidos. Para una ética del aula." *Nuevos hispanismos.* Julio Ortega (ed.). Madrid: Iberoamericana-Vervuert, 2010. 179-98.

"El autorretrato en la poesía de Catalina Clara Ramírez de Guzmán." *Studies on Women's Poetry of the Golden Age. Tras el espejo la musa escribe.* Julián Olivares (ed.). Woodbridge: Tamesis, 2009. 81-99.

"Dos cuentos de Cristina Peri Rossi y el género bajtiniano de lo 'cómico-serio.'" *Mosaico literario sobre autoras latinoamericanas y caribeñas.* Lydia Rodríguez and María Figuera (eds.). Caracas: UCAB, 2008. 17-34.

CURRICULUM VITAE
D. EVELYN DURÁN URREA

Department of Languages and Literatures
Lehman College, CUNY

[REDACTED]

EDUCATION

Ph.D. (Dissertation), Spanish (Hispanic Linguistics), The Pennsylvania State University (Spring 2012)

Specialization: Sociolinguistics and Language Contact

Dissertation: *A Community-based Study of Social, Prosodic, and Syntactic Factors in Code-switching*. Committee: Rena Torres Cacoullós (Director), Paola (Giuli) Dussias, Chip Gerfen, John Lipski (Dept. of Spanish, Italian & Portuguese at The Pennsylvania State University), & Catherine Travis (School of Language Studies at the Australian National University)

Ph.D. (Coursework and Exams), Spanish (Hispanic Linguistics), University of New Mexico (2005-09)

Specialization: Sociolinguistics, Language Contact, Discourse Analysis and Spanish as a Heritage Language. Qualifying examinations committee: Rena Torres Cacoullós (Director), Catherine Travis, Clancy Clements & Maria Dolores Gonzales (Dept. of Spanish & Portuguese)

M.A., Spanish (Hispanic Linguistics), University of Arizona (2005)

Specialization: Hispanic Linguistics

B.A., Linguistics, *Honors*, University of Sonora, Mexico (2000)

Thesis: *"Aspectos del poligrafismo en el procesamiento y la adquisición de la ortografía del español en niños"* (Adviser: Gerardo López Cruz)

PROFESSIONAL EXPERIENCE

Lecturer, Lehman College, CUNY (2012-present)

Graduate Teaching Assistant of Spanish, The Pennsylvania State University (2009-2012)

Graduate Teaching Associate of Spanish, University of New Mexico (2005-2009)

Graduate Teaching Assistant of Spanish, University of Arizona (2002-2005)

COURSES TAUGHT

Lehman College, CUNY (2012-present)

Elementary Spanish for Heritage speakers I (Fall 2012, Fall 2013, Spring 2014)

Elementary Spanish for Heritage speakers II (Fall 2012, Spring and Fall 2013, Spring 2014)

Elements of contemporary Spanish I (Fall 2013)

Intermediate Spanish 1 (Spring 2013)

Elementary Spanish II (Fall 2012, Spring 2013)

The Pennsylvania State University (2009-2012)

Spanish Morphology and Syntax (Spring 2010)

Beginning Spanish 3 (Fall 2009, Summer 2010, Fall 2010, Fall 2011, Spring 2012)

REFEREED ARTICLES AND CONFERENCE PROCEEDINGS

Durán Urrea, Evelyn and Michael Gradoville. "De la Futuridad a la epistemicidad. La situación actual del tiempo futuro en el español de Nuevo México." *Serie Memorias del IX Encuentro Internacional de Lingüística en el Noroeste*. Ed. Rosa María Ortiz Ciscomani. Vol. 2. Hermosillo Mexico: Editorial Unison, 2008. 131-49. 2 vols.

Durán Urrea, Evelyn and Michael Gradoville. "Variation in the Future Tense in New Mexican Spanish." *Texas Linguistic Forum* 50. Ed. Taryne Hallett et al. Austin: Texas Linguistic Forum, 2007. <<http://studentorgs.utexas.edu/salsa/proceedings/2006.htm>>

Durán Urrea, Evelyn. "Reduplicación y omisión de clíticos en el español de Tucson, Arizona." *Divergencias. Revista de estudios lingüísticos y literarios* 2.2 (2004). <<http://divergencias.arizona.edu/sites/divergenciasweb.arizona.edu/files/articles/Cliticos.pdf>>

Durán Urrea, Evelyn. "Algunos aspectos del poligrafismo en la adquisición de la ortografía en niños recién alfabetizados." *Thirteenth Annual Graduate and Professional Symposium on Hispanic and Luso-Brazilian Literature, Language and Culture*. Ed. Maite Correa et al. Tucson, Arizona: Hispanic Symposium Society of the Department of Spanish and Portuguese of the University of Arizona, 2003. 21-28.

Durán Urrea, Evelyn. "Variación de la interacción maestro-alumno y alumno-alumno en eventos de lectoescritura." *Serie Memorias del V Encuentro Internacional de Lingüística en el Noroeste*. Ed. Gerardo López Cruz et al. Vol. 3. Hermosillo Mexico: Editorial Unison, 2001. 232-44. 3 vols.

Durán Urrea, Evelyn, et al. "Narraciones Seris." *Revista Oser'i* 4.3 (1998): 35-36.

BOOK REVIEWS

Durán Urrea, Evelyn. Rev. of *Caperucita roja aprende a escribir. Estudios comparativos en tres lenguas*, by Emilia Ferreiro et al. *Revista Oser'i* 5.7 (2002): 66-68.

Durán Urrea, Evelyn. Rev. of *La construccion guiada del conocimiento. El habla de profesores y alumnos*, by Neil Mercer. *Revista Oser'i* 4.3 (1998): 36-38.

Durán Urrea, Evelyn. Rev. *The science of writing. Theory, methods, individual differences and applications*, by Michael Levy and Sarah Ransdell. *Revista Oser'i* 4.3 (1998): 44-45.

CONFERENCE PRESENTATIONS

"Social and syntactic factors in code-switching in a bilingual community". Second International Conference on Heritage/ Community Languages (NHLRC). University of California, Los Angeles. (March 7-8, 2014)

"Linguistic Attitudes in a Community in Northern New Mexico". Arts and Humanities Works in Progress Series. Lehman College, CUNY. (April 23, 2013).

Eva M. Fernández

Assistant Vice Provost
Director, Center for Teaching & Learning
Associate Professor, Linguistics & Communication Disorders
Queens College, City University of New York (CUNY)

Contact



<http://people.qc.cuny.edu/faculty/efernandez>

Education B.A. 1991 New York University (Linguistics, German)
 M.A. 1995 CUNY Graduate School and University Center (Linguistics)
 Ph.D. 2000 CUNY Graduate School and University Center (Linguistics)

Employment 1994–00 Adjunct Lecturer, Queens College, CUNY
 1999–00 Adjunct Lecturer, City College of New York, CUNY
 2000–02 Substitute Assistant Professor, Queens College, CUNY
 2002– Associate Professor, Queens College, CUNY

Five Relevant Publications

Fernández, E. M. (2010). Reading aloud in two languages: the interplay of syntax and prosody. In B. VanPatten & J. Jegerski (Eds.), *Research in second language processing and parsing* (pp. 297-320). Amsterdam, NL: John Benjamins Publishers.

Stoyneshka, I., Fodor, J. D., & Fernández, E. M. (2010). Phoneme restoration methods reveal prosodic influences on syntactic processing. *Language and Cognitive Processes*, 25(7), 1265-1293. Psychology Press. doi: 10.1080/01690961003661192.

Fernández, E. M. (2007). How might a rapid serial visual presentation of text affect the prosody projected implicitly during silent reading? *Conferências do V Congresso Internacional da Associação Brasileira de Linguística*, 5, 117-154.

Maia, M., Fernández, E. M., Costa, A. & Lourenço-Gomes, M. do C. (2007). Early and late preferences in relative clause attachment in Spanish and Portuguese. *Journal of Portuguese Linguistics*, 5-2/6-1, 227-250.

Fernández, E. M. (2005). The prosody produced by Spanish-English bilinguals: A preliminary investigation and implications for sentence processing. *Revista da ABRALIN*, 4, 1, 109-141.

Five Other Recent Publications

Fernández, E.M. & Souza, R. (in press). Walking bilinguals across language boundaries: On-line and off-line techniques. To appear in Heredia, R., Altarriba, J., & Cieslicka, A. B., *Methods in bilingual reading comprehension research*. Springer.

Fernández, E. M., & Fraboni, M. (2012). But are they Connected? A Report on the Queens College Technology Survey of the Use of Ubiquitous Tools for Learning. *Ubiquitous Learning: An International Journal*, 4(3), 13–32.

Fernández, E. M. & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. West Sussex, UK: Wiley-Blackwell.

Sekerina, I., Fernández, E. M. & Clahsen, H. (Eds.) (2008). *Language processing in children*. Amsterdam, NL: John Benjamins Publishers.

Hernández, A., Fernández, E. M. & Aznar-Besé, N. (2007). Bilingual sentence processing. In G. Gaskell (ed.), *Oxford handbook of psycholinguistics* (pp. 371-384). Oxford, UK: Oxford University Press.

Synergistic Activities

Panelist and Site Visit Panelist, Social, Behavioral & Economic Sciences, National Science Foundation
CUNY Conference organizer (for conferences held 1996, 1999, 2002, 2006, 2012)

Faculty representative for Queens College, Mayor Bloomberg's *College Challenge*, spring 2010

Organizer of NSF-funded Workshop on On-Line Methods in Children's Language Processing (2006)

Member, Editorial Boards, *Escritos de Psicología* and *Revista Brasileira de Lingüística Aplicada*

Collaborators (Last 48 Months)

Clive Belfield (Queens College, CUNY)

Dianne Bradley (Graduate Center, CUNY)

Helen Smith Cairns (Queens College and Graduate Center, CUNY)

Ricardo Augusto de Souza (Universidade Federal de Minas Gerais, Brazil)

Bret Eynon (LaGuardia Community College, CUNY)

Janet Dean Fodor (Graduate Center, CUNY)

Michelle Fraboni (Queens College, CUNY and Teachers College, Columbia University)

Ryo Oba (Chuo University, Japan)

Claudia Perry (Queens College, CUNY)

Dean Savage (Queens College, CUNY)

Irina Sekerina (College of Staten Island and Graduate Center, CUNY)

Graduate Advisor

Dianne Bradley (Graduate Center, CUNY)

Advisor to Graduate Students (all Graduate Center, CUNY, and Ph.D., except where noted)

As Chair

Deirdre Quinn, 2012

Carolyn Rankel, 2008 (Queens College, M.A.)

Kerry Smith, 2005 (M.A.)

As Committee Member

Carolina Barrera Tobón, 2013

Rachel Varra, 2013

Lucia Pozzan, 2011

Ronit Webman, 2011

Celia Teira, 2010 (Universidad Autónoma de Madrid)

Hala Abdelghany, 2010

Shukhan Ng, 2009

Amit Shaked, 2009

Yukiko Koizumi, 2009

Inge Anema, 2008

Eulalia Canals, 2007

Naomi Lapidus Shin, 2006

Nenad Lovrić, 2003

Alexander Funk

Education

CUNY Graduate Center, New York, New York

Ph.D candidate in Linguistics (ABD). Dissertation advisor: Marcel den Dikken. Chancellor's Fellow. Research interests: syntax, semantics; bilingualism; language education.

Yale University, New Haven, Connecticut

B.A. in Music and English. National Merit Scholar.

Teaching

2014- **Teachers College**, Columbia University, New York, NY

Adjunct Professor, Applied Linguistics department.

Course: Semantic Systems and the Lexicon

2009- **Queens College**, Flushing, NY

Adjunct Professor, Linguistics and Communication Disorders department.

Courses: 701 Introduction to Linguistics (FA 09, 10, 12, 13); 702 Teaching English Sentence Structure (FA 11); 720 Teaching the Sound System of English (SP 10-14)

2007-2012 **Hunter College**, New York, NY

Graduate Teaching Fellow, English department.

Courses: (ESL) Reading II; Structure of Modern English; History of the English Language

2003-2007 **New York Language Center**, Jackson Heights, New York

ESL Teacher, Spanish Teacher, Faculty Coordinator.

1999-2000 **Aula Escola Europea**, Barcelona, Spain

English Teacher, grades 5-6.

Research

2012-2013 **CUNY ILETC**, **CUNY Graduate Center**, New York, NY

Research Assistant, Institute for Language Education in Transcultural Context.

Prepared proposal for founding of Institute; coordinated databases, planned conferences.

2007-2010, 2012 **RISLUS**, **CUNY Graduate Center**, New York, NY

Research Assistant, Research Institute for the Study of Language in Urban Society.

Long-Term ELL and CUNY-NYSIEB Initiatives.

Publications

Menken, Funk & Kleyn (2011) "Teachers at the Epicenter: Engagement and Resistance in a Bilingual Program for "Long-Term English Language Learners" in the U.S." In *Language Policy for the Multilingual Classroom: Pedagogy of the Possible*, ed. C. Helot, M. O Laoire.

Funk (2012). "The Languages of New York State: A CUNY-NYSIEB Guide for Educators" <http://www.nysieb.ws.gc.cuny.edu/files/2012/07/NYSLanguageProfiles.pdf>

Presentations

Mid-Atlantic Colloquium on Studies in Meaning (MACSIM)

SYNC (Stony Brook-Yale-NYU-CUNY)

CUNY ILETC Best Practices Workshop, Less Commonly Taught Languages Forum

Miscellaneous

Languages: English (native); Italian, Spanish (advanced); French (intermediate); German (basic).

Ofelia García
Graduate Center
City University of New York
Ph.D. Program in Urban Education
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New York, N.Y. 10016
[REDACTED]
e-mail: [REDACTED]
www.ofeliagarcia.org

HIGHER EDUCATION

Post-Doctoral Fellowship	1990	University of Michigan, Ann Arbor Institute of Political and Social Science Research
Post-Doctoral Fellowship	1981	Yeshiva University, NYC Sociology of Language and Bilingualism
Ph.D.	1981	Graduate Center, City University of New York Hispanic and Luso-Brazilian Languages & Literatures
M.A.	1975	Hunter College, CUNY Spanish and Education
B.A.	1970	Hunter College, CUNY

FACULTY AND PROFESSIONAL APPOINTMENTS

September 2008 to present Professor, Ph.D. Program in Urban Education and
Ph.D. Program in Hispanic & Luso-Brazilian Literatures &
Languages
Graduate Center, City University of New York

2002 - 2008 Professor of Bilingual Education and Program Coordinator
Department of International and Transcultural Studies
Teachers College, Columbia University

RECENT PROFESSIONAL ACTIVITIES

- Associate General Editor, International Journal of the Sociology of Language, 2009 to present
- Editorial Board, International Journal of Bilingual Education and Bilingualism. 1999 to present; Bilingual Research Journal, 2011-2013; Multilingual Education, 2011-present.
- International Advisor, National MLE Resource Center, Zakir Husain Centre for Education Studies, Jawaharlal Nehru U., Delhi, India, 2009 to present.

PUBLICATIONS

Books

García, O., Zakharia, Z and Otcu, Bahar. Forthcoming. Bilingual Community Education for American Children: Beyond Heritage Languages in a Global City. Bristol, UK: Multilingual Matters.

Bartlett, L. and García, O. 2011. Additive Schooling in Subtractive Times. Bilingual Education

- and Dominican Immigrant Youth in the Heights. Tennessee: Vanderbilt University Press.
- Fishman, Joshua A. and Ofelia García (eds). 2011. Handbook of Language and Ethnic Identity: The Success-Failure Continuum in Language and Ethnic Identity. Vol. 2. Oxford: Oxford University Press.
- García, O. and Kleifgen, J. 2010. Educating Emergent Bilinguals. Policies, Programs and Practices for English Language. New York: Teachers College Press.
- Fishman, Joshua A. and Ofelia García (eds.). 2010. Handbook of Language and Ethnic Identity. Disciplinary and Regional Perspectives. Vol. 1. Oxford: Oxford University Press.
- García, O. and Kleifgen, J. 2010. Educating Emergent Bilinguals. Policies, Programs and Practices for English Language. New York: Teachers College Press.
- Fishman, Joshua A. and Ofelia García (eds.). 2010. Handbook of Language and Ethnic Identity. Disciplinary and Regional Perspectives. Vol. 1. Oxford: Oxford University Press.
- Menken, K. and Ofelia García (eds.). 2010. Negotiating Language Policies in Schools: Educators as Policymakers. New York: Routledge.
- García, Ofelia. 2009. Bilingual Education in the 21st century: A global perspective. Malden, Ma. and Oxford: Wiley/Blackwell.

Articles

- García, O. forthcoming. From diglossia to transglossia: Bilingual and multilingual classrooms in the 21st century, ed. by Christian Abello-Contesse, P. Chandler, M.D. López-Jimenez, M.M. Torreblanc López and Ruben Chacón Beltrán. Bilingualism and Multilingualism in School Settings. Bristol: Multilingual Matters.
- García, O. forthcoming. Dual or dynamic bilingual education? Empowering bilingual communities. In Rubdy, R. & Alsagoff, L. The Global-Local Interface. Language choice and hybridity. Bristol, UK: Multilingual matters.
- García, O. forthcoming. Hugo Baetens Beardsmore. In The Encyclopedia of Applied Linguistics, ed. Chapelle, C.A. Oxford, UK: Wiley-Blackwell, 2013.
- García, O. forthcoming. Informal bilingual acquisition. Dynamic spaces for language education policy. David Singleton, Joshua A. Fishman, Larissa Aronin and Muiris Ó Laoire (eds.), Current Multilingualism: A New Linguistic Dispensation. Berlin: Mouton de Gruyter.
- García, O. with Flores, N. forthcoming. Multilingual pedagogies. In Martin-Jones, M., Blackledge, A. and Creese, A. (eds.). Handbook of Multilingualism. Routledge.
- García, O. Forthcoming. Qualitative research on bilingualism and multilingualism. In Encyclopedia of Applied Linguistics. Ed. Chapelle, C.A. Oxford, UK: Wiley-Blackwell, 2013.

Assessment Instruments

- García, Ofelia and Aída Walqui. 2004. Quality Teaching for English Learners. Observation Instrument Scoring Manual. WestEd, California.
- Otheguy, Ricardo and Ofelia García. 1996. Prueba de ubicación para hispanohablantes. Boston: D.C. Heath.

CURRENT RESEARCH and BOOKS in PREPARATION

- LAT-NYHS Latino students in NYC High schools. Research director (funded by New York City Department of Education, Office of English Language Learners)
- Pan American International High Schools (with Nelson Flores) (funded by International Network)
- Dual language bilingual education in high school: A case study (with Heather Woodley) (funded by HS of World Cultures)
- Translanguaging as Pedagogy (with Nelson Flores & Heather Woodley). Book in preparation

Alberta Gatti

Institute for Language Education in Transcultural Context
The Graduate Center, CUNY

██████████ ██████████
New York, New York 10016-4309

e-Mail: ██████████ Phone: ██████████

EDUCATION

Ph.D. Hispanic Language and Literatures 1998. Boston University - Boston, MA
Dissertation: "El juego de voces en la sátira del Siglo de Oro español"
(The interplay of voices in Spanish Satire of the Golden Age). Thesis Director, Professor James Iffland

M.A. in Classical Studies 1987 Universidad de Buenos Aires - Buenos Aires, Argentina

ACADEMIC AND ADMINISTRATIVE POSITIONS

Graduate Center, CUNY – New York, NY

<https://www.gc.cuny.edu/Home>

2013-present Director, Institute for Language Education in Transcultural Context

In charge of setting the direction, administering and coordinating projects, supervising funded research within ILETC, a research and resource center for language education at CUNY, collaborating and supporting the work of language programs from seven community colleges and eleven senior colleges.

<http://iletc.commons.gc.cuny.edu>

2011-2013 Director, Center for Creating Engaged Learning Environments

Project funded by a U.S. Department of Education Title III grant. Project Areas: General Education Curriculum, Student Interventions, Technology Integration, Community-Based and Collaborative Learning Opportunities, and Student Success Assessment.

<http://www.sxu.edu/academics/resources/cele/index.asp>

2000-2011 Director, Foreign Languages Program

<http://catalog.sxu.edu/Undergraduate/ANS/language.html>

http://catalog.sxu.edu/Undergraduate/ANS/language_courses.html

2006-2011 Associate Professor, Spanish language and literature, Italian language.

2000-2006 Assistant professor; Spanish language and literature, Italian language.

1998-1999 Acting Director, Foreign Languages Program. Acting Director, Oaxaca Project.

Boston University - Boston, MA

<http://www.bu.edu/>

1994-1995 Lecturer, College of Liberal Arts.

1991-1993 Teaching Fellow, College of Liberal Arts.

Administrative Accomplishments

Director, Institute for Language Education in Transcultural Context

-Created the mission statement for ILETC –Initiated connections and collaborations between language programs within the CUNY system and ILETC and between programs themselves –Organized webinars and forums on language education –Led the awarding of language education research grants and is overseeing the progress of selected research projects –Served as external evaluator for LaGuardia Community College Modern Languages and Literatures Program

Director, Title III Program/ Center for Engaged Learning Environments

-Administered a \$2M grant from the US Department of Education to improve student engagement and retention -Collaborated with offices and departments across campus in a variety of activities related to engagement, retention and assessment (i.e. Records and Advising, Institutional Research and Planning, Center for Instructional Design and Technology, Student Affairs, Campus Life, General Education Program, Academic Units in the College of Arts and Sciences, School of Management, School of Education, School of Nursing) -Restructured curriculum for and oversaw delivery of Summer Bridge Program for at-risk students -Oversaw administration of CLA testing for freshmen and senior students -Oversaw faculty development activities in technology integration and community-based learning pedagogy -Led the creation and implementation of a Community-based Learning Program at SXU -Contributed in several capacities to the assessment of academic success of at-risk students

Director, Foreign Languages Program

-Oversaw fourth-fold growth in number of Spanish majors -Expanded language offerings -Led program review and curriculum overhaul for the Spanish Major -Introduced Internet-mediated communication into the curriculum -Conducted faculty development activities for foreign language instructors -Prepared text and documentation for NCATE certification (Spanish/Secondary Education Program) -Participated in the creation of the Polish Certificate Program, Middle Eastern Studies Minor, and Latino and Latin-American Studies Minor

Awards

Recipient, Excellence in Teaching Award, Saint Xavier University 2012

Selected Publications

Satire of the Spanish Golden Age. Book Chapter *A Companion to Satire Ancient and Modern* Blackwell Publishing, London - United States January 2006; Australia February 2007

http://www.blackwellreference.com/public/book?id=g9781405119559_9781405119559

Oaxaca y Chicago: Significados Lingüísticos y Culturales (Oaxaca and Chicago: Cultural and Linguistic Meanings) *Annals of the 7th International Symposium Teaching Art, Spanish Language, History and Literature to Foreigners*. CD format 2011

Selected Conferences and Presentations

Designing Spiral Assignments. Negotiation of Meaning through Writing. Paper submitted for presentation at the 2013 ACTFL Annual Convention

Wei Lai

wlai@qcc.cuny.edu

Department of Foreign Languages & Literatures
Queensborough Community College

Education

- 2012** **The Pennsylvania State University**
Ph.D. in Applied Linguistics
Adviser: James P. Lantolf
Dissertation: A Concept-Based Approach to Teaching the Chinese
Temporal System
- 2004** **University of Chicago**
M.A. in Linguistics
- 2002** **National Taiwan University**
Bachelor in Business Administration

Academic/Research Appointments

- 2013- present Assistant Professor, **Department of Foreign Languages and
Literatures, Queensborough Community College, CUNY**
- 2011-2012 Acting Chinese Program Coordinator, **Department of Foreign
Languages and Literatures, Queensborough Community College,
CUNY**
- 2010-2013 Instructor of Chinese, **Department of Foreign Languages and
Literatures, Queensborough Community College, CUNY**

Teaching

- 2010- present** **Queensborough Community College, CUNY, U.S.A.**
Business Chinese, Elementary Chinese I, Elementary Chinese II,
Elementary Chinese I for Heritage Speakers, Elementary Chinese II for
Heritage Speakers, & Intermediate Chinese I
- 2007- 2010** **Penn State University, U.S.A.**
Undergraduate level:
Introduction to Chinese Literature and Culture, Beginning Chinese, &
Intermediate Chinese
Graduate level:
ESL (English as a second language) Composition for Academic
Disciplines & American Oral English for Academic Purposes
- 2005 Spring** **I-Shou University, Taiwan**

Freshman English, Everyday English, & Practical Phonetics for pre-service ESL teachers

Funded Research Projects

- 2014-2015** Title: An Investigation of Chinese-Character Learning Strategies
Used by Second Language (L2) Learners
Role: Principal Investigator
Award amount: \$ 3500
Funded by PSC-CUNY Research Award Program (Cycle 45)
- 2012-2013** Title: Computer-assisted language learning: Enhancing character recognition and reading comprehension in Elementary Chinese I
Role: Co-Principal Investigator (with Dr. Mann Lin-Martinez)
Award Amount: \$5200
Funded by Queensborough Community College Pedagogical Research Challenge Grant

Conference Presentations

- 2014 Nov.** *The Learning of Chinese Characters by Beginning L2 Chinese Learners* .
The 2014 Annual Convention of the American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX.
- 2014 Oct.** *Assessment of Chinese Heritage Language Learners in a Mixed-ability Classroom*. The First Chinese Language Teachers Association (CLTA) international symposium on Chinese Language Teaching and Learning. Bloomington, IN.
- 2014 Jun.** *Bridge the Gap—Vocabulary Teaching at the Elementary Level*. The 8th Cross-Strait Conference on Modern Mandarin. Taipei, Taiwan .
- 2014 May** *Curriculum design for Chinese heritage speakers in higher education*.
The 12th New York International Conference on Teaching Chinese. New York, NY.

Book Review

- Lai, W (2013) Review of Chung, Raung-fu (2009). *Linguistic Contrastive Analysis and Teaching Chinese as a Foreign Language*. (Taipei: Cheng Chung Book Co., LTD.) *Journal of Chinese Language Teaching*, Vol. 10, No. 4:131-135

Manuscripts in Preparation

- Teaching L2 Temporal Expressions: the Effects of Systemic-Theoretical Instruction*, Manuscript to be submitted to *Language Teaching Research*
- Chinese Animal Metaphor: the Six Domesticated Animals*, Manuscript to be submitted to the *Journal of Pragmatics*

Scholarships & assistantships

Queensborough Community College, CUNY

- 2013 June** Fellowship by CUNY for ACTFL Chinese OPI (Oral Proficiency Interview) Assessment Workshop

SABINE LEVET

DEPARTMENT: Global Studies and Languages

EDUCATION

DATE	DEGREE	INSTITUTION
1988	Certificate	Bureau pour l’enseignement de la langue et de la civilisation française à l’étranger (B.E.L.C)
1983	M.A.	Université de Paris-Sorbonne
1976	B.A.	Université de Paris-Sorbonne

TITLE OF MASTER’S THESIS: Chicano Theatre: An In-Depth Study of Sociological, Cultural and Linguistic Aspects of Bilingual Theatre

FELLOWSHIPS AND HONORS

2010	Special Recognition Award from the American Council on Education for Cultura’s “Innovative Use of Technology to Promote Internationalization.”
2008	Consortium for Language Teaching and Learning Award

PROFESSIONAL EXPERIENCE

ACADEMIC POSITIONS

2007-	Senior Lecturer in French, MIT
2006-2007	Senior Lecturer in French, Brandeis University
2001-2006	Lecturer in French, Brandeis University
1993-2001	Lecturer in French, MIT
1989-1993	Temporary Lecturer in French, MIT
1987-1989	Teacher-in-Residence, the French Library, Boston

NON-ACADEMIC POSITIONS

2013	Visiting Scholar, University of California at Berkeley
2013	Reviewer, course for Department of State on Online Intercultural Learning intercultural pre-departure

SEMINARS, COLLOQUIA, ETC.

- June 2014 Keynote speaker, SUNY PACT (Pipeline Across Culture Technology) Conference, SUNY, New York, NY
- March 2014 Intercultural Competence and Online Communication, COIL (Collaborative Online International Learning) 6th Conference, SUNY, New York, NY
- March 2014 Keynote speaker, “Culture, Communication and Intercultural Competence”, COFLT-Language in Motion Conference, Pacific University, Forest Grove, OR
- February 2014 Workshop, COFLT-Language in Motion Conference, Pacific University, Forest Grove, OR
- October 2013 “Lessons Learned from Cultura: successes, challenges, outcomes”, Working at the Intersection of Language and Culture in the Digital Age, Brown University, Providence, RI
- October 2013 “The Culture of Everyday Life: The Velib’ Urban Project”, Working at the Intersection of Language and Culture in the Digital Age, Brown University, Providence, RI

PUBLISHED MATERIALS

Articles in Refereed Journals

- 2002 “*Français et Américains en vis-à-vis: dialogues et découvertes*,” The Tocqueville Review/La Revue Tocqueville, XXIII, (2) fall: 101-122.

Chapters in Books

- 2010 “Integrating telecollaboration into the language classroom: some insights,” with Gilberte Furstenberg, in Melinda Dooly and Robert O’Dowd, eds. Telecollaboration 2.0 for Language and Intercultural Learning. New York: Peter Lang Publishing Group, pp. 305-336.
- 2006 “Internet-mediated Intercultural Foreign Language Education: The Cultura Project,” with B. Bauer, L. deBenedette, G. Furstenberg, and S. Waryn, in J. A. Belz and S. L. Thorne, eds. Internet-mediated Intercultural Foreign Language Education. Boston: Heinle & Heinle, pp. 31-62.

XIAO LI

USA

Employment

Fall 2009 -- Present Assistant Professor, Queens College, The City University of New York
Spring 2009 Substitute Assistant Professor, Queens College, The City University of New York
Fall 2008 Substitute Lecturer, Queens College, The City University of New York

Education

2002-2009 Ph.D. Linguistics, Rutgers University, New Brunswick, NJ
2000-2002 Master Program, Linguistics, Central South University, Changsha, Hunan, China
1996-2000 B.A. English language and Literature, Central South University, Changsha, Hunan, China

Publications

2013. Degreeless Comparatives: the Semantics of Differential Verbal Comparatives in Mandarin Chinese. *Journal of Semantics*. doi: 10.1093/jos/fft013.
Forthcoming. The Ingredients of Comparison: the semantics of the excessive construction in Japanese. *Semantics and Pragmatics*.
2014. (with Seunghun, J. Lee). The acquisition of comparative constructions by English learners of Chinese: An explorative study from a college Chinese language classroom. *Chinese as a Second Language Research*.
2012. Degree and degreeless comparatives in Mandarin Chinese. 广东外语外贸大学学报 [Journal of Guangdong University of Foreign Studies](4): 5-10. (in Chinese)
2013. The semantics of adjectives and comparatives. 外语研究 [Foreign Languages Research](1): 28-36. (in Chinese)
2013. (with Hongyong Liu, Seunghun, J. Lee), The comparative constructions in the Nuosu Yi language. 汉藏语学报 [Journal of Sino-Tibetan Linguistics](7): 44-53. (in Chinese)

Conference Proceeding Chapters

2011. The semantics of sugi- in Japanese. *The proceedings of the 18th Japanese and Korean Linguistics Conference(JK18)*. CSLI, Stanford. PP291-301.
2010. (with Carlos A. Fasola) The semantics of yue...yue in Mandarin Chinese. *Proceedings of the 22nd North American Conference on Chinese Linguistics (NACCL-22) and the 18th Annual Meeting of the International Association of Chinese Linguistics (IACL-18)*. Vol 2. Clemens, L.E.& C.-M. L. Liu, eds. Harvard University, Cambridge, MA. 36-53.
2009. The Semantics of Chinese Verbal Comparatives. *The proceedings of the 43rd Annual Meeting of the Chicago*

- Linguistic Society (CLS43)*. The University of Chicago, Chicago, IL. P99-110.
2005. Lexical Properties and Chinese Resultative Verbal Compounds. *The proceedings of the 17th North American Conference on Chinese Linguistics (NACCL 17)*. GSIL, USC. P259-276.

Presentations (Abstracts Refereed)

2014. (with Hongyong Liu and Seunghun lee). Comparison with/without degrees in Nuosu Yi. *Glow in Asia X*.
(Poster presentation).
2013. (with Hongyong Liu and Qingwen Zhang). Demonstrative Phrases, Scale Structure and Dimension Realizations.
The 21st Annual Meeting of the International Association of Chinese Linguistics (IACL 21). National Taiwan Normal University, Taiwan.
2012. (with Seunghun Lee and Hongyong Liu). Tone Sandhi domains in Nuosu Yi: a case for syntax-phonology interface theories. *Berner Zirkel für Sprachwissenschaft, Universität Bern*.
2012. (with Seunghun Lee, Hongyong Liu) Tone Sandhi and domain sensitivity in Nuosu Yi. *The Hans Rausing Endangered Languages Project, Department of Linguistics Seminar Series*. SOAS, London.
2012. (with Hongyong Liu and Seunghun Lee). Covert passive marking in Nuosu Yi: evidence from tone sandhi, the 7th Theoretical East Asian Linguistics (TEAL-7), Hiroshima University, Japan. (Poster presentation)
2012. (with Hongyong Liu and Seunghun Lee). The Semantics of the comparative construction in Nuosu Yi, the 7th Theoretical East Asian Linguistics (TEAL-7), Hiroshima University, Japan. (Oral presentation)
2010. (with Seunghun Lee) The acquisition of comparative constructions by Chinese language learners, the First Teacher College, Columbia University Roundtable in Second Language Studies (TCCRISLS), Teachers College, Columbia University, NY.
2010. (with Carlos A. Fasola) The semantics of yue...yue in Mandarin Chinese, the 6th Theoretical East Asian Linguistics (TEAL-6), Beijing University, Beijing, China.
2010. (with Carlos A. Fasola) The semantics of yue...yue in Chinese, the 18th Annual Meeting of the International Association of Chinese Linguistics (IACL-18) in conjunction with the 22nd North American Conference on Chinese Linguistics (NACCL-22), Harvard University, Boston. MA.
2008. The Semantics of sugi- in Japanese, the 18th Japanese/Korean Linguistics Conference (JK18), The Graduate Center of City University of New York, NY.
2007. The Semantics of Chinese Verbal Comparatives, The 43th Annual Meeting of the Chicago Linguistics Society (CLS 43), The University of Chicago, Chicago, IL.

Invited talks

- [1] (2012). (with Seunghun Lee) The semantics of the comparative constructions in Nuosu Yi, invited talk, Rutgers Semantic Reading Group.
- [2] (2011). Degreeless Comparatives: the Semantics of Chinese Verbal Comparatives, guest lecture, Central Connecticut State University.

CYNTHIA L. MARTIN

School of Languages, Literatures and Cultures
Department of Asian and East European
Languages & Cultures
University of Maryland
College Park, MD 20742

I. EDUCATION AND EMPLOYMENT HISTORY

EDUCATION

- 1990 Ph.D. in Russian Language and Literature, University of Pennsylvania, Philadelphia.
1983 M.A. in Russian Literature.
1983-84 Pushkin Institute of Russian Language and Literature, Moscow, USSR.
1980 B.A. in Russian Studies and Political Science (dual major), University of New Hampshire, Durham, NH.

EMPLOYMENT BACKGROUND

- 1996-present Associate Professor of Russian Language and Literature, University of Maryland, College Park
2000-2002 Chair, Asian & East European Languages and Cultures
1990-1996 Assistant Professor of Russian Language and Literature, University of Maryland, College Park.
1991 Faculty Member, Summer Intensive Russian Language Institute, Bryn Mawr College.
1984-86 Translator and editor for Mir Publishers, Moscow.

II. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES (since 2000)

A. BOOKS

Russian Stage II: Welcome Back! (co-authors Irina Dolgova, Andrei Zaitsev). Kendall-Hunt & American Council of Teachers of Russian (main textbook, workbook, dvd, audio cd, website for teachers and students), 2010.

Russian Stage II: Welcome Back! (co-author, Andrei Zaitsev). Kendall-Hunt & American Council of Teachers of Russian (main textbook, workbook, video cassette and audio cassettes), 2001.

Instructor's Manual for Russian Stage II: Welcome Back! (co-author, Andrei Zaitsev). Kendall-Hunt & American Council of Teachers of Russian, 2001.

Russian Stage Two: American Edition, Textbook, Inga Sokolova, co-author, Kendall/Hunt Publishing Co., Dubuque, Iowa, 1993, Video Edition, 1997.

B. TRANSLATIONS of books by Ilya Kabakov (since 2000 only; total list includes 23 books since 1988; * indicates books based on Kabakov texts but by other authors)

Incident in the Museum and Other Installations (with Emilia Kabakov), The State Hermitage Museum (St. Petersburg, Russia)/The S.R. Guggenheim Foundation, book published by Kunsthalle Bielefeld, Bielefeld, Germany, 2004.

*Verbal Photography: Ilya Kabakov, Boris Mikhailov, by Margarita and Victor Tupitsyn, Fundacao Serralves, Porto, Portugal, 2004.

Ilya Kabakov: Installations 1983-2000, Catalogue Raisonne, two volumes (1008 pp.), Richter Verlag, Dusseldorf, 2003.

Public Projects, Ilya Kabakov, Fondazione Antonio Ratti, Como, Italy. (130 pp.), 2001.

The Text as the Basis of Visual Expression, Oktagon Verlag, Cologne, Germany, 2000.

C. TRANSLATIONS of Articles, Texts and Exhibition Catalogues for Installations (by Ilya Kabakov unless otherwise noted; 2006 only; total list includes 156+ since 1988)

2006

"The Theatricality of the Installation and the Installation of the Theatrical," a dialogue between Ilya Kabakov and Boris Groys. Prestel Publishers, for exhibition in Munich.

After Everything Had Happened, Ilya and Emila Kabakov, proposal

The Auction, Ilya and Emilia Kabakov, installation-performance proposal

Catching the Rabbit, Ilya and Emilia Kabakov, public project proposal

William Tsuyoshi McClure

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Program in Linguistics, CUNY Graduate Center, [REDACTED], New York, NY 10016.

phone: [REDACTED] / fax: [REDACTED] / e-mail: [REDACTED]

Education

1994 PhD Linguistics
Department of Modern Languages and Linguistics, Cornell University.

1990 MA Linguistics/Cognitive Psychology
Department of Modern Languages and Linguistics, Cornell University.

1984 BA Mathematics, Cornell University.

Employment

2011-2013 Acting Dean of Faculty, Division of Arts and Humanities, Queens College
2005-2014 Chair of the Department of Classical, Middle Eastern & Asian Languages & Cultures, Queens College (three elected terms)
2003 Promoted to associate professor
2002 Reappointed as assistant professor with tenure
1997-2002 Assistant professor. Department of Classical, Middle Eastern & Asian Languages & Cultures, Queens College and the Program in Linguistics, Graduate School and University Center, City University of New York (joint appointment)

Publications

Books

Contracted Using Japanese Vocabulary, Cambridge University Press. With Mamori Sugita. (Commissioned by CUP.)
2000 Using Japanese: A Guide to Contemporary Usage, Cambridge University Press. 412pp.
1995 Syntactic Projections of the Semantics of Aspect, Hituzi Syobo, Tokyo. 373pp. Books edited
2011 With Marcel den Dikken. Japanese/Korean Linguistics 18. Center for the Study of Language and Information, Stanford University, Stanford. x+443pp. Proceedings of the 18th Japanese/Korean Linguistics Conference held at the CUNY Graduate Center on November 13-15, 2008.
2003 Japanese/Korean Linguistics 12. Center for the Study of Language and Information, Stanford University, Stanford. x+408pp. Proceedings of the 12th Japanese/Korean Linguistics Conference held at the CUNY Graduate Center on November 1-3, 2002.

Refereed papers

- Under revision Semantics of –te iru . With Mamori Sugita. For Journal of East Asian Linguistics.
- 2011 Why some imperfectives are interpreted imperfectly: A study of Chinese learners of Japanese. With Alison Gabriele. *Language Acquisition* , 18.1. 39–83.
- 2002 On how to use –wa . With Robert Fiengo. *Journal of East Asian Linguistics* , 11.1. 5– 42.
Reprinted in 2005 in *Japanese Linguistics: Critical Concepts in Linguistics* . N. Tsujimura (ed.). Routledge.

Presentations and invited talks

Invited

- 2011 Breaking the illusion of modality: A pragmatic analysis of Japanese darou. With Marisa Genuardi*. Workshop on Modality and Evidentials (organized by Chungmin Lee and Jin Ho Park). 21st Japanese/Korean Linguistics Conference, Seoul National University (10/19)
- 2010 Nihongo no gakusyuu wo toosite manaberu koto wa nani ka – gengogaku to bunka [What we can learn when we learn Japanese – linguistics and culture]. National Institute for Japanese Language and Linguistics, Tachikawa (11/17)
- 2010 Progressive, perfective, and experiential: a unified semantics for te-iru. With Mamori Sugita. Research Center in Linguistics, Nanzan University (11/13)
- 2009 Swimming, going, *being healthy in English, Japanese, and Chinese. Department of Linguistics, University of Kansas (10/30)

Language Teaching

- 2004-2005 Teaching Japanese as a second language, MS program, School of Education, Queens College, CUNY.

Linguistics Teaching

- 2010 Guest lecture. Acquisition of semantics. Seminar in Second Language Acquisition, CUNY Graduate Center. (11/24)

Fellowships, grants, awards

- 2011 Chinese and the Community. Proposal for a Confucius Classroom submitted to the Chinese Hanban. (\$250,000, written with Tamara Evans and Marleen Kassel)
- 2010-2012 Project Director, New Ground, Two Critical Languages. The Andrew W Mellon Foundation (\$309,000)
- 2010-2012 Project Director, New Ground, Critical Languages: Middle Eastern Studies at

SILVINA A. MONTRUL

University of Illinois at Urbana-Champaign [REDACTED]
Department of Spanish, Italian & Portuguese Champaign, IL 61820

Phone: [REDACTED]

Phone: [REDACTED]

Fax: [REDACTED]

e-mail: [REDACTED]

<http://faculty.las.illinois.edu/montrul/index.html>

PERSONAL HISTORY AND PROFESSIONAL EXPERIENCE

EDUCATIONAL BACKGROUND

Certificate of Business, University of Illinois, 2012

Ph.D. Linguistics, McGill University, 1998.

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

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

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

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

ACADEMIC POSITIONS

2010-to date Professor, Department of Spanish, Italian and Portuguese (75%)

Professor, Department of Linguistics (25%)

Affiliate at the Beckman Institute for Advanced Science and Technology (Artificial Intelligence Research Group in the Human Computer Intelligent Interaction (HCII) Research Initiative).

2005-2010 Associate Professor, Department of Spanish, Italian and Portuguese (75%)

Associate Professor, Department of Linguistics (25%)

Affiliate at the Beckman Institute for Advanced Science and Technology (Artificial Intelligence Research Group in the Human Computer Intelligent Interaction (HCII) Research Initiative).

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

ADMINISTRATIVE POSITIONS

2010-present Head, Department of Spanish, Italian and Portuguese (SIP)

<http://www.sip.uiuc.edu/>

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

<http://www.languageacademy.illinois.edu/>

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

<http://www.bilingualismlab.illinois.edu/>

2008-2011 Director of the interdisciplinary doctoral program on Second Language Acquisition and Teacher Education (SLATE). <http://www.slate.illinois.edu/>

2005-2010 Director Spanish Undergraduate Studies

OFFICE HELD IN PROFESSIONAL SOCIETIES

National Heritage Language Resource Center, Advisory Board member

EDITORSHIPS OF JOURNALS OR OTHER LEARNED PUBLICATIONS

2011-present Editor *Second Language Research*, London, Sage publications

GRANTS

2013 Focal Point Grant for graduate training. Graduate College, University of Illinois. Bilingualism: Cognition, Culture, Computation. \$14,000 (AY 2013-2014).

2013 University of Illinois Campus Research Board. PI Silvina Montrul, Co-PIs Tania Ionin (Linguistics), Melissa Bowles (SIP), Andrei Cimpian (Psychology). *Incipient second language acquisition in 5-7 year old children learning Spanish*. Amount \$15,000.

2012 University of Illinois Office of Public Engagement Grant. Silvina Montrul, PI. Project Title: *Expanding Spanish Summer camp Options for 11-12 year old children at the University Language Academy for Children*. Support for course development funds, TAs and materials. Amount \$14,000.

II. PUBLICATIONS AND CREATIVE WORKS

DOCTORAL THESIS TITLE

Transitivity Alternations in Second Language Acquisition: A Crosslinguistic Study of English, Turkish and Spanish. Supervisor: Prof. Lydia White.

Reviewed by Antonella Sorace, University of Edinburgh. *GLOT International* 4, 9/10, December 1999, pp. 16-19.

BOOKS AUTHORED

Montrul, S. (forthcoming in 2014). *The Acquisition of Heritage Languages*. Cambridge, UK: Cambridge University Press.

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

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

Montrul, S. 2004. *The Acquisition of Spanish. Morphosyntactic Development in Monolingual and Bilingual L1 Acquisition and in Adult L2 Acquisition*. [Series on Language Acquisition and Language Disorders] Amsterdam: John Benjamins (pp. xv + 411).

ARTICLES IN JOURNALS

Bowles, M. and Montrul, S. (in press). Heritage Spanish speakers in university language courses: A decade of difference. *ADFL Bulletin*

Benmamoun, A., Albirini, A. Montrul, S., and Saadah, E. 2014. Arabic plurals and root and pattern morphology in Palestinian and Egyptian heritage speakers. *Linguistic Approaches to Bilingualism* 4, 89-123.

Tomonori Nagano

Assistant Professor
Education and Language Acquisition Department,
LaGuardia Community College, The City University of New York

[REDACTED]
Long Island City NY 11101

Tel: [REDACTED]
[REDACTED]

Education

May 2012 Ph.D. in Linguistics, The Graduate Center, The City University of New York
Sept 2008 M.Phil in Linguistics, The Graduate Center, The City University of New York
Jan 2003 MA in TESOL, New York University (The Steinhardt School of Education)
Mar 1998 Bachelor of Arts in English, Kansai Gaidai University (Osaka, Japan)

Academic and professional recognition

2014-2015 PSC-CUNY Grant Traditional A (\$3,466.50; PSC-CUNY)
2014 William Stewart Travel Award (\$500; CUNY Academy of Humanities and Sciences)
2014 Japan Foundation NY Grant for Arts and Culture (\$3,166)
2013-2014 CUNY The Community College Collaborative Incentive Research Grants (\$15,000; The City University of New York)
2013-2014 Henry-Luce World Heritage (Language) Scholars Project (Faculty Advisor)
2013 JF Japanese-Language Teaching Material Purchase Grant (\$1,000)
2013 Japan Foundation NY Grant for Japanese Studies (\$1,800)
2011-2012 Japan Foundation Salary Assistance Program (\$38,441)
2010 JF Japanese-Language Teaching Material Purchase Grant (\$1,000)
2009-2010 Doctoral Student Research Grant (\$1,499; The CUNY Graduate Center)
2006-2009 Provost's Fellowship (\$3,219-\$5,050 each year; The CUNY Graduate Center)

General research history

- Nagano, T. and Kitao, K. (2007). Using simple computational linguistic techniques for teaching collocations. *Journal of Culture and Information Science*, 2(1):1–16.
- Nagano, T. and Valian, V. (2011). Is fully-automated corpus-based language acquisition research feasible? Poster presentation at the Architectures and Mechanisms of Language Processing (AMLaP).
- Nagano, T. (2012a). Acquisition of English verb transitivity by native speakers of Japanese. In *Proceedings of the Second Language Research Forum 2011*, pages xx–xx, Ames, Iowa. University of Iowa, Cascadilla Press.

- Nagano, T. (2012b). Acquisition of English verb transitivity by native speakers of Japanese. PhD thesis, The Graduate Center, The City University of New York.
- "Can-do" style self-assessment for a beginning-level college Japanese course. (2013). In Kondo-Brown, K., Brown, J. D., and Tominaga, W., editors, *Practical assessment tools for college Japanese*, pages 140-145. National Foreign Languages Resource Center, Honolulu, HI.

Collaborators

- Martin Chodorow, Professor, Department of Psychology, Hunter College
Faculty mentor and dissertation advisor at the CUNY Graduate Center
- William McClure, Dean, Faculty of Arts and Humanities, Queens College
Dissertation committee member
- Gita Martohardjono, Associate Professor and Executive Officer, CUNY Graduate Center
Dissertation committee member
- Virginia Valian, Distinguished Professor, Department of Psychology, Hunter College

Research Narrative

The theme of my research is cross-linguistic learnability in second language acquisition, especially learnability issues for Second Language (L2) Japanese or English language learners. My dissertation, entitled "Acquisition of English verb transitivity by native speakers of Japanese," is concerned with native Japanese speakers' acquisition of English lexical causativity. I investigated linguistic and usage-based factors that influence the process of acquiring English causative verbs. Currently, I am conducting another study in which I am investigating the L2 learner's judgments of the use of collocations and pronominal adjectival participles (e.g., *unopened/opened box*, *perished/*perishing soldier*, *disappeared/*disappearing evidence*, etc.). Extrapolating from the findings of my dissertation research, I predict that L2 English and Japanese learners will exhibit non-native-like judgments with low-frequency participles whose semantics denote "disappearance" (e.g., *vanish*, *expire* etc.) but not those participles in the "change-of-state" and "manner-of-motion" classes (e.g., *burst*, *spin* etc.).

Joachim E. Oppenheim

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New York, NY 10025

Phone: [REDACTED]

. Email: [REDACTED]

Education

2003 M.A. Middle Eastern Studies, MacCracken Fellow. New York University.

1999 B.A. With Distinction. Major: Near Eastern Studies. Cornell University, College of Arts and Sciences.

Experience

2006-Present Instructor. Kingsborough Community College, Department of Foreign Languages.

Coordinate the program in Arabic language studies. Teach the Arabic 100 and 200 courses. Provide advanced grammar and composition study for heritage Arabic speakers. Work in conjunction with other language coordinators in the department on assessment measures and integrating new technologies in the classroom. Set up avenues for the Arabic program to expand in the future; proposed 24 week syllabus for an Arabic 3-4 sequence approved by the Curriculum Committee. Teach French I & II and Spanish I and substitute for Hebrew language courses, as needed.

Service to College: Liberal Arts Advisory Board, Advisor to the Arabic Culture Club and to students seeking to establish an Arabic/English conversation exchange club with ESL students on campus. Departmental Liaison to Honors Program, Faculty and Teaching Committee. Represent the Department of Foreign Languages at welcoming gatherings and events, providing information and explanations to prospective students and their families in Arabic, French, Russian, Hebrew, and Spanish.

- Summer 2011 Travel to Tatarstan and the North Caucasus, Russia.
Conducted research at Kazan State University and Kabardino-Balkaria State University in Nalchik on perspectives in teaching the Tatar and Balkar languages and cultures in the multi-lingual Russian Federation.
- Winter 2010 Travel to Palestine and to Israel.
Consulted with Arabic language educators and obtained their recommended text materials pertaining to the teaching of Arabic grammar and composition. Maintained Hebrew language skills.
- Summer 2007 & 2008 Travel to Lebanon and Syria.
Obtained additional Arabic teaching resources and classroom enrichment materials.
- 2006-2007 Part-Time Instructor, 92nd Street Y.
Taught Arabic I & II.
- Spring 2006 Part-Time Instructor of English as a Second Language. Kingsborough Community College, Division of Continuing Education.
Taught English language skills to adult immigrants.
- 2006 Instructor of Arabic and Hebrew. Berlitz Languages, Inc.
Taught spoken and written Arabic and Hebrew to corporate, diplomatic and other interested clients.
- 2004-2006 Interpreter and Translator. Languages R Us Translation and Interpretation Co., Inc., New York City.
Conducted interpretation and translation in Arabic, Hebrew and French. Client areas included law, education and psychological assessment.
- Fall 2004 English Language Instructor. European Russia (Moscow, St. Petersburg) and Siberia (Irkutsk, Listvyanka, Ulan Ude).

IRINA A. SEKERINA

Education

CUNY Graduate School and University Center; Ph.D. in Linguistics; 1997
CUNY Graduate School and University Center; M.A. in Linguistics; 1992
Moscow State University; B.A. in Linguistics; 1984

External Grants

- 2005- 2006** National Science Foundation, Child Research Initiative grant #0518438
“*Workshop on On-Line Methods in Children’s Language Processing.*” \$15,315.
2002-2006 National Science Foundation ADVANCE Grant #0137851 “*Bilingual
Processing and Acquisition in Multidisciplinary Environment.*” \$244,189.

Publications

Edited Books

- 2008 Sekerina, I.A., Fernandez, E.M., and Clahsen, H. (Eds.) *Developmental Psycholinguistics: On-Line Methods in Children’s Language Processing.* Amsterdam: John Benjamins.
2001 Kibrik, A.A., Kobozeva, I.M., and Sekerina, I.A. (Eds.) *Modern American Linguistics: Fundamental Trends.* (in Russian). 2nd Ed. Moscow, Russia: Publishing House URSS.

Articles

- Submitted Sekerina, I.A., and Trueswell, J. C. Processing of Contrastiveness by Heritage Russian-English Bilinguals and the ‘Performance Deficit’ Hypothesis. Submitted to *Bilingualism: Language and Cognition*. 60 pp.
Submitted Hanne, S., Sekerina, I.A., Vasishth, S., Burchert, F., & De Bleser, R. Chance in Agrammatic Sentence Comprehension—What Does it Really Mean? Evidence from Eye Movements of German Agrammatic Aphasics. Submitted to *Cognition*. 58 pp.

Chapters in Books

- 2008 Sekerina, I.A. Building Bridges: Slavic Linguistics Going Cognitive. In Franks, S., Andrews, E., & Feldstein, R., and Fowler, G. (Eds.) *Slavic Linguistics 2000: The Future of Slavic Linguistics in America. Glossos, 8.* E-journal of the Slavic and East European Language Research Center.

Refereed Proceedings

- 2008 Petrova, K., Sekerina, I. A., & Fernández, E. M. Pris’edinjavane na strukturno mnogoznachni podchineni izrechenija v bulgarskija ezik. (In Bulgarian.)

["Attachment of structurally ambiguous relative clauses in Bulgarian."]
In *Bulgaristica – Studia et Argumenta*. Festschrift für Ruselina Nitsolova.
(pp. 328-336). München: Verlag Otto Sagner.

VITA
KAREN BETH STEELE



(home)
(work)

EDUCATION: Brown University, 1974: Ph.D. in English
Emory University, 1965: B.A. in English

WORK EXPERIENCE AT QUEENSBOROUGH COMMUNITY COLLEGE:

January 7, 2014 – present: **Interim Vice President for Strategic Planning, Assessment, and Institutional Effectiveness**

Direct a comprehensive college-wide institutional effectiveness program that includes strategic planning, institutional research, outcomes assessment, academic program review, accreditation, and compliance with state/federal/MSCHE requirements.

August 30, 2010 – January 6, 2014: **Interim Vice President for Academic Affairs**

Served as Chief Academic Officer of the College, reporting directly to the President, providing academic leadership, assuring the currency, integrity and quality of academic programs and services, and overseeing their direction and administration, consistent with the College's mission, values, and goals. Administrative oversight of Office of Academic Affairs, seventeen academic departments, the Library, Registrar, Institutional Research and Assessment, CETL, and the College learning centers.

May 1 2004 – August 2010: **Dean for Academic Affairs**

In the office of Academic Affairs, under the direction of the Provost, primary functional responsibilities for curricular affairs and curriculum monitoring, including general education; course scheduling coordination and monitoring and academic facility utilization; and new program development

PMP Liaison to the University for strategic planning; assist the President in managing the strategic planning process

September 2004: **Tenured Associate Professor of English**

July 2001 – March 2003: **Associate Dean of Academic Affairs; as of January 1, 2004, Acting Dean of Academic Affairs**

May 2000– June 2001: **Associate Dean of Institutional Planning, Research and Assessment**

Oct. 1999-May 2000: **Associate Professor of English**
Acting Associate Dean of Institutional Planning, Research and Assessment

Nov. 1989 – Sept. 1999: **Assistant Dean of Academic Affairs, 1989 – 1999;**
Associate Professor of English, October 1997;
Acting Associate Dean of Academic Affairs, August 1996 – June 1997;
Higher Education Officer, April 1994.

July 1986 – Oct. 1989 **Assistant Dean of Instructional Services**

Feb. 1985 – June 1986 **Assistant Dean of Academic Affairs, Higher Education Associate**

Feb. 1984 – Jan. 1985 **Assistant to the Dean of Academic Affairs, Higher Education Assistant**

PROFESSIONAL SERVICE:

Member of Middles States Evaluation Teams:

October 2012 Bergen Community College, Paramus, NJ
April 2012 Essex Community College, Newark, NJ (small team chair)
April 2011 Carroll Community College, Westminster, MD
April 2008 Warren County Community College, Washington, NJ
March 2007 University College of San Juan, San Juan, PR
April 2005 Allegany College of Maryland, MD
March 2004 Philadelphia Community College, Philadelphia, PA
March 200 Essex County College, Newark, NJ

RECENT PRESENTATIONS:

December 2013 “Starfish: An Early Alert Tool with a 360-degree View of At-risk Students, panel presenter at Twelfth Annual CUNY IT Conference, New York
April 2013 “Perspectives on the Search, Selection, and Retention of Faculty,” panel presenter at AACC Annual Convention, San Francisco
December 2010 “Culture of Collaboration: Cultivating a Campus Environment for Assessment,” panel presenter at MSCHE Annual Meeting, Philadelphia

CHRISTOPHER REED STONE

CURRENT ACADEMIC POSITION:

Hunter College of the City University of New York

2005-present Department of Classical and Oriental Studies

Associate Professor of Arabic
Head of Arabic Program
MA Faculty CUNY Graduate Center

EDUCATION:

Ph.D. Near Eastern Studies: Arabic Literature and Language (2002)
Princeton University, Department of Near Eastern Studies

M.A. Near Eastern Studies (1996)
Princeton University, Program in Near Eastern Studies

B.A. English (1987) (Phi Beta Kappa)
Haverford College

SELECTED PUBLICATIONS AND TRANSLATIONS:

"Teaching Arabic in the US after 9/11." *Jadaliyya*. April 11, 2014. <http://iurl.no/2l14t>

"The Baalbek Festival, Fairouz and the Rahbani Brothers: the Birth of Lebanon."
Cahiers d'ethnomusicologie. 26 (2013). Forthcoming.

"al-Nuzul ila al-maa" (Descending into the Water) by Muin Bseiso. *Shahadat* (Spring 2012) by ArteEast.
(<http://issuu.com/arteeast/docs/springshahadat2012>)

"Ramallah did Ramallah" (Ramallah versus Ramallah) by Najwan Darwish in *In Ramallah, Running*, eds. Guy Mannes-Abbott and Samar Martha, London: Black Dog Publishing, 2012: 101-106.

"Ala al-hudud, fi Ramallah" (In Ramallah, On the Borders) by Adania Shibli in *In Ramallah, Running*, eds. Guy Mannes-Abbott and Samar Martha, London: Black Dog Publishing, 2012: 107-111.

"Georg Lukacs and the improbable realism of Sonallah Ibrahim's *The Committee*." *The Journal of Arabic Literature*. 41.1-2 (2010): 136-147.

"al-Sharika al-muwahhada lil-naql -- al-Quds" (The United Transport Company - Jerusalem) by Adania Shibli. in *The Other Shadow of the City*, ed. Samar Martha, London: ArtSchool Palestine, 2010: 34-41.
- republished here: <http://bit.ly/l0wZnR>

"Fairouz, the Rahbani Brothers, Jerusalem and the Lebanese Song." in Tamar Mayer and Suleiman A. Mourad (eds.). *Jerusalem: Idea and Reality*. New York: Routledge, 2008: 232-252.

"Tawfiq al-Hakim, Yusuf al-Qa'id and the "Mature" Arab Novel." in Marle Hammond and Dana Sajdi (eds.). *Transforming Loss into Beauty: Essays on Arabic Literature and Culture in Honor of Magda al-Nowaihi*. Cairo: The American University in Cairo Press, 2008: 419-454.

Popular Culture and Nationalism in Lebanon: the Fairouz and Rahbani Nation. New York: Routledge, 2007.

"Ziyad Rahbani's 'Novelization' of Lebanese Musical Theater or The Paradox of Parody." *Middle Eastern Literatures*. 8.2 (July 2005): 151-170.

"The Ba'labakk Festival and the Rahbanis: Folklore, Ancient History, Musical Theater and Nationalism in Lebanon." *Arab Studies Journal*. 11.2-12.1 (Fall 2003/Spring 2004): 10-40.

RECENT PRESENTATIONS

"In Search of Sheikh Imam and Ahmed Fouad Negm: Protest Song, Mass Media and Memory in the Context of The Arab Spring." City College, New York, NY 13 May, 2014.

"Sonallah Ibrahim's *That Smell* and *Stealth*: nostalgia and the prediction of past and future futures." *Sonallah Ibrahim: Midans of the Self*. Georgetown University, Washington, DC. 2 May, 2013.

"Nostalgia in Contemporary Egyptian Cinema." Teacher Training workshop at Princeton University. Princeton, NJ. 21 May 2011.

"The Fairouz and Rahbani Nation." The Middle East Institute of Columbia University. New York, NY. 7 February 2011.

CONFERENCE ORGANIZER

Cultural Seasons in Egypt: Artistic Expression and Cultural Discourse. Cairo, Egypt. 1-2 March, 2013 (<http://www.arce.org/news/u100>).

American Council on the Teaching of Foreign Languages

Tel: [REDACTED]

Fax: [REDACTED]

E-mail: [REDACTED]

EDUCATION

doctor of arts, syracuse university, 1997

Specialization in Spanish Language and Culture, Second Language Acquisition, and Educational Administration

master of science, syracuse university, 1985

Foreign Language Education

BACHELOR OF ARTS, BINGHAMTON UNIVERSITY, 1965

Modern Languages (Spanish, Russian)

PROFESSIONAL EXPERIENCE

program director

Director of Professional Programs: American Council on the Teaching of Foreign Languages (ACTFL), White Plains, NY, 1997-present

Plains, NY, 1997-present

- *Direct the ACTFL Certified Proficiency Testing and Tester Training Programs*
- *Direct the ILR (U.S. Government) OPI Testing and Tester Training Programs*
- *Direct the ACTFL Professional Development Workshop Program*
- *Secure and manage funded projects, research initiatives, testing contracts*
- *Advise and consult on second language acquisition, pedagogy, assessment*
- *Supervise and coordinate ACTFL staff and off-site consultants*
- *Prepare and manage annual departmental budget*

Director of Assessment Initiatives, American Council on the Teaching of Foreign Languages, Yonkers, NY, 1996-1997

Editorial Director for College Spanish and Italian: Heinle & Heinle Publishers, Boston, MA, 1995-1996

Director of First Year Program: Middlebury College - The Spanish School, Middlebury, VT, 1991-1993

Spanish Language Coordinator: Syracuse University Department of Languages, Literatures, and Linguistics, Syracuse, NY, 1988-1995

Interim Director: Foreign Language Education Program, Syracuse University, 1989-1990

Spanish Language Teacher, grades 6-12: 1965-1988

PROJECT DIRECTOR

-
- *2013 NCSSFL/ACTFL Can-do Statements*

- 2012 ACTFL Performance Descriptors for Language Learning
- 2012 Revision of the ACTFL Proficiency Guidelines
- US Government's ILR Summits on Speaking and Listening
- ACTFL/DLI Contract for ILR Testing and Test Support. Contract with the Defense Language Institute, Monterey, CA. Awarded 2002, renewed through 2010
- Heritage Language Research Project: A Research Initiative of the National Heritage Language Resource Center at UCLA and ACTFL, 2009-present
- The Language Flagship Diffusion of Innovation Grant: Arabic Oral Proficiency Testing Consensus Initiative, 2008 – present
- ACTFL Assessment for Performance and Proficiency of Languages. Funded by the U.S. Department of Education – International Research and Studies Program, 2005-2008

TESTING, TEST DEVELOPMENT, AND TESTER TRAINING

Leadership Team, ACTFL Assessment of Performance Toward Proficiency of Languages (AAPPL) 2012

Leadership Team, ACTFL Reading and Listening Tests 2012

Leadership Team, NATO Benchmark Advisory Test 2007-2009

Director of Test Development: ACTFL OPIc (computerized online test of spoken English: ACTFL/LTI joint project with

CREDU/Samsung, Korea. 2006-present

Director of Reading Comprehension Materials in Critical Languages for Defense Intelligence Agency, 2006

Technical Panel Expert: The E-Language Learning Project sponsored by the U.S. Department of Education and the Chinese Ministry of

Education, 2002-present

Consultant to the Defense Language Institute, Monterey CA, 1998-present

PUBLICATIONS

Glisan, E., Swender, E., Surface, E.A., Oral Proficiency Standards and Foreign Language Teacher Candidates: Current Findings and Future Research Directions, Foreign Language Annals, Volume 46 Number 2, pages 265-289, Summer, 2013

Tschirner, E., Baraenfaenfer, O., Swender, E., Comparing ACTFL/ILR and CEFR Based Reading Tests in Tschirner (ed), Aligning Frameworks of Reference in Language Testing, Stauffenburg, 2012

PRESENTATIONS, WORKSHOPS, SEMINARS

Introducing the NCSSFL/ACTFL Can-do Statements, ACTFL Annual Meeting 2013, Orlando FL, November, 2013

OPIc Familiarization Workshop, CREDU, Inc., Seoul, Korea, August, 2013

The ACTFL-CEFR Project, ACTFL-CEFR Symposium, Alexandria, VA, June 2013

Aligning NCSSFL LinguaFolio Can-do Statements to the ACTFL Proficiency Guidelines 2012, ACTFL Annual Meeting, Philadelphia, PA, November, 2012

ADVISORY BOARDS

ACTFL-ECML (European Centre for Modern Languages) Advisory Board 2010-present

ASTM Committee F43 on Language Products and Services – Executive Board Member

Olivia Yáñez, Ph. D.
Associate Professor of Spanish
Foreign Languages Department Chair
College of Lake County
Tel.: [REDACTED]
email: [REDACTED]

EDUCATION

Ph.D. The University of Chicago, Romance Languages and Literatures Spanish
Dissertation: Apariencias, humor y pasión: Técnicas de liberación en las obras de Ángeles Mastretta Director: Prof. Patrick O'Connor 2004

M.A. Loyola University Chicago Modern Languages and Literatures Spanish 1993

B.S. Loyola University Chicago Major: Psychology Minor: Spanish 1991

AREAS OF SPECIALIZATION

All levels of language - 20th Century Latin American Women's Prose Fiction - Romanticism – Poetry and Prose, Spain and Latin America - 20th Century Latin American Poetry- Latina Writers

HONORS

2011 Recipient of a College of Lake County Foundation Grant to initiate the Latin American Program

PROFESSIONAL EXPERIENCE

2006-Present College of Lake County Full Time Faculty

2011 Developed the Latin American Program

2007-2010 College of Lake County
Chair of the Foreign Languages Department

PUBLICATIONS

Apariencias, humor y pasión: Técnicas de liberación en las obras de Ángeles Mastretta. Book-length manuscript. Work in progress.

“Manipulación y placer: el lado oscuro del erotismo en cuentos de Pía Barros.” Paper accepted for publication in the 2000-2001 volume of the *University of Pennsylvania's Graduate Student's Working Paper Series*.

“¿Quién eres Asterión?: una visita a ‘La casa de Asterión’ de Jorge Luis Borges.” *El Cid*. South Carolina: The Citadel. Ed. XI. August 1998.

“Cartas y diarios: espejismos de una fantasía en *Demasiado Amor* de Sara Sefchovich.” Paper accepted for publication in *Bazar, Revista de Literatura*, Málaga, Spain. 1998.

APPENDIX II TIMELINE OF ACTIVITIES

YEAR 1 2014-2015			
CILC Four Projects and Project Acronyms			
<i>Written Proficiency of Heritage Learners: WPHLs</i>		<i>Heritage Arabic eBook: HAeB</i>	
<i>Language and Community College Nexus: LCCN</i>		<i>Heritage Telecollaboration: HT</i>	
ACTIVITIES	KEY PERSONNEL	TIMEFRAME FROM/TO	
<p><i>LCCN Project (i) and (ii)</i></p> <p>i. Identification of Faculty Working Group. Invite members of three different community colleges—at least one a non-CUNY institution—to participate as first-year members of the <i>Community College Nexus</i> (CCN) team</p> <p>ii. Survey Design. Design two surveys: one for students at CUNY’s CCs, the other a survey of language professionals at community colleges around the U.S.</p>	<p>Tomonori Nagano, Project Co-Coordinator Alex Funk, Project Co-Coordinator LCCN Survey Design Assistant Three Invited LCCN Team Members</p>	09/30	10/30
		11/01	07/31
<p><i>HT PROJECT (i), (ii) and (iii)</i></p> <p>i. Background Research on Heritage and Telecollaborative Language Learning. Identify current relevant research. Create a theoretical framework for the project.</p> <p>ii. Creation of Objectives and Identification of Participating Courses.</p> <p>iii. Module Design and Identification of Telecollaborative Partners. Design of telecollaboration module to be integrated in existing classes. Identify partners and coordinate partnership for the selected courses</p>	<p>Wei Lai, Project Co-Coordinator Valeria Belmonti, Project Co-ordinator HT Research Assistant Faculty Team: Aranzazu Borrachero, Evelyn Durán-Urrea, Xiao Li</p>	09/30	12/20
		09/30	12/20
		02/01	07/31
<p><i>WPHLL Project (i), (ii) and (iii)</i></p> <p>i. Recruitment of Subjects Determine the desired number of test takers in each language; Identify optimal recruitment sites (CUNY campuses); Develop a screening tool and biographical survey; Contact research participants and have them complete screening survey</p> <p>ii. Testing. Administer the ACTFL Writing in four languages on the campuses where recruiting will take place, as well as (optionally) at the CILC offices in Manhattan</p> <p>iii. ACTFL Scoring. Send the completed exams to ACTFL for scoring</p>	<p>WPHLL Coordinator, Alberta Gatti WPHLL Research Assistant</p>	09/30	12/20
		02/01	04/30
		05/10	06/30

YEAR 2 2015-2016

CILC Four Projects and Project Acronyms

*Written Proficiency of Heritage Learners: WPHLLs
Language and Community College Nexus: LCCN*

*Heritage Arabic eBook: HAeB
Heritage Telecollaboration: HT*

ACTIVITIES	KEY PERSONNEL	TIMEFRAME FROM/TO	
<p><i>LCCN Project (iii) and (iv)</i></p> <p>iii. Survey Administration. Administer the surveys to students from six of CUNY’s seven community colleges (Guttman Community College does not offer foreign language classes) and to language professionals across the United States.</p> <p>iv. Forum Organization and Hosting. Organize and host the “Community/College/Language,” Forum</p>	Tomonori Nagano, Project Co-Coordinator	09/01	08/10
	Alex Funk, Project Co-Coordinator LCCN Survey Design Assistant Invited Speakers	09/01	03/30
<p><i>HAeB Project (i) to (iv)</i></p> <p>i. Survey of Existing Textbooks and Online Materials. Create an informal bibliography for internal use</p> <p>ii. Research and Curation of Scholarly Work. Combine a comprehensive look at the literature on Arabic heritage learners with an overview of the latest research on heritage and Arabic education</p> <p>iii. Development of E-Book Outline. Prepare a full working outline for the e-book (includes: organization of the work, existing materials that will be used and/or modified, materials that will be created)</p> <p>iv. Creation of New Materials. Start the development of new heritage materials</p>	Christopher Stone, Project Coordinator HAeB Research Assistant	09/10	10/11
	Joachim Oppenheim, Community College Contributor	11/10	12/20
		02/01	02/28
		02/28	Ongoing
<p><i>HT Project (v)</i></p> <p>v. Piloting. Pilot created modules in selected courses. Evaluate module effectiveness with previously developed instruments</p>	Wei Lai, Project Co-Coordinator Valeria Belmonti, Project Co-Coordinator HT Research Assistant Faculty Team: Aranzazu Borrachero, Evelyn Durán-Urrea, Xiao Li	09/01	05/20
<p><i>WPHLL Project (vi) and (v)</i></p> <p>iv. WPT Rating Certification. Train two CUNY faculty members for each of the four languages</p> <p>v. Rating of Samples. Rate samples with the assistance of ACTFL consultants.</p>	Alberta Gatti, Project Coordinator	09/01	12/20
	WPHLL Research Assistant Rater Trainer 8 faculty members ACTFL Consultant	02/01	04/30

YEAR 3 2016-2017

CILC Four Projects and Project Acronyms

Written Proficiency of Heritage Learners: WPHLLs
Language and Community College Nexus: LCCN

Heritage Arabic eBook: HAeB
Heritage Telecollaboration: HT

ACTIVITIES	KEY PERSONNEL	TIMEFRAME FROM/TO	
<p><i>LCNN Project (v)</i> v. Survey Analysis. Analyze the results of the surveys</p>	<p>Tomonori Nagano, Project Co-Coordinator Alex Funk, Project Co-Coordinator LCCN Survey Design Assistant</p>	09/01	07/31
<p><i>HAeB Project (v)</i> v. Creation of New Materials. Start the development of new heritage materials</p>	<p>Christopher Stone, Project Coordinator HAeB Research Assistant Habiba Boumlik, Community College Contributor</p>	Ongoing	07/31 12/20 03/20
<p><i>HT Project (vi)</i> vi. Analysis of Data. Creation of Report . Publication.</p>	<p>Wei Lai, Project Co-Coordinator Valeria Belmonti, Project Co-coordinator HT Research Assistant HT Faculty Team: Aranzazu Borrachero, Evelyn Durán-Urrea, Xiao Li</p>	09/01 10/16 06/01	10/15 05/20 07/31
<p><i>WPHLL Project (vi)</i> vi. Analysis. Conduct two levels of analysis (samples and findings) vii. Report. Writing of final report including a) describe the writing proficiencies of heritage speakers against the background of the learners’ linguistic biographies, and b) instructional implications for improving the writing skills of heritage learners. viii. Dissemination. Publish report on CILC’s website. Disseminate findings through conference presentations and journal articles.</p>	<p>WPHLL Coordinator, Alberta Gatti WPHL Research Assistant Project Consultants Cynthia Martin and Elvira Swender</p>	09/10 02/01 07/01	12/20 06/30 07/31

YEAR 4 2017-2018

CILC Four Projects and Project Acronyms

Written Proficiency of Heritage Learners: WPHLs
Language and Community College Nexus: LCCN

Heritage Arabic eBook: HAeB
Heritage Telecollaboration: HT

ACTIVITIES	KEY PERSONNEL	TIMEFRAME FROM/TO	
<p><i>LCCN Project (iv) and (vi)</i></p> <p>iv. Forum Organization and Hosting. Organize and host the “Community/College/Language,” Forum.</p> <p>vi. Report on Language Education in Community College. Produce a report on language education in community college, based upon the results of the survey and the discussion produced by the two Forums. Publish the report on CILC’s website. Individual sub-components will be submitted for consideration to conferences and journals.</p>	<p>Tomonori Nagano, Project Co-Coordinator</p> <p>Alex Funk, Project Co-Coordinator CC Consultant LCCN Survey Design Assistant</p>	09/01	12/30
		02/01	07/31 and after the end of the grant period
<p><i>HAeB Project (vi) to (viii)</i></p> <p>vi. Classroom Piloting of New Materials. Test new materials with heritage- and mixed-student classes.</p> <p>vii. Collation of E-Book. Assemble the completed e-book.</p> <p>viii. Editing. Complete the editing of the e-Book</p> <p>ix. Publishing. Web-publish the e-book by the end of the project</p>	<p>Christopher Stone, Project Coordinator HAeB Research Assistant</p>	09/01	05/20
		08/30	12/20
		02/01	04/30
		06/30	-----
<p><i>HT Project (vii)</i></p> <p>vii. Planning and Marketing of Summer Institute</p> <p>– Operation of Summer Institute. Offer three face-to-face and online workshops for the teaching of Chinese, Spanish and non- language specific on how to create, implement and use telecollaboration modules in heritage language and mixed classrooms.</p>	<p>Wei Lai, Project Co-Coordinator, Valeria Belmonti, Project Co-Coord. HT Research Assist. HT Faculty Team: Aranzazu Borrachero, Evelyn Durán-Urrea, Xiao Li Alberta Gatti</p>	09/01	05/30
		06/01	07/31

APPENDIX III – LETTERS OF SUPPORT

The Graduate Center – CUNY
CUNY Council on World Language Study
Hunter College
Queens College
LaGuardia Community College
Borough of Manhattan Community College

David Olan
Interim Associate Provost and
Dean for the Humanities and Social Sciences

[REDACTED]
New York, NY 10016-4309

[REDACTED]
www.gc.cuny.edu



July 8, 2014

To Whom It May Concern:

The Office of the Provost is pleased to give the full support of The Graduate Center of the City University of New York (GC-CUNY) to the proposal submitted by Professor Alberta Gatti to establish the Center for Integrated Language Communities at the GC-CUNY. The proposed project will bring together strengths of the CUNY system – world class faculty, a newly established Institute for Language Education in Transcultural Context (ILETC), and arguably the most diverse student body in the country – to create dynamic discussion and offer solutions to the challenges of language education and research both within the New York region and to a national audience.

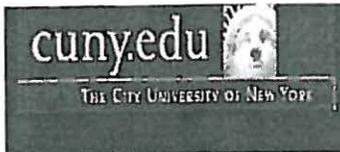
The GC-CUNY houses the proposing research group – ILETC, which was founded in 2012 with the broad mandate of researching, supporting, coordinating, and advocating for language learning across the 23 campuses of the CUNY system. ILETC is supported through university-wide funding, demonstrating the overall commitment of CUNY to value the language communities of our faculty and students. This proposal, if awarded, will write a new chapter by allowing the GC to broaden its reach and impact in these communities by providing necessary tools and disseminating research to a larger audience.

In closing, let me assure you that I agree to the tasks assigned to The Graduate Center, as described in the project description of the proposal, and I commit to provide or make available the resources specified therein.

Sincerely,

A large black rectangular redaction box covering the signature of David Olan.

David Olan
Associate Provost and Dean for the Humanities and Social Sciences (interim)



CUNY Council on World Language Study
The LOTE Discipline Council of the City University of New York
Founded 1978

Office of the Chancellor **Alexandra W. Logue** (Hon.)

Alicia Ramos, President
Elizabeth Starčević, Past President
Liliana Soto-Fernández, Vice President
Fabiola Salek, Vice President
Maan Lin, Treasurer
Laurel Cummins, Secretary

Baruch College
E. Martínez, D. Popkin, P. Xu

Borough of Manhattan C.C.
M. Enrico, E. Henao, O. Sánchez, A. Ramírez

Bronx Community College
L. Cummins, A. Lamazares

Brooklyn College
Luigi Bonafinni, A. Alonso, F. Girelli-Carasi

City College of New York
L. Callahan, E. Starčević, M. Blanchard

Graduate Center
J. del Valle, R. Brownstein, D. A. Clayman, T. Evans, A. Blum

Hostos Community College
O. Hernández, M. Correa, E. Bruce

Hunter College
P. Fasoli, T. Green, E. Kuhn-Osius, E. Nicolai, A. Ramos, A. DiIorio

John Jay College
S. Dapía, L. Soto-Fernández, Clara Castro Ponce

Kingsborough C. C.
A. García-Osuna, M. Hernández, E. Lolo

LaGuardia C. C.
Fan Wen, H. Boumik

Herbert H. Lehman College
T. Ihde, F. Montaña

Medgar Evers College
M. Vivero, J. Bottaro, A. Meléndez

N.Y.C. College of Technology
A. Delikan, R. Granados, Roxana Del Bene

Queens College
J. Martínez-Torrejón, M. Casco, J. Eddy

Queensborough C.C.
A. Ansani, L.B. Ellis, J.M. Lin, S. Alaiz

College of Staten Island
Jane Marcus-Delgado, N. Rouxel-Cubberly, L. Marchante-Aragón

York College
F. Salek, E. Vásquez

N.Y.C. High Schools

June 19, 2014

U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education
1990 K Street, N.W.
Washington, D.C. 20006

To whom it may concern:

AS it is to our understanding that CUNY's newly inaugurated Institute on Language Education in a Transcultural Context (ILETC) is applying is applying for a grant to establish a Language Resource Center (LRC), I am writing to endorse ILETC's application on behalf of the CUNY Council on World Language Study (CCWLS).

While CCWLS, as the discipline council of foreign language departments and faculty throughout the CUNY system, convenes frequently to discuss matters related to promoting and strengthening the teaching of foreign languages in our unique university and has conducted faculty and materials development efforts on numerous occasions, it is not charged with funding research in these areas nor does it have a budget to do so. ILETC, however, is defined as a research and resource center for language education at CUNY. Given the diverse student body of CUNY, CCWLS and ILETC encourage the fostering of literacy in the heritage languages in both senior and community colleges; in addition, given the international quality of our university and of our city, we regard intercultural competence as an indispensable part of our students' education—and both goals must be based on research. LRC designation will enhance ILETC's mission locally and broaden it on a national level.

Under the direction of Dr. Alberta Gatti, ILETC has made a mark on CUNY in under a year. A number of research projects including CUNY faculty have already been initiated, many of them in the areas stated as priority by Department of Education. Thus, ILETC and CUNY are well poised to advance the mission of a national Language Resource Center in New York.

Sincerely,

Alicia Ramos

School of Arts & Sciences
Office of the Dean
Phone: [REDACTED]
[REDACTED]

HUNTER

June 26, 2014

Dr. Pamela Maimer
U.S. Department of Education, OPE
International and Foreign Language Education
Language Resource Centers Program
1990 K Street, N.W., 6th Floor
Mail Stop K-OPE-6-6078
Washington, DC 2000

Dear Dr. Maimer:

As acting Dean of the School of Arts and Sciences, I enthusiastically support the creation of the Center for Integrated Language Communities (CILC), a national language resource center that will focus on heritage learners, language education in the community college context, and the use of educational technology to foster the teaching of interculture. I am delighted to play an active role in strengthening language education programs at CUNY. This center will not only enhance the quality of our language education programs, but also help us attract more students to language study with a community focus.

From my extensive discussions with faculty in our Arabic program, I have learned that they are committed to serving the diverse needs of the Hunter College and CUNY student body, including heritage students. Through courses that focus on both spoken and Standard Arabic, such as those we offer at Hunter, the Arabic program has determined that heritage students would be at too much of an advantage over true beginners not only in speaking, but also in listening comprehension. Moreover, we do not serve the needs of heritage students when we teach them dialects they may already know or are at least familiar with. Hunter accordingly now offers a sequence for heritage students that focuses exclusively on attaining proficiency in Standard Arabic. At Hunter, we are committed to further developing this curriculum so as to better serve the Arab heritage students at Hunter, and more broadly across CUNY. We feel that CUNY is in the optimal position to work on a curriculum for heritage learners of Arabic. Not only has no one in the field of Arabic language teaching developed such a curriculum but, outside of the Detroit area, no region in the US has more Arab Americans than New York.

The proposed implementation of ILETC's mission demonstrates careful preparation and insight in its chosen priorities and in cultivating opportunities for heritage language learners. Through this initiative, we are prepared to have our faculty members join colleagues from CUNY's consortium of 11 senior colleges and 7 community colleges.

Beyond that, we are positioned to capitalize on the extraordinary cultural and linguistic richness of CUNY's students and the New York City communities from which they come. We deeply believe this is a worthwhile endeavor to undertake on behalf of our students.

Sincerely,



Andrew J. Polsky
Acting Ruth and Harold Newman Dean of the School of Arts and Sciences, Hunter
College, CUNY



Office of the Provost

June 16, 2014

To Whom It May Concern

As the Acting Provost and Vice President for Academic Affairs at Queens College, CUNY, I write in strong support of the proposal to create the Center for Integrated Language Communities (CILC) under the leadership of CUNY's Institute for Language Education in Transcultural Context.

Queens College is situated in the Borough of Queens, one of the most ethnically and linguistically diverse counties in the country. Our students come from 170 countries and speak over 150 languages. Our overall mission is to give students an education, global in content and context, that is, to understand the significance of their own diversity.

The Center for Integrated Language Communities is designed to address the needs of an already large and growing population of students: heritage speakers of foreign languages. On the Queens College campus, nearly one-third of our 19,000 students speak a language in addition to English. With offerings in fifteen languages, enrollments in foreign language courses are also strong and growing (bucking the national trend), with the most popular languages being Spanish and Chinese. We also have graduate programs in five languages, and educate more language teachers than any other College in New York City. Also in Queens, LaGuardia Community College (LGCC) and Queensborough Community College (QCC) are our two main feeder schools. Both have strong language programs, and we work closely with them to coordinate policy and requirements in all academic programs. For example, we recently signed an articulation agreement with LGCC to allow students earning an Associate Degree in Chinese or Japanese to continue with the major in East Asian Studies at Queens College. Our Dean of Arts and Humanities, William McClure, is a professor of Japanese language and linguistics, and has taken the lead in our cooperation with the language faculties at both LGCC and QCC.

As one of the institutions that supported the creation of the Institute for Language Education in Transcultural Context, we are enthusiastic about the plan for the development of a Center for Integrated Language Communities. The Institute has recruited a strong team of specialists. The envisioned purpose of the Center will be to stress the connections between language fluency and cultural expertise with an emphasis on the application of this knowledge on professional careers. This is already a priority of Queens College, where, amongst many such programs, we are developing business programs linked to China, programs in science and teaching linked to Japan, music programs linked to China and to Italy, etc. We are also developing what we refer to as the Global and the Local, that is, links between our students and local communities that represent many of the world's cultures.

We are therefore enthusiastic about this proposal. We very much welcome the opportunity to work with experts in the field and with our colleagues at LaGuardia Community College and Queensborough Community College.

Sincerely,

A black rectangular box redacting the signature of Elizabeth Hendrey.

Elizabeth Hendrey, Ph.D.
Acting Provost and Vice President for Academic Affairs

Queens College, CUNY | [Redacted] | Flushing, New York 11367-1597 | [Redacted] | Fax [Redacted]



Community College

DARE TO DO MORE

Alberta Gatti, Ph.D.
Director, The CUNY Institute for Language Education in Transcultural Context (ILETC)
CUNY Graduate Center
365 Fifth Ave, New York, NY 10016-4309
Tel: [REDACTED]
E-mail: [REDACTED]

Dr. Gatti:

In my capacity as Provost and Senior Vice President of Academic Affairs at LaGuardia Community College, I am delighted that our college will play an active role in creating the Center for Integrated Language Communities (CILC), a national language resource center that will focus on heritage learners, language education in the community college context, and the use of educational technology.

LaGuardia exhibits striking linguistic diversity; our students have roots in over 160 nations and speak 129 different languages as native or heritage languages. In one survey, it was estimated that about 10%-18% of our students speak heritage languages as their primary language. Our diversity is a driving force that constantly exposes students to new perspectives and expands their global horizon.

The Modern Languages and Literatures Program at LaGuardia offers 13 different languages and an average of 800 students take modern language courses every semester. The popularity of language courses reflects the global mindedness of our students because, unlike at four-year institutions, our college does not require students to take foreign language as a graduation requirement. All students in our modern language courses are self-motivated and curious about languages and cultures that differ from their own.

The proposed implementation of ILETC's proposal demonstrates careful preparation and a dedication to cultivating opportunities for heritage language learners. The project team, led by ILETC, is committed to providing rich linguistic experiences which, given proper institutional support, could be a strong advantage when students enter the global marketplace.

The project also seeks to expand intercampus collaboration in order to foster innovation in the teaching of languages within the CUNY network of schools. LaGuardia Community College is pleased to be part of this initiative and the growing partnerships within the language education community at CUNY. We are prepared to have our faculty members participate in the development of proficiency in Arabic, Korean, Spanish, and Bengali. Our faculty members will participate in the evaluation of assessment tools, the revision and creation of curricula, and the development of processes for the recruitment, assessment and development of linguistic skills. We deeply believe that bringing the Center of Integrated Language Communities at CUNY is a worthwhile endeavor that will greatly benefit our students.

Sincerely,

[REDACTED]
Dr. Paul Arcario
Provost and Sr. Vice President for Academic Affairs

ADDRESS: [REDACTED] [REDACTED] [REDACTED] PHONE: [REDACTED]
Long Island City, NY 11101 WEB: www.laguardia.edu





Modern Languages

Borough of Manhattan Community College
www.bmcc.cuny.edu

[REDACTED]
New York, NY 10007-1097

[REDACTED] - Fax [REDACTED]

June 12, 2014

To Whom it May Concern

The Department of Modern Languages at Borough of Manhattan Community College/CUNY is pleased to support The City University of New York's request for funding to establish a Center for Integrated Language Communities. The envisioned Learning Resource Center would be of great benefit to faculty research and student access to the latest in second language learning acquisition pedagogies.

[REDACTED]
Maria Enrico
Chair, Department of Modern Languages

APPENDIX IV – TABLE OF OBJECTIVES

Objectives	Performance Indicators
<p>a) Language and the Community College Nexus (LCCN) (Years 1-4)</p> <p><i>By July 2016 CILC will complete a survey of students from CUNY community colleges and from community college language professionals across the United States</i></p> <p><i>By July 2018, CILC will create a report on language education in community college based upon the results of the survey and the discussion produced by the two Forums.</i></p> <p><i>By December 2017, CILC will host two forums on communities, languages and community colleges</i></p>	<p>By October 2014, the project co-coordinators will identify and invite three participants to become part of the team that will design the language and community colleges survey.</p> <p>By July 2015, The team will design two surveys: one for students at CUNY’s Community Colleges; the other a survey of language professionals at community colleges around the U.S.</p> <p>By August 2016, the team will administer the surveys to students from six of CUNY’s seven community colleges and to language professionals across the United States.</p> <p>By July 2017, the results of the surveys will be analyzed.</p> <p>By July 2018 the ‘Nexus’ group will produce a report on language education in community college, based in large part upon the results of the survey and the discussion produced by the two Forums. The report will be published on CILC’s website.</p> <p>By April 2016, the team will organize and host the first of two Community/College/Language,’ events. By December 2017, the team will organize and host the first of two Community/College/Language,’ events.</p>
<p>b) Heritage Arabic eBook (HAeB) (Years 2-4)</p> <p><i>By May 2018, CILC will publish an eBook of materials to teach Arabic to heritage speakers of the language</i></p>	<p>By 2015, the HAeB team will create an informal bibliography for internal use.</p> <p>By March 2016, the team will prepare a full working outline for the e-book including: organization of the work, existing materials that will be used and/or modified, materials that will be created</p> <p>By July 2017, the team will develop new Arabic heritage language materials</p> <p>By May 2018 , new materials will be piloted with heritage- and mixed-student classes.</p> <p>By July 2018, the team will assemble the completed e-book, edit it, and publish.</p>

APPENDIX IV – TABLE OF OBJECTIVES Cont.

Objectives	Performance Indicators
<p>c) <u>Heritage Telecollaborations (HT)</u> (Years 1-4)</p> <p><i>By July 2017, CILC will create a report on the use of telecollaboration modules in both Chinese and Spanish heritage language classes</i></p> <p><i>By July 2018, CILC will operate a Summer Institute on telecollaboration modules for heritage language classes.</i></p>	<p>By July 2015, the HT team will create telecollaboration modules to be used in Chinese and Spanish heritage language classes.</p> <p>By May 2016, the modules will be piloted in at two Chinese and two Spanish classes per language.</p> <p>By August 2017, the team will publish a report on the design and implementation of telecollaboration modules for heritage language courses.</p> <p>By July 2018, CILC will offer three (Chinese, Spanish, all languages) face-to-face and online workshops on how to create and implement telecollaboration modules in heritage language and mixed classrooms.</p>
<p>d) <u>Writing Proficiency of Heritage Language Learners (WPHLL)</u> (Years 1-3)</p> <p><i>By July 2017, CILC will publish a report on the use of telecollaboration modules in both Chinese and Spanish heritage language classes</i></p>	<p>By July 2015, the WPHLL team will test 50-60 heritage speakers in each of the following four languages: Bengali, Chinese, Korean and Spanish.</p> <p>By January 2017, the team will analyze the test results.</p> <p>By July 2017, the team will write a report including a) describe the writing proficiencies of heritage speakers against the background of the learners’ linguistic biographies, and b) instructional implications for improving the writing skills of heritage learners. The report will be published on the CILC site.</p>

APPENDIX V – GUIDE TO ACRONYMS

ACTFL	American Council on the Teaching of Foreign Languages
CALPER	Center for Advanced Language Proficiency Education and Research
CILC	Center for Integrated Language Communities
CUNY	City University of New York
CEFR	Common European Framework of Reference
CC	Community College
CALL	Computer-assisted Language Learning
ESL	English as a Second Language
GPRA	Government Performance and Results Act
GC-CUNY	Graduate Center (CUNY)
HLL	Heritage Language Learner
HT	Heritage Telecollaboration
ILE	Innovations in Language Education
ILETC	Institute for Language Education in Transcultural Context
ILR	Interagency Language Roundtable
LOTE	Language Other than English
LCTL	Less Commonly Taught Language
MIT	Massachusetts Institute of Technology
MEMEAC	Middle Eastern American Center
MSI	Minority Serving Institution
MLA	Modern Language Association
MSA	Modern Standard Arabic
NEH	National Endowment for the Humanities
NHLRC	National Heritage Language Resource Center
NYSIEB	New York State Initiative on Emergent Bilinguals
NATO	North Atlantic Treaty Organization
OIRA	Office of Institutional Research and Assessment
OPI	Oral Proficiency Interview
RISLUS	Research Institute for the Study of Language in Urban Society
SXU	Saint Xavier University
STANAG	Standardized Agreement
WPT	Writing Proficiency Test

LRC Performance Measures Forms

1. Project Goal Statement: Increase awareness of issues related to the teaching and learning languages in the community college context. (CILC)-Part A									
2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A. Foster and support productive dialogue about Language Learning at the Community College Nexus.	A.1. Identify and invite community college faculty to participate in project. A.2. Design student and professionals surveys. A.3. Administer student and professionals surveys. A.4. Organize and host forum of language educators and members of linguistic communities. A.5. Analyze survey results. A.6. Develop and publish final written report on language education in community colleges through CILC website	<ul style="list-style-type: none"> ▪ 							

1. Project Goal Statement: To increase the amount of well-designed, research-based and practice-proven pedagogical materials for heritage language learners of Arabic (CILC)-Part B

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
B). Create and publish an Online Heritage Arabic eBook.	B.1. Conduct survey of existing textbooks and online materials. B.2. Research and review literature on Arabic heritage learners. B.3. Develop working draft of eBook. B.4. Create new materials. B.5. Conduct pilot test of eBook in classrooms. B.6. Compile and assemble eBook. B.7. Edit eBook. B.8. Publish and disseminate eBook through CILC website.	<ul style="list-style-type: none"> ▪ 							

1. Project Goal Statement: To increase the number of language teachers capable of designing telecollaboration activities for heritage language learners and of integrating them into language courses (CILC)-Part C

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>C. Develop and pilot telecollaboration modules. Host Summer Institute</p>	<p>C.1. Identify relevant research on linguistic characteristics of heritage language learners.</p> <p>C.2. Create course objectives and identify courses for participation in the project.</p> <p>C.3. Develop a telecollaboration module.</p> <p>C.4. Pilot telecollaboration module.</p> <p>C.5. Prepare final written report.</p> <p>C.6. Plan and market the CILC Summer Institute.</p>	<ul style="list-style-type: none"> ▪ 							

1. Project Goal Statement: To increase

2. the understanding of the written proficiency of Bengali, Chinese, Korean, and Spanish heritage language learners. (CILC)-Part D

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
<p>D). Conduct and disseminate assessment-based research into the Writing Proficiency of Heritage Speakers.</p>	<p>D.1. Recruit and assess research participants through administration of initial screening tool and biographical survey.</p> <p>D.2. Test all research participants using ACTFL writing Proficiency Test (WPT).</p> <p>D.3. Submit exams to ACTFL for scoring.</p> <p>D.4. Train two CUNY faculty members in each of the three languages.</p> <p>D.5. Develop and use a standardized Rater Analysis Tool to analyze student writing samples.</p> <p>D.6. Prepare final written report describing the writing proficiencies of heritage speakers.</p> <p>D.7. Disseminate final report through CILC website.</p>	<ul style="list-style-type: none"> ▪ 							

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 NARRATIVE

We request federal funds for cost sharing of staff salaries, cost of faculty experts release time and stipends, cost of evaluating the project, costs associated with testing within the proposed research project and travel expenses for consultants, trainers, forum speakers, and the external evaluator.

This LRC-CILC project employs three professional staff members and six support staff members. Regarding the professional staff members, the Graduate Center-CUNY (GC-CUNY) is cost-sharing 50% of the time commitment for each of them. Regarding support staff members, the salary for one of them (Assistant for Web Development and Support) will be covered by GC-CUNY funds. Professional salaries parallel those for other University personnel, and the assistants are budgeted at the appropriate classification level. Fringe benefits reflect institutional rates. Certain fringe benefits are offered to GC-CUNY employees as a matter of law. These include social security, unemployment insurance, and workers' compensation. Others are offered as a matter of policy. Included in this category are health insurance, life insurance, an Employee Assistance Program, among others. All of these contribute to the fringe benefit rate. The item that has the greatest effect on the rate is health insurance, which is extremely costly. It is the policy of the GC-CUNY not only to offer health insurance to eligible employees, but also to offer what we consider to be high quality plan options. It is the GC-CUNY's belief that this is both a moral imperative and a competitive necessity in order to attract and retain qualified faculty and staff. The GC-CUNY rates are consistent with similar institutions offering similar benefit plans. The external evaluator is compensated at the Graduate Center's approved rates for consultants. GC-CUNY will

provide the technology needed for running the project, including software if needed for any of the projects. It will, as well, provide office space for CILC. The cost of testing for the research project included in the proposal is budgeted at the regular costs for testing charged by the American Council on the Teaching of Foreign Languages (ACTFL), the testing agency selected for the project. GC-CUNY will cover the costs of training eight faculty raters (two for each of the four languages included in the Written Proficiency of Heritage Learners project). GC-CUNY will cover hospitality costs related to all the projects included in the proposal and any project supplies in excess of the requested \$1,000 per year. General costs for organizing the forum as well as the summer institute, beyond the budgeted personnel, will be covered by GC-CUNY and recovered by charging a small registration fees to participants. Travel funds are cautiously budgeted. We are using the federal per diem for New York for meals and incidentals. All travel is domestic. Under this grant travelers would use United States air carrier services. The Director will review guidelines and requirements of the Fly America Act to ensure compliance. The cost of travel for advisory board members will be covered by GC-CUNY the Graduate Center-the Graduate Center-CUNY. The budget reflects actual costs of the project based on the Graduate Center-CUNY financial standards for salaries and fringe benefits. All purchases are allowable under federal regulations, and purchasing procedures will follow federal and institutional standards.

BUDGET DETAIL

CILC Four Projects and Project Acronyms

The Graduate Center-CUNY (GC-CUNY) *CUNY Match in italics*
 Written Proficiency of Heritage Learners (WPHLL) Language and Community College Nexus (LCCN)
 Heritage Arabic eBook (HAeB) Heritage Telecollaboration (HT)

PERSONNEL * 3% annual cost of living increases are calculated for each staff member.

1. Project Director 50%, 12 months— 25% federal funds, *25% GC-CUNY match*, years 1-4
2. Assistant Director 40%, 12 months— 20% federal funds, *20% the GC-CUNY match*, years 1-4
3. Associate Director of Technology 20%, 12 months—10% federal funds, *10% GC-CUNY match*, years 1-4
4. Research Assistants 7 hours per week @ \$20 per hour, 12 months, WPHLL years 1-3; HAeB years 2-4; LCCN years 1-4; HT, years 1-4
5. Assistant for Web Development and Support – *60% time commitment GC-CUNY Match, Presidential Fellow*, years 1-4
6. Administrative Assistant 250 hours @ \$20 per hour, years 1-4

Position	Year 1		Year 2		Year 3		Year 4	
	Federal Funds	<i>GC-CUNY Match</i>						
1	\$28,500	<i>\$28,500</i>	\$29,355	<i>\$29,355</i>	\$30,236	<i>\$30,236</i>	\$31,143	<i>\$31,143</i>
2	\$11,000	<i>\$11,000</i>	\$11,330	<i>\$11,330</i>	\$11,670	<i>\$11,670</i>	\$12,020	<i>\$12,020</i>
3	\$6,500	<i>\$6,500</i>	\$6,695	<i>\$6,695</i>	\$6,896	<i>\$6,896</i>	\$7,103	<i>\$7,103</i>
4	\$7,280 x3		\$7,499 x4		\$7,724 x4		\$7,956 x3	
5		<i>\$6,505</i>		<i>6,701</i>		<i>\$6,901</i>		<i>\$6,902</i>
6	\$5,000		\$5,150		\$5,305		\$5,464	

CUNY Faculty Stipends for LCCN - \$5,000 per faculty member X 3= \$15,000 year 1; \$5,000 one faculty member years 2-4.

Faculty Replacement Cost for HAeB project one course release per year - \$6,000 years 2-4

Faculty Stipends for HAeB project - \$5,000/ one faculty member in each year 2 and 3

Faculty Stipends for HT project - \$5,000 per faculty member X 4= \$20,000 years 1-4

FRINGE BENEFITS

9.5% for part-time, 38% for full-time, 28.9% for faculty stipend and 41% for released time for faculty. In addition, an MTA tax is added of 0.34% per salary amount (excluding faculty stipends and released time salaries.).

TRAVEL

Director Travel—To annual IFLE Director’s Meeting in DC, or similar professional development opportunity. Train fare - \$200; lodging – 3 nights @ \$200/night; meals and incidentals - \$71/day; ground transportation -\$100 = \$1,113. Years 1-4

WPHLL Research Assistant Travel to several the CUNY campuses to assist with recruiting and testing – 10 one week passes @ \$30each=\$300, year 1.

EQUIPMENT- N/A

SUPPLIES

Standard consumable office supplies dedicated to this project – \$1,000 per year years 1-4.

Matching funds: the GC-CUNY will cover supply costs in excess of the requested amount, up to \$500 each year. The Graduate Center-the GC-CUNY will cover cost of software if needed up to \$3,000. Years 1 and 2.

CONTRACTUAL – N/A

OTHER

LCCN Project

Stipend for a community college faculty member from outside the CUNY system for the LCCN initial and final stage of the project - \$5,000 year 1 and 4.

Stipend for forum speakers for the LCCN project - 2 speakers @ \$1,000 = \$2,000. Year 2 and 4.
Travel for forum speakers airfare \$300 + one night hotel \$200 + meals and incidentals \$71 + ground transportation \$100 = \$671 per speaker X2 = \$1,342. Years 2 and 4.

WPHLL Project

Cost of testing for the WPHLL project - 60 students for each of the four selected languages (Bengali, Chinese, Korean and Spanish) using the ACTFL Writing Proficiency Test - 60X4= 240 @\$65 each = \$15,600 year 1.

Participant incentives 240 @ \$25 = \$6,000 year 1.

Cost of consulting for rater analysis tool for WPHLL project - @\$750 per day X2 days = \$1,500 in year 2.
Cost of travel for the trainer - airfare \$300+one night hotel \$200 + meals and incidentals \$71 + ground transportation \$100 = \$671, X2 = \$1,342 year 2.

Standardized tools for ACTFL Writing Proficiency Test rating per language - 60 per language X 4 languages = 240@\$35 = \$8,400, year 2

Matching funds: GC-CUNY will pay for training for 2 faculty language specialists for each of the four languages included in the WPHLL Project. Cost of training for a group of 8 is \$1,250. Cost of travel for the trainer - airfare \$300+one night hotel \$200 + meals and incidentals \$71 + ground transportation \$100 = \$671, year 2

Stipend for two WPHLL project consultants for the analysis of results - @\$2,500 each = \$5,000, year 3
Cost of travel for consultants - airfare \$300+one night hotel \$200 + meals and incidentals \$71 + ground transportation \$100 = \$671 X 2 = 1,342, year 3

Independent Evaluator

Independent evaluator fee--\$16,000/yr. Each year.

Independent Evaluator Travel – Airfare \$300; lodging 2 nights @\$200/night; meals and incidentals @\$71 per day for 2 days; local transportation and parking \$100 = \$1,143. Each year.

Advisory Board Travel

Matching funds. GC-CUNY will cover expenses for bringing two advisory board members to campus - Airfare \$300; lodging 1 night @\$200/night; meals and incidentals @\$71 per day; local transportation and parking 100 = \$1,484; X3 = \$4,452. Each year.

Hospitality

Matching funds. GC-CUNY will cover hospitality expenses for faculty, consultant, and advisory board meetings – 12 meetings @ \$81 each = \$972. Years 1-4.

Postage and Telecommunications

Matching funds. GC-CUNY will cover the cost of postage and telecommunications - \$500 years 1-4.

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

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

Name of Institution/Organization

The Research Foundation CUNY for The Graduate Center CUNY

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	107,840.00	118,526.00	121,003.00	100,598.00		447,967.00
2. Fringe Benefits	29,679.00	32,671.00	33,233.00	30,188.00		125,771.00
3. Travel	1,430.00	1,113.00	1,113.00	1,113.00		4,769.00
4. Equipment						
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00		4,000.00
6. Contractual						
7. Construction						
8. Other	43,743.00	31,727.00	23,485.00	25,485.00		124,440.00
9. Total Direct Costs (lines 1-8)	183,692.00	185,037.00	179,834.00	158,384.00		706,947.00
10. Indirect Costs*	14,695.00	14,802.00	14,386.00	12,778.00		56,661.00
11. Training Stipends						
12. Total Costs (lines 9-11)	198,387.00	199,839.00	194,220.00	171,162.00		763,608.00

***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: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): US Department of Health and Human Services

The Indirect Cost Rate is 53.00 %.

(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 The Research Foundation CUNY for The Graduate Center CUNY	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	52,701.00	54,081.00	57,703.00	57,167.00		221,652.00
2. Fringe Benefits	18,299.00	18,847.00	19,414.00	19,980.00		76,540.00
3. Travel						
4. Equipment						
5. Supplies	3,500.00	3,500.00	500.00	500.00		8,000.00
6. Contractual						
7. Construction						
8. Other	5,924.00	7,845.00	5,924.00	5,924.00		25,617.00
9. Total Direct Costs (lines 1-8)	80,424.00	84,273.00	83,541.00	83,571.00		331,809.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	80,424.00	84,273.00	83,541.00	83,571.00		331,809.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Alberta	Middle Name:	Last Name: Gatti	Suffix:
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Address:

Street1:	The Graduate Center - ILTEC
Street2:	365 Fifth Ave
City:	New York
County:	
State:	NY: New York
Zip Code:	10016
Country:	USA: UNITED STATES

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

Email Address:


2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

The Graduate Center FWA # is 00003623. The IRB application is in process with the CUNY Human Research Protection Program. A draft of the application is attached. The fully completed application will be filed with the HRPP office by August 1, 2014.

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.

HRPP Gatti.pdf	Add Attachment	Delete Attachment	View Attachment
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Instructions: Please submit this completed form for all research involving human subjects to the Campus HRPP Office via IRB Net. For instructions, please access the Manual for using IRBNet, which can be found at:

<http://www.cuny.edu/research/compliance/human-subjects-research-1.html>

To request revisions or make suggestions related to this form, please email [REDACTED]

I. GENERAL INFORMATION

1. **Title of Project:** Writing Proficiency of Heritage Speakers

2. **Principal Investigator:** Alberta Gatti

3. **What is the PI's relationship to CUNY?**

- Full-Time CUNY Faculty or Staff
 CUNY Student or Postdoctoral Scholar
 CUNY Adjunct Faculty (ATTACH Vice Chancellor for Research's permission)

II. RESEARCH OVERVIEW

1. **Describe the project** in language that can be understood by a non-scientist. Please, DO NOT copy and paste directly from your grant documentation. Please do not use jargon or abbreviations. Include:

a. *Research question & objectives of this project,*

What are the strengths and weaknesses of the written language ability of heritage language learners of Bengali, Mandarin Chinese, Korean and Spanish? Based on the findings, what recommendations can be proposed for developing language curriculum and methods of instruction in each of the four languages?

[Heritage Language Learners (HLL) are defined as a language student who is/was raised in a home where a non-English language is/was spoken and who speaks and understands that language and is in some degree bilingual in English and that language.]

b. *major hypotheses*

HLLs of Bengali, Mandarin Chinese, Korean and Spanish will show different patterns of weaknesses and strengths in writing proficiency in the heritage language.

c. *the proposed research design*

Develop a screening tool and biographical survey; Identify and screen HLLs of the four languages; Order the Writing Proficiency Test (WPT) from the American Association of Teachers of Foreign Languages testing agency (ACTFL); Analyze individual writing samples using standardized rater analysis tool; Analyze the

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aggregate Rater Analysis tool; Create final report

d. *rationale & justification for the research study*

While the area of writing is known anecdotally as being the weakest skill area for the growing population of HLLs attending American colleges and universities, research has focused primarily on the speaking proficiency for these learners. This study seeks to complete the profile of HLLs by contributing information on writing skills to the existing knowledge on speaking abilities with the aim of providing a background for curriculum design and development of instruction strategies.

2. Indicate expected duration of the study: **Three years (September 2014 to July 2017)**

3. Indicate expected duration of subject participation: **During the first year of the study**

III. SUBJECT POPULATION

1. List each relevant subject group (by age, gender, healthy vs. control, adult vs. children, etc.) and the estimated number (or a range) of subjects to be enrolled in each group:

College students who are heritage language learners of Bengali, Mandarin Chinese, Korean and Spanish. We plan to test between 50 and 70 HLLs of each of the four languages.

-
2. Please provide a justification for your sample size:

Since HLLs have varied degrees of proficiency in their heritage language, the sample should not be smaller than 50 to capture variation. Cost of testing tools will limit the number to 70 subjects per language.

-
3. Check all subject populations that will be included in this research study and complete the related questions or Supplement Forms, as indicated:

Non-English speaking individuals

- a. Once the English language recruitment and consent documents are approved, these must be translated into the language(s) of the expected subject population(s) and submitted to the IRB for approval as an amendment prior to implementation. Translations must be performed by: i) a certified translator, with certification of translation provided; or ii) a bilingual member of the research team, with translator's qualifications provided.

CUNY employees

- a. Do any of the researchers directly supervise the employment of the employees who may be asked to participate in this research? Yes No
- i. If YES, please provide a justification for the inclusion of your direct reports:
[Provide a Justification for the Inclusion of Direct Reports]
- ii. If YES, please outline the procedures you will implement to ensure that your employees' willingness to participate or discontinue participation in this research will in no way affect their employment or standing with the University:

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[Outline the Procedures]

- iii. Please describe additional safety measures you will introduce to maintain privacy of employee subjects and confidentiality of their research data:

[Describe Additional Safety Measures]

CUNY students

- a. Are any of the researchers directly involved in the instruction of students who may be asked to participate in this research? Yes No

- i. If YES, please provide a justification for the inclusion of your students:

[Justification for Inclusion of your own Students]

- ii. If YES, please outline the procedures you will implement to ensure that your students' willingness to participate or discontinue participation in this research will in no way affect their grades or standing with the University:

[Outline the Procedures]

- iii. Please describe additional safety measures you will introduce to maintain privacy of student subjects and confidentiality of their research data:

[Describe Additional Safety Measures]

Children (COMPLETE Supplement A)

Pregnant Women, Fetuses, Neonates (COMPLETE Supplement C)

Prisoners (COMPLETE Supplement B)

Cognitively impaired individuals ([CONTACT IRB Administrators](#))

4. Please describe the subject inclusion criteria and provide rationale for including these subjects:

We will target heritage language learners who are attending college since the research aims at improving the teaching of HLs in the college context.

5. Please describe the exclusion criteria and provide rationale for excluding these subjects:

[Describe & Provide Rationale]

IV. RESEARCH SETTING

1. Describe the settings in which research procedures will be carried out (*e.g., hospital, clinic inside of a hospital, private doctor's office, public school, private school, subject's home, laboratory <where>, etc.*)

Senior colleges and community colleges within the CUNY system.

V. SUBJECT IDENTIFICATION & RECRUITMENT

1. **Outline the recruitment process in a step-by-step fashion:**

Recruitment process will be developed soon.

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2. **Check all identification and recruitment methods that will be employed in this research study and complete the related questions or Supplement Forms, as indicated:**

Flyers, posters, brochures or print ads

- a. Indicate how and where these materials will be displayed, distributed or published
A dedicated research assistant working with the pertinent offices at the identified colleges will post announcement in pertinent areas of the selected colleges (colleges within CUNY will be selected considering the percentage of HLLs in the targeted languages enrolled in them
- b. ATTACH a copy of each flyer, poster, brochure or ad you will use

Radio or television ads

- a. Indicate where and when these ads will air
[Indicate]
- b. ATTACH a script for each ad you will use

Press release

- a. Identify media outlets to whom the press release will be disseminated
[Identify]
- b. ATTACH a copy of the press release
- c. I certify that I have obtained or will obtain additional press release approvals required at my College.

Broadcast emails

- a. Identify the group(s) to whom email will be sent
[Identify]
- b. Indicate how you have access to these email addresses
[Indicate]
- c. ATTACH email text you will use

Web site postings

- a. Identify the web site(s) by name and URL
Participating colleges will be identified soon
- b. Indicate who controls the web site
[Indicate]
- c. ATTACH text of web site content you will use

In-person

- a. Indicate where and when potential subjects will be approached
We might announce the research in person in HLLs classes within CUNY colleges
- b. Identify the individual(s) who will approach potential subjects
Research Assistant
- c. Describe how and in which setting you will approach potential subjects
HLLs courses in the targeted languages within CUNY colleges

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d. ATTACH a script for use during personal approach

Database review

- a. Identify the database by name and URL
[Identify]
- b. Indicate who controls the database
[Indicate]
- c. Indicate how you have access to the database
[Indicate]

Non-medical records review

- a. Describe type of records to be reviewed
[Describe]
- b. List data points that you will abstract from these records
[List]
- c. ATTACH a copy of authorization to review records from institution that owns these

Medical record review (COMPLETE Supplement P)

Other – describe and ATTACH relevant materials: **[Describe]**

VI. SCREENING

1. Check all eligibility screening methods that will be implemented in this research study and complete the related questions or Supplement Forms, as indicated:

No screening

Non-medical records review

- a. Describe type of records to be reviewed
[Describe]
- b. List data points that you will abstract from these records
[List]
- c. ATTACH a copy of authorization to review records from institution that owns these

Medical records review (COMPLETE Supplement P)

Telephone screening

- a. Will the research team initiate contact? Yes No
 - i. If the research team WILL initiate contact, how will you obtain contact information for potential subjects? **[Explain]**
- b. Identify the individual(s) who will conduct telephone screening
[Identify]
- c. ATTACH the script for telephone screening

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Internet screening

- a. Identify the web site that will be used for this screening
We will use the web site of The Institute for Language Education in Transcultural Context, CUNY, The Graduate Center(ILETC)
- b. Indicate who controls the web site
[Indicate]
- c. ATTACH the script for Internet screening

In-person screening

- a. How and when will potential subjects be informed of in-person screening
[Provide How and When]
- b. List each of the procedures that will take place during in-person screening, and indicate when each procedure will take place
[List]
- c. Identify the individual(s) who will conduct in-person screening
[Identify]
- d. ATTACH any documents or information sheet(s) that may be provided to the subjects

2. Outline the screening procedures in a step-by-step fashion, including a timeline:

**September 2014: Develop screening and profile questionnaire; Identify campuses with high percentages of HLLs in each of the four languages targeted in the study; contact language programs; contact faculty members advising language students and those teaching HLLs;
October 2014- December 2014: identify candidates and proceed with on-line screening**

3. Select the proposed informed consent process for the screening activities that will be implemented in this research study and complete the related questions or Supplement Forms, as indicated:

- Requesting a waiver for informed consent for screening activities (COMPLETE Supplement E Sections I & IV)
- Oral or Internet based informed consent will be obtained (COMPLETE Supplement E Sections I & II)
- Documented informed consent will be obtained; screening procedures are included in main research consent document; consent for screening activities will be obtained at same time as consent for main research study.
- Documented informed consent will be obtained separately from main research study consent using a separate consent document.
- a. Indicate when informed consent process for screening activities will take place
[Indicate]
 - b. Identify the individual(s) who will obtain informed consent for screening procedures
[Identify]
 - c. ATTACH informed consent document for screening

4. Will you record identifiable information about the subjects during screening activities: Yes No

- a. If YES, will screening data be stored:

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- with subject's direct identifiers
- i. List the identifiers that will be stored
Name, last name, age
 - ii. Will identifiers be deleted (and data anonymized) at a later date? Yes No
 - 1. If YES, when will identifiers be deleted?
[When]
 - 2. If YES, please describe the anonymization process:
[Describe]
- with codes
- i. Describe the coding mechanism
[Describe]
 - ii. Indicate where links to codes will be stored
[Indicate]
 - iii. Identify the individual(s) who will have access to the links
[Identify]
 - iv. Will codes be deleted (and data anonymized) at a later date? Yes No
 - 1. If YES, when will codes be deleted?
[When]
 - 2. If YES, please describe the anonymization process:
[Describe]
- without any identifiers or codes

5. If a potential subject is determined to be ineligible, will you retain their data:

- Yes No
- a. If YES, please provide a rationale for storing ineligible subject's data:
[Provide Rationale]

6. Is there a possibility that the screening procedures may result in positive identification of a condition:

- Yes No
- a. If YES, please describe the procedures you will implement to ensure appropriate care for these individuals:
[Describe]

VII. INFORMED CONSENT

1. Select the proposed informed consent process that will be implemented in this research study (for main research procedures) and complete the related questions or Supplement Forms, as indicated:

- Requesting a waiver for informed consent (COMPLETE Supplement E Sections I & IV)
- Oral or Internet based informed consent will be obtained (COMPLETE Supplement E Sections I & II)
- Documented informed consent will be obtained
- a. Indicate when and where informed consent process will take place

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[Indicate]

- b. Identify the individual(s) who will obtain informed consent
Research Assistant
- c. ATTACH informed consent document(s)

2. Will all adult subjects and/or legal representatives have the capacity to give informed consent:

Yes No

- a. If NO,
 - i. please describe the procedures you will implement to assess subject's capacity to give informed consent:
[Describe]
 - ii. Identify the individual(s) who will assess the subject's capacity to give informed consent
[Identify]
 - iii. ATTACH any evaluation tool(s) you may use for assessing the subject's capacity to give informed consent

3. For longitudinal studies, please indicate how frequently you will re-consent subjects: [Indicate]

VIII. RESEARCH PROCEDURES

1. Provide an outline of all research procedures; for each procedure, indicate when it will take place and how frequently; if procedures differ by subject group, clearly separate out procedures by each subject group; when applicable, clearly indicate whether a given procedure is optional. *For complex procedures, please include a table or a flow chart.*

- i. **Recruitment of Subjects. (9/20/14 -12/20/14) This includes:**
 - determining the desired number of test takers in each language;
 - identifying optimal recruitment sites (CUNY campuses);
 - developing a screening tool and biographical survey, probably a slight modification of that used by ACTFL for the OPI heritage study, including a self-assessment feature;
 - contacting potential research participants and asking them to complete the screening survey to confirm their heritage speaker status.
- ii. **Testing (02/01/15-04/30/15).** The ACTFL Writing Proficiency Test (WPT) will be ordered for the four languages, and administered on the campuses where recruiting will take place, as well as (optionally) at the CILC offices in Manhattan.
- iii. **ACTFL Scoring(5/10/15-06/30/15).** The completed exams will be sent to ACTFL for scoring.
- iv. **WPT Rating Certification(09/01/15-12/20/15).** Two CUNY faculty members in each of the four languages will be trained by ACTFL to receive certification as WPT Raters.
- v. **Rating of Samples(02/02/16-04/30/16).** Trained faculty members will rate samples with the assistance of ACTFL consultants.
- vi. **Analysis(09/10/16-12/20/16).** There will be two levels of analysis: that of the samples, and that of the findings generated by them. Standardized Rater Analysis Tools will be developed by the consulting team, after which the student writing samples will be analyzed by the certified WPT Raters. These findings will then be analyzed by the research team to identify patterns of strength and weakness at different proficiency levels.
- vii. **Report(02/01/17-06/30/17).** The team will write a final report that consolidates the analysis of the writing samples and surveys to describe the writing proficiencies of heritage speakers against the background of the learners' linguistic biographies. The report will also consider the instructional implications for improving the writing skills of heritage learners.
- viii. **Dissemination(07/01/17-Ongoing).** The report will be publicly available on CILC's website, and its

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findings disseminated through conference presentations and journal articles.

2. Check ALL research procedures that apply and complete the related questions or Supplement Forms, as indicated:

Interviews

- a. Identify the individual(s) who will conduct the interview:
[Identify]
- b. Identify any other individual(s) who may be present during the interview:
[Identify]
 - i. Explain reason for these individuals' participation:
[Explain]
- c. ATTACH the interview questions

Surveys/Questionnaires

- a. Identify the individual(s) who will administer the survey/questionnaire:
Principal investigator and research assistant
- b. Do you intend to give feedback to subjects based on survey/questionnaire results?
 Yes No
 - i. If YES, is the instrument validated in the subject population? Yes No
 - ii. If NO, please provide a rationale for disseminating results of instruments that have not been validated:
[Provide Rationale]

Non-medical records review

- a. Describe type of records to be reviewed
[Describe]
- b. List data points that you will abstract from these records
[List]
- c. ATTACH a copy of authorization to review records from institution that owns these

Audio/video/photograph

- a. Check all that apply:
 Audio recording Video recording Photograph
- b. For each type of recording:
 - i. List the procedures that will be recorded:
[List]
 - ii. State the purpose of recording these procedures:
[State the Purpose]
 - iii. Indicate whether subjects will be permitted to review, edit and/or erase the recording
 Yes, subjects will be permitted to review, edit and/or erase the recording
 No, subjects WILL NOT be permitted to review, edit and/or erase the recording

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1. If NO, provide justification for not permitting subjects to do so:
[Justification]

- iv. Indicate whether subjects will be identified in the recording:
 Yes, subjects will be identified in the recording
 No, subjects WILL NOT be identified in the recording
 1. If YES, describe how you will maintain subject confidentiality:
[Describe]

- v. Indicate where recordings will be stored:
[Indicate]

- vi. Identify all individual(s) who will have access to the recordings
Principal Investigator; Project Consultants; Research Assistant; ILETC Assistant Director

Check ALL that apply (if NONE, leave blank):

- | | |
|---|---|
| <input type="checkbox"/> Deception (COMPLETE Supplement E Sections I, III & V) | <input type="checkbox"/> Medical records review (COMPLETE Supplement P) |
| <input type="checkbox"/> Use of previously stored data* | <input type="checkbox"/> Use of previously stored tissue* |
| <input type="checkbox"/> Data banking (COMPLETE Supplement F) | <input type="checkbox"/> Tissue banking* |
| <input type="checkbox"/> Use of drugs or biologics (COMPLETE Supplement H) | <input type="checkbox"/> Use of medical devices (COMPLETE Supplement J) |
| <input type="checkbox"/> Use of infectious agents* | <input type="checkbox"/> Genetic research* |
| <input type="checkbox"/> Human embryonic stem cells* | <input type="checkbox"/> Gene transfer/recombinant DNA* |
| <input type="checkbox"/> Use of radioactive drugs, materials or ionizing radiation* | |
| <input type="checkbox"/> Use of dietary supplements / botanical products* | |

* Please provide as much detail as possible involving these procedures in Section VIII Question 1 above.

IX. RISKS

1. For each of the research procedure outlined in response to Section VIII Question 1 above, please specify all potential risks¹, side effects and/or contraindications; include intensity and frequency of potential side effects, when applicable:

[Specify for Each Procedure]

b. For each risk identified above, please describe how each risk will be reduced or mitigated.

¹ Potential risks may not be limited to physical risks; some procedures may pose psychological, social or economic risks; or risks related to privacy and confidentiality

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[Describe for Each Risk]

2. Risk Classification: Assess the overall risk to subjects from participating in this research:

Minimal Risk² Greater than Minimal Unknown / Unsure

3. Please provide a rationale for your risk classification:

[Describe]

X. THERAPEUTIC ALTERNATIVES

1. Does your research claim to present a therapeutic benefit to the subjects?

Yes No

a. If YES, please list all therapeutic alternatives available to the subjects:
[Describe]

b. If YES, please describe how you will minimize therapeutic misconception:
[Describe]

XI. BENEFITS

1. Describe the potential benefits³, if any, that subjects may receive from participation in this research. *If the subject is not expected to directly benefit from participation, please state as much.*

The research results will benefit students enrolled in Bengali, Mandarin Chinese, Korean and Spanish heritage language courses. Given the research timeline there is a very small chance that a subject who participated in the research will end up enrolled in a course whose design has been based on the research results.

2. Describe the potential benefits that society may receive from this research:

An increasing number of HLLs are enrolling in American colleges and universities. Currently for the CUNY system HLLs account for 39% of the student population. Developing the literacy skills of these population both in their heritage language as well as in English increases the number of community members able to function in translingual and transcultural contexts.

XII. SUBJECT COMPENSATION

1. Will subjects be compensated for participation in this research? Yes No

a. If YES, will the compensation be: Monetary In Kind

i. If monetary, state amount of compensation: **\$25 each**

ii. If in kind, indicate type of compensation: **[Indicate Type]**

² Probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests

³ Compensation for participation is not considered a benefit

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- b. If YES, state when subjects will be compensated (end of each visit, end of study, etc):
End of testing portion of the study
- c. Describe the mechanisms in place to ensure confidentiality when distributing compensation:
Mechanisms to ensure confidentiality when distributing compensation are under development.

XIII. PRIVACY & CONFIDENTIALITY

1. Describe the mechanisms in place to protect the privacy of subjects during recruitment, consent process and research procedures:

Mechanisms to protect privacy of subjects during recruitment, consent process and research procedures are under development.

2. Describe the mechanisms in place to maintain confidentiality of subject data:

Mechanisms to maintain confidentiality of subject data are being developed

3. How will you store subject data:

- With subject's direct identifier
 - a. List the identifiers that will be stored
[List]
 - b. Will identifiers be deleted (and data anonymized) at a later date? Yes No
 - i. If YES, when will identifiers be deleted?
[When]
 - ii. If YES, please describe the anonymization process:
[Describe]
- With codes
 - a. Describe the coding mechanism
[Describe]
 - b. Indicate where links to codes will be stored
[Indicate]
 - c. Identify the individual(s) who will have access to the links
[Identify]
 - d. Will codes be deleted (and data anonymized) at a later date? Yes No
 - i. If YES, when will codes be deleted?
[When]
 - ii. If YES, please describe the anonymization process:
[Describe]
- Without any identifiers or codes

4. What will you do with the data once the research has been completed?

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- Retain data** as per agreement with funding agency (but no less than three years)
- Save data** for future use (COMPLETE Supplement F)
- Destroy data:** *Research-related records should be retained for a period of at least three years after the research has been discontinued (i.e., no further data collection, long term follow-up, re-contact, or analysis of identifiable/coded data.)*

XIV. PRINCIPAL INVESTIGATOR'S ASSURANCES FOR NON-STUDENT & NON-POSTDOCTORAL SCHOLAR APPLICANTS

Please provide the following assurances by typing your initials into the corresponding box:

- I certify that the information provided in this application is complete and correct.
- I certify that the research team has sufficient resources to conduct and complete this research.
- I certify that the research team members are sufficiently qualified to perform their respective roles in this research project.
- I understand that, as PI, I have ultimate responsibility for the conduct of the study in accordance with the IRB approved protocol, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.
- I agree to comply with all applicable CUNY policies and procedures, as well as with all applicable regulations regarding the protection of human subjects.

XV. FACULTY ADVISOR'S OR PROGRAM DIRECTOR'S ASSURANCES FOR STUDENT AND POST-DOCTORAL APPLICANTS

Please provide the following assurances by typing your initials into the corresponding box:

- I certify that the information provided in this application is complete and correct.
- I certify that the research team has sufficient resources to conduct and complete this research.
- I certify that the research team members are sufficiently qualified to perform their respective roles in this research project.
- I understand that, as faculty advisor, I have ultimate responsibility for the conduct of the study in accordance with the IRB approved protocol, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.
- I agree to comply with all applicable CUNY policies and procedures, as well as with all applicable regulations regarding the protection of human subjects.

XVI. STUDENT OR POSTDOCTORAL STUDENT APPLICANT'S ASSURANCES

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Please provide the following assurances by typing your initials into the corresponding box:

I certify that the information provided in this application is complete and correct.

I understand that, as PI, I am responsible for the conduct of the study in accordance with the IRB approved protocol, the ethical performance of the project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the IRB.

I agree to comply with all applicable CUNY policies and procedures, as well as with all applicable regulations regarding the protection of human subjects.