

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 # P229A140026

Grants.gov Tracking#: GRANT11700068

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

Closing Date: Jul 09, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (GEPA_Statement1011206405)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (Abstract1011206403)	e13
7. Project Narrative Form	e14
Attachment - 1 (Narrative_CALPERIV1011206400)	e15
8. Other Narrative Form	e65
Attachment - 1 (APPENDIX1011206408)	e66
9. Budget Narrative Form	e145
Attachment - 1 (BudgetNarrative_CALPER1011206406)	e146
Attachment - 2 (SIMSbudgets__Print_View1011206407)	e152
10. Form ED_524_Budget_1_2-V1.2.pdf	e156
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e158
Attachment - Protection_of_Human_Subjects_Justification1011206411.pdf	e159

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"/>
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* 3. Date Received: <input type="text" value="07/09/2014"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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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="Office of Sponsored Programs"/>
Street2:	<input type="text" value="110 Technology Center Building"/>
* City:	<input type="text" value="University Park"/>
County/Parish:	<input type="text" value="Centre"/>
* State:	<input type="text" value="PA: Pennsylvania"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="16802-7000"/>

e. Organizational Unit:

Department Name: <input type="text" value="Assoc Dean Research - Liberal"/>	Division Name: <input type="text" value="Liberal Arts"/>
--	---

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

Prefix: <input type="text"/>	* 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:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

State-related Inst Higher Ed

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

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:**

Center for Advanced Language Proficiency Education and Research (CALPER)

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="617,321.00"/>
* b. Applicant	<input type="text" value="538,858.00"/>
* 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="1,156,179.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Interim Director
APPLICANT ORGANIZATION PENNSYLVANIA STATE UNIVERSITY-UNIV PARK	DATE SUBMITTED 07/09/2014

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:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Language Resource Centers"/> CFDA Number, if applicable: <input type="text" value="84.229"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

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

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_Statement1011206405.pdf

Add Attachment

Delete Attachment

View Attachment

The Pennsylvania State University provides equal opportunity in all terms and conditions of employment, for all persons. The University is committed that all persons shall have equal access to employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy, contract, or state or federal authorities, and that the University does not discriminate against any person because of age as defined by law, ancestry, color, disability, or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status. This policy of equal opportunity applied to, and must be an integral part of, every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University. The Department of Applied Linguistics, the unit from which CALPER draws all of its internal personnel, is comprised of women and minorities; this includes faculty as well as graduate students. Only three of current twelve full-time faculty are Caucasian men.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION		
<input style="width: 100%;" type="text" value="PENNSYLVANIA STATE UNIVERSITY-UNIV PARK"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="██████████"/>	Middle Name: <input style="width: 150px;" type="text" value="██████████"/>
* Last Name: <input style="width: 300px;" type="text" value="████████████████████"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Interim Director"/>		
* SIGNATURE: <input style="width: 250px;" type="text" value="████████████████████"/>	* DATE: <input style="width: 150px;" type="text" value="07/09/2014"/>	

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:

Center for Advanced Language Proficiency Education and Research (CALPER)
The Pennsylvania State University
305 Sparks Building
University Park, PA 16802-5203
James P. Lantolf

The Pennsylvania State University seeks four years of funding under the U.S. Department of Education Title VI Language Resource Center program for the operation of its Center for Advanced Language Proficiency Education and Research (CALPER) as a national Language Resource Center (LRC). The mission of the Center for Advanced Language Proficiency Education and Research is to contribute to the LRC program as a resource for improving the Nation's capacity for teaching and learning foreign languages, with a particular focus on advanced levels of language learning and teacher professional development.

The goals of CALPER for the proposed cycle are (1) to develop materials and practices for teaching advanced levels of proficiency, (2) to enhance teacher knowledge in specific sub-domains of the target language, (3) to implement classroom developmental assessment, particularly at advanced levels of proficiency, (4) to provide professional development opportunities for language educators, including under-represented minorities and those working in minority-serving institutions, (5) provide instructional resources for teachers of foreign languages, including LCTLs, and (6) to effectively disseminate instructional materials and assessment procedures.

Individual projects in the current proposal focus on (a) development of instructional materials that link high-quality explicit knowledge of the target language, including LCTLs (Chinese, Korean) with practical communicative activities, (b) corpus-based classroom developmental assessment, including LCTLs (Arabic, Portuguese), (c) professional development of teachers through workshops, collaborative webinars, conference presentations, publications, and a regional network for Chinese teachers, (d) study abroad program for heritage learners.

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

**CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND
RESEARCH**

THE PENNSYLVANIA STATE UNIVERSITY

TABLE OF CONTENTS

1. Plan of Operation	[3]
a. Design of Project	[3]
b. Plan of Management	[4]
c. Center Objectives and Purpose of LRC Program	[6]
d. Plans to Use Resources and Personnel to Achieve Our Objectives	[7]
(1) Corpus-based Developmental Language Assessment—GOLD	[7]
(2) Concept-based Language Instruction	[9]
(3) A Corpus Approach to Academic Chinese	[11]
(4) Project-based Learning for Chinese	[13]
(5) Discourse of Korean News	[14]
(6) A Model Short-term Study Abroad Program for Heritage Learners of Spanish	[14]
(7) Chinese Language Teacher Network of Pennsylvania	[17]
(8) Professional Development Collaborative Webinar Series	[18]
(9) Dissemination	[19]
e. Equal Access to Minority Groups	[20]
2. Quality of Key Personnel	[21]
a. CALPER Director	[21]
b. CALPER Associate Director	[22]
c. Project Coordinators	[22]
d. Independent Evaluator	[26]
e. Other Key Personnel	[26]
f. Non-discriminatory Employment Practices of Penn State University	[28]
g. Evidence of Experience & Training of Key Personnel	[29]
3. Adequacy of Resources	[29]
a. Facilities	[29]
b. Equipment and Supplies	[30]
4. Need and Potential Impact	[30]
a. Corpus-based Developmental Language Assessment—GOLD	[30]
b. Concept-based Language Instruction	[31]
c. A Corpus Approach to Academic Chinese	[32]
d. Project-based Learning for Chinese	[33]
e. Discourse of Korean News	[33]
f. A Model Short-term Study Abroad Program for Heritage Speakers of Spanish	[33]
g. Chinese Language Teacher Network of Pennsylvania	[34]

h. Professional Development Collaborative Webinar Series	[35]
5. Likelihood of Achieving Results	[35]
6. Description of Final Form of Results	[37]
a. Corpus-based Developmental Language Assessment—GOLD	[38]
b. Concept-based Language Instruction	[38]
c. A Corpus Approach to Academic Chinese	[39]
d. Project-based Learning for Chinese	[39]
e. Discourse of Korean News	[40]
f. A Model Short-term Study Abroad Program for Heritage Learners of Spanish	[40]
g. Chinese Language Teacher Network of Pennsylvania	[40]
h. Professional Development Collaborative Webinar Series	[41]
7. Evaluation Plan	[41]
8. Budget	[44]
a. Personnel	[44]
b. Purchased Services	[46]
1. Concept-based Language Instruction	[46]
2. Discourse of Korean News	[46]
3. Academic Chinese	[46]
4. Chinese Language Teachers Network of PA	[46]
5. Corpus-based Developmental Language Assessment	[46]
6. Heritage Study Abroad	[47]
7. Project-based Learning for Chinese	[47]
8. Webinar Series	[47]
9. Programming	[47]
c. Wages	[47]
d. Travel	[48]
e. Supplies	[49]
f. Other	[49]
References	[50]

1. PLAN OF OPERATION

a. Design of Project. Since its inception in 2002 virtually all of CALPER's projects have focused on the development of instructional materials as well as teaching and assessment strategies designed to promote advanced levels of proficiency in less-commonly-taught as well as in some of the commonly taught languages. The current proposal continues with this orientation. We interpret advanced proficiency to range between level 3 (i.e., superior) and level 4 (distinguished) on the ACTFL Proficiency Scale. The proposal incorporates a total of 8 projects, including one collaborative project with another LRC and two projects that partner with minority-serving institutions (MSI) of higher education, addressing the Competitive Preference Priority #2. In addition, components of three other projects will be carried out at institutions outside of Penn State. The LCTLs included in the projects are Arabic, Chinese, Korean, and Portuguese. The commonly taught languages included are French and Spanish. In the next paragraph we provide a brief overview of the projects, which are then presented in greater detail in second (1d) below.

The collaborative LRC project will be conducted with the proposed LARC (Language Acquisition Resource Center) at San Diego State University and the proposed COERLL (Center for Open Educational Resources and Language Learning) at the University of Texas at Austin. This project is a continuation of a very successful series carried out from 2011-2014 where we organized and conducted a total of 13 webinars on language assessment. In this proposal we plan on offering an additional set of 12-14 webinars for teachers. The projects involving minority-serving institutions will be conducted with the California State University Channel Islands (CSUCI), a Title V institution, and the University of Illinois at Chicago (UIC), a Title IIIB institution. The CSUCI project focuses on study abroad for heritage speakers of Spanish and the

UIC project develops online materials and resources for project-based instruction of Chinese. A fourth project prepares teachers to implement a corpus-based approach to classroom developmental assessment that incorporates a user-friendly corpus-assessment instrument GOLD (Graphic Online Language Diagnostic) developed by CALPER previously. The languages to be included in this project are Arabic and Portuguese at Rice University, French at Penn State and Spanish at Temple University. A fifth project will develop a set of instructional units in Chinese, French, and Spanish, which are designed to promote language development through provision of in-depth knowledge of specific features of each language linked to useful communicative activities. This project will be carried out in conjunction with the Chinese program at the University of Oklahoma, the French program at Carnegie Mellon University and the Spanish program at the University of Miami. A sixth project will develop advanced level Korean instructional materials that promote proficiency in spoken discourse. The project will be carried out in conjunction with the Defense Language Institute at Monterey, CA. The remaining projects focus on Chinese. The first, to be carried out in conjunction with the Chinese program at UIC will develop a website for materials designed for project-based learning in this language. The second Chinese project focuses on the creation of corpus-based materials to promote proficiency in Chinese for academic purposes. The third creates a regional professional network for teachers of Chinese in the state of Pennsylvania.

b. Plan of Management. The proposed plan of management entails a straightforward framework to oversee the efficient and effective conduct to completion of each project as well as the overall operation of CALPER. The framework consists of a director and associate director of the proposed center, an advisory panel, and support staff, plus the project coordinators and team members of each project. James P. Lantolf (Director, Center for Language Acquisition and Greer

Professor in Language Acquisition and Applied Linguistics) will serve as the director of the proposed CALPER. He reports directly to the Dean of the College of the Liberal Arts at Penn State. Gabriela Appel (Senior Lecturer in Applied Linguistics and German) will serve as the associate director. They are supported by a staff assistant, an instructional designer, and graduate student assistants. This group will be responsible for the day-to-day operation of the proposed center.

The director is responsible for monitoring the overall timeline and evaluation plan for the project and will track progress of the individual proposed projects. He will be in regular contact with each project coordinator and assess that project activities will be carried out efficiently and in a timely fashion. Project management tools will help to document reached goals and completed activities. The director receives and evaluates semi-annual reports from each project coordinator before they are sent to the advisory panel. The director also assumes primary responsibility for CALPER's budget and approves all expenditures. The associate director has primary responsibility for outreach and dissemination activities (including the organization of summer workshops and institutes), planning CALPER's participation in national, regional, and state conferences, reporting, and will monitor that evaluation data is collected appropriately. In consultation with the director, she also works directly with the grants office of Penn State's College of the Liberal Arts to reconcile CALPER's budget on an annual basis. Lastly, she will also work closely with CALPER's Instructional Designer to ensure that communication between project coordinators and designer is efficient.

The advisory panel is comprised of four individuals: the director and associate director of CALPER, the Head of the Department of Applied Linguistics, Professor Robert Schrauf and one preeminent member of the applied linguistics and language education profession from outside of

Penn State, Professor Richard Donato, chair of the Department of Curriculum and Instruction at the University of Pittsburgh (cf. CVs in the appendix). The advisory panel will meet twice per year (virtually in the fall; in person in the spring). The panel will assess the progress of each project and ensures that the overall program proposed by CALPER remains on track to a successful conclusion by the end of year four. The panel will evaluate all semi-annual reports from each of the project coordinators and will take appropriate actions should impediments to the progress of projects arise. The panel will also provide feedback on the annual reports to the Department of Education prior to submission.

To summarize the management plan: the daily operations of CALPER, including monitoring of projects for progress and timeline compliance, budget oversight, dissemination, outreach and technology operations will be managed by the director and associate director; the advisory panel will provide feedback on project progress and provide guidance on project activities.

c. Center Objectives and Purpose of LRC Program. From its inception in 2002, CALPER has energetically sought to develop and disseminate instructional materials and practices to significantly enhance the nation's capacity to engage in effective foreign language instruction. Our specific goals relate to materials and practices that primarily, although not exclusively, promote advanced proficiency (as defined on the ACTFL scale).

The major objectives of the proposed CALPER are: (1) to provide teachers with explicit, sophisticated and pedagogically useful knowledge of the language(s) they teach as a complement to their language proficiency; (2) to create effective pedagogical materials grounded in large samples of authentic language systematically organized as a language corpus; (3) to prepare teachers to implement a corpus-based approach to assessment that reveals aspects of language

development usually hidden in traditional approaches to assessment; (4) to implement language-awareness activities that not only maximize the study abroad experience of heritage speakers and optimize their language proficiency; (5) to develop a project-based learning program for one LCTL that can serve as a model for other LCTLs; (6) to implement the materials and assessment procedure in order to obtain useful feedback from teachers and students on their effectiveness and appeal; (8) to disseminate the materials, including the feedback from implementation, to the profession through workshops and institutes, conference presentations, Web sites, and publications (professional journals as well as CALPER working papers, digests, webinars, tutorials, professional development documents, etc.). All of the objectives have equal priority as they each seek to impact on different aspects of language instruction. They are fleshed out in greater specificity in the next section.

d. Plan to Use Resources and Personnel to Achieve Objectives. The proposed projects realize the goals outlined in (1c) above. For each project we give its working title, coordinator(s), the objectives it addresses, a description, and activities.

1. CORPUS-BASED DEVELOPMENTAL LANGUAGE ASSESSMENT (GOLD). *Coordinators:* Xiaofei Lu, James P. Lantolf (Penn State). *Objectives:* (a) train teachers to use a corpus-based assessment tool to track and benchmark language development of individuals and groups; (b) to expand the tool to segment the characters in Chinese texts into appropriate word units and make the tool useable for teachers of Chinese. *Competitive Preference Priority* (henceforth, *CPP*) #1: Arabic and Portuguese instruction programs. *Authorized Activities* (henceforth, *AA*)(c) and (d): disseminating and preparing teachers to implement an innovative technology-based assessment procedure. During previous cycles, CALPER developed a sophisticated, yet user-friendly, corpus-tool that allows for a fine-grained diagnostic assessment of learner language and language

development. The tool, known as GOLD (Graphic Online Language Diagnostic) enables a user to input spoken or written data from any source and to use a variety of meta-tags (i.e., variables such as learner age, gender, course level, different language tasks, etc.) to query the data for specific features or sets of features and to graphically track changes in these over time. The features might be aspects of morphology, syntax, vocabulary (including lexical density—type/token ratios), or even discourse features such as changes in word order to mark topic in a language such as Chinese, Portuguese, or Spanish. Once entered, the data can be permanently stored. This enables a teacher to compare what type of language students produced at different points in time throughout a language program. It also allows teachers to compare and/or benchmark individual learners or groups of learners within the same program or across programs.

The proposed project seeks to inform teachers of the advantages of and to train them in the use of corpus-based assessment. To this end, teachers in several different language programs will first be trained to use GOLD through workshops. They will then implement the procedure in their own classroom assessment practices. The project coordinator will collect feedback from the teachers and the students on the pedagogical effectiveness of GOLD. Information will be solicited on ease of using GOLD, if and how knowledge derived from GOLD informs the kind of assistance teachers are able to provide to learners to promote further development and to more effectively correct problem areas, how students react to fine-grained information on their language ability, if this information better helps them move their own learning forward, and how useful they believe comparing their own development to other learners is. Partners in this projects are the Arabic and Portuguese programs at Rice University (see letter of support from Professor Rafael Salaberry, Director of the Center for Languages and Intercultural

Communication at Rice), the Spanish program at Temple University (see letter of support from Professor Paul Toth, coordinator of Spanish language instruction), the French program at Penn State (see letter of support from Dr. Heather McCoy, coordinator of language instruction). To date, GOLD is able to read input in Latin, Cyrillic, and Arabic alphabets. While it can read Chinese characters, it still has difficulties with word segmentation. Therefore another aspect of the project will be to develop and a word segmentation procedure which will be piloted in Chinese courses at Penn State. A successfully developed procedure would make the tool available to a large number of educators.

2. CONCEPT-BASED LANGUAGE INSTRUCTION (CBLI). *Coordinator:* James P. Lantolf (Penn State). *Objectives:* develop innovative teaching materials for connecting explicit instruction and communicative practice and enhance teacher knowledge of target language. *CPP 1:* Chinese. *AA* (a) and (b): developing and disseminating a new approach to FL teaching that has proven effective in numerous research studies along with a new set of materials that will be classroom tested in the project.

To capture pedagogically relevant explicit knowledge we use the term “Conceptual Knowledge,” which Vygotsky (1986, p. 195) describes as an active component “of the intellectual process, constantly engaged in serving communication, understanding, and problem solving.” Conceptual knowledge must be grounded in systematic research on the object of study. The knowledge that we have used in our previous research on concept-based instruction is provided in large part by cognitive linguistics, an approach to language analysis that foregrounds meaning over structure and that has become increasingly interested in second language learning (see Tyler, 2012). To illustrate, a concept that has extensive generality in explaining an array of language features we point to the concept of *boundedness*. Events, states, and objects can be

bounded, as if they were within a container, or not bounded at all. Count nouns such as apples and oranges are bounded because they have specific boundaries between themselves and other objects and therefore can be counted. Mass nouns such as water, snow, and furniture have no boundaries and therefore cannot be counted. Similarly, Spanish preterit aspect is a bounded perspective on events or states, while imperfect aspect is an unbounded perspective. Rather than presenting concepts to learners in verbal form only, in CBLI concepts must be visualized graphically. A rich set of such graphic representation of language concepts is presented in Lantolf and Poehner (2014).

Conceptual knowledge alone, of course, is not sufficient to promote learning. As Erickson and Lanning (2014) argue, without practice conceptual knowledge is of little value and remains inert. Hence, this knowledge must be connected to a range of spoken and written communicative activities that encourage students to use the knowledge to meet their own communicative goals. Over the past several years, we have successfully implemented concept-based instruction in a number of classrooms in a variety of languages, including those that are the focus of the current project (described in Lantolf & Poehner, 2014). However, the implementations were small-scale focusing on only one or two features of the target language. The goal of the current project is to create a series of 8 fully developed lessons in Chinese, French, and Spanish for teachers to use with their students. Each lesson addresses a specific morphological, syntactic, pragmatic, or discourse feature of the language and formulates a systematic explanation of the feature that teachers can present to learners along with relevant communicative activities to practice using the feature. Examples of lesson topics are: spatial expressions (*shang, xia, kai, dao*), resultative verb-complements, *ba*-constructions, and discourse markers (*jiu, cai*) in Chinese; expressing indirect opinions and refusals, requests, suggestions, conversational repair, and negative

variation (*ne... pas, ...pas*) in French; verbal aspect (preterit/imperfect), copula verbs (*ser, estar*), mood (indicative/subjunctive), motion events, psychological verbs in Spanish. (The specific lesson topics for each language are included in the timeline (appendix).

The materials will be piloted in real language classrooms (rather than controlled laboratory settings) and reports on the learning outcomes and teacher and learner attitudes toward the materials will be made available on a CALPER project website. The website will also provide teachers with models for developing and implementing concept-based instructional modules themselves and include a digital library that allows teachers to share the lessons they developed with others across the country.

Lantolf will function as the project coordinator and work with experts in CBLI who have extensive experience formulating and implementing concept-based pedagogy. Professor Jie Zang (University of Oklahoma) will coordinate the Chinese component of the project; Professor Adam van Compernelle (Carnegie Mellon University) the French component and Professor Eduardo Negueruela-Azarola (University of Miami) the Spanish component. Short CVs from each co-coordinator are included in the appendix.

3. A CORPUS APPROACH TO ACADEMIC CHINESE. *Coordinator:* Hongyin Tao (UCLA)

Objectives: develop instructional materials for teaching academic Chinese based on language

samples drawn from a range of authentic academic texts organized into a corpus. *CPP 1:*

Chinese. *AA* (b) and (e): development and dissemination of new teaching methods through use

of technology with a significant focus on instructional materials for LCTLs. *IP 2:* materials are

suitable for implementation in Chinese heritage language programs.

The materials to be created will be based on the Corpus of Written Academic Chinese (CWAC) built during a previous collaboration of Penn State, UCLA, and Peking University.

CWAC contains 1468 authentic academic texts from 28 subject areas grouped under four broad academic disciplines: the arts (education, history, linguistics, etc.), commerce (accounting, economics, marketing, etc.), law (criminal law, family law, international law, etc.), and science (biology, chemistry, computer science, etc.). At present, CWAC contains over twenty million words. All texts in CWAC have been processed for word segmentation and parts of speech information. A subset of the texts is already available online, but as the proposed project progresses, the number of online texts will be increased.

The following types of materials and resources will be created: (1) academic Chinese (AC) word lists (a general list and subject-specific lists), providing valuable information for teachers who teach AC; (2) an online resource site with information on features of AC and a comprehensive bibliography on existing and ongoing research in AC; (3) a web-based searchable corpus with a user-friendly interface, where learners and educators can search lexico-grammatical features of AC; d) a textbook to be used for teaching academic Chinese. This textbook will contain 14 instructional units with excerpts from authentic texts focusing on various lexical, grammatical, and discourse features characteristic of written AC, such as complex clause structures, properties of abstracts, strategies of text cohesion and coherence, and ways epistemic and affective stances are signaled in academic texts. The target users of the teaching materials are advanced learners of Chinese who have studied the language at the third year level or above in US college Chinese language programs and heritage language learners, but they can also be used by others who have achieved advanced and superior levels on the ACTFL scale (e.g. agency personnel). The materials will be disseminated as open educational resources on a project specific website. The project coordinator will conduct summer workshops at UCLA and possibly at Penn State on how to understand academic Chinese and how to use the teaching

materials. Proposals to conduct workshops at other venues (ACTFL, National Chinese Language Conference) will also be submitted. Reviews of the materials will be conducted by instructors at UCLA, UC Berkeley and the Chinese Flagship programs at the Universities of Oregon, Mississippi, Indiana, and Hunter College. This quality assessment will begin in the second year of the project and be achieved through a variety of surveys and questionnaires.

4. PROJECT-BASED LEARNING FOR CHINESE (PBLC). *Coordinator:* Xuehua Xiang (University of Illinois at Chicago). *Objectives:* develop a website with information and resources on how to implement and assess project-based learning in Chinese. *CPP 1:* focus on Chinese. *CPP 2:* partners CALPER with UIC, a Title IIIB minority-serving institution. *AA 2 (b), (d), (e), (f):* technology will be used to disseminate innovative teaching approaches in a LCTL. *IP 2:* needs of Chinese heritage programs.

This project develops a teacher training and curriculum-designing hub for Chinese foreign/heritage language teachers as a website. PBLC is planned as a two year project. The website will have the following components: (1) introducing project-based learning; (2) techniques for building learner community to foster cooperation rather than competition among students; (3) theoretical foundation and research background on PBL; (4) taxonomy of project designs including samples of projects that have been successfully implemented in Chinese classrooms; (5) understanding National Standards and Proficiency Guidelines as related to learning outcomes in PBL(C); (6) resources for further learning of PBL; (7) Chinese PBL Google Group as Web Forum; (8) online tutorials (understanding multimodality for designing projects, learning styles for project design, learning strategies for project design, multimedia tools for project work, addressing challenges of PBL(C)—young learners, heritage learners, multi-level classes, different proficiency levels.

5. DISCOURSE OF KOREAN NEWS. *Coordinators:* Susan Strauss (Penn State) and Jongoh Eun (Defense Language Institute). *Objective:* create 20 instructional units based on Korean news discourse intended for high intermediate/advanced programs. *CPP 1:* focus on Korean. *AA (a), (b), (e):* focus is on new teaching materials and strategies for upper-level courses in Korean.

Over the four-year period of the cycle, this project will create, test, and disseminate a total of 20 instructional units using authentic language from newspapers, TV news broadcasts and mixed-media internet-based (print/video) outlets. Each teaching unit will focus on a particular area of vocabulary, on grammatical constructions that are specific to news discourse (e.g., headlines/sub-heads, patterns of reference, tense/aspect, evidentiality, and on the registers of the specific news sub-genres (e.g. economy and finance, government/politics, world news in Korean, sports, opinion columns, book/film reviews, entertainment, weather, travel/leisure, etc.).

Teachers will be able to use the units either as stand-alone units or they may choose to integrate them with other course materials. The units will be field tested at the Defense Language Institute in Monterey, CA by Dr. Jongoh Eun. They will also be piloted in Korean language programs throughout the US. Using the units as models, the coordinators will conduct workshops on how to understand and use *discourse* in the development and implementation of pedagogical materials to enable teachers of Korean to adapt and create their own materials that address the five goals of the National Standards (Communication, Culture, Comparisons, Communities, Connections).

6. A MODEL SHORT-TERM STUDY ABROAD PROGRAM FOR HERITAGE LEARNERS OF SPANISH. *Coordinators:* Celeste Kinginger (Penn State), Antonio Jimenez-Jimenez (California State University, Channel Islands). *Objective:* document best practices to enhance the impact of short-term study abroad experiences for heritage learners and to increase the number of such learners

who opt for study abroad. *CPP 2*: partners CALPER with CSUCI, a Title V minority-serving institution. *IP 2*: focus on heritage learners. *AA (a), (b)*: seeks to develop an approach to maximize the study abroad experience of heritage learners both in terms of increasing their language proficiency and their cultural and language awareness.

The aim of this three-year project is to enhance the impact of short-term study abroad for heritage learners of Spanish by developing an enhancement program. Although the experiences of heritage learners vary, typically learners been raised in a home where Spanish is spoken, and they are to some degree bilingual in Spanish and English. Oftentimes heritage learners require an emphasis on developing advanced proficiency in the classroom along with contexts for local engagement involving specialized or professional language abilities, rather than a focus on spoken fluency in routine, everyday contexts. The new program, which the project intends to design and implement is guided by these needs.

Participants will be students enrolled in the California State University, Channel Islands' (CSUCI) intensive (4 week) program in Málaga, Spain during the summers of 2016 and 2018. The vast majority of CSUCI Spanish language students (approximately 95%) are heritage learners. During the study abroad period, the students will be enrolled in a blended course (web-based and face-to-face) offering instruction on four broad topics: (1) academic literacy, (2) advanced grammar, (3) spoken and written register (levels of formality and informality), and (4) the concept of language variety (regional, generational, situational) and varieties of Spanish used in Europe and around the world. The instructional program will integrate activities and practices from Kinginger's (2009) manual for study abroad programs. In addition, the students will be involved in service learning projects appropriate to their interests and skills (as interns in local businesses or as community volunteers) and they will be guided in their reflections on their

activities and experiences as regards intercultural communication. Awareness raising activities developed in previous CALPER projects will be utilized for this aspect.

The proposed project will document best practices that specifically promote the language skills and cultural awareness of heritage speakers and in so doing aims at increasing the number of heritage speakers to participate in study abroad opportunities. These best practices will be disseminated through CALPER's website and workshops for administrators and faculty involved in Study Abroad programs with a substantial numbers of heritage speakers (of any language, not only Spanish). The project will make a specific effort to gather information on the extent to which an enhanced experience abroad may have a direct impact on students' professional success.

Procedurally, in order to optimize the preparation and experience of heritage learners in study abroad, the project coordinators will conduct focus groups with students who have returned from the program in Málaga, to identify unmet needs related to language and culture learning by those heritage learners. The initial focus group will meet in the fall of 2014 with the current cohort of CSUCI's study abroad heritage students. This will make it possible for the project to develop concrete activities for the cohort that will study in Malaga in 2016. The project will conduct an additional focus group with these returning students in order to determine the effects of initial instantiation of the new program. This data will be used to make further programmatic adjustment if needed. The project will share this information with educators and administrators through workshops and conference presentations as well as through CALPER's website. To determine the effects of the new program on the development of learner proficiency all participants will take the CAST (Computer Assisted Screening Tool) developed by LARC at San Diego State University as a pre- and post- study abroad assessment. Students will also be asked

to take pre- and post-tests evaluating their progress in the four areas addressed in the course (see above). A survey of satisfaction with the program will be administered to both students and teachers/ program administrators at the conclusion of the program and the analysis of the result will be made available to the language teaching community through CALPER's dissemination project (see project 9 below, p. 19).

7. CHINESE LANGUAGE TEACHER NETWORK (CLTNET) OF PENNSYLVANIA (PA). *Coordinator:* Gabriela Appel. *Objective:* to provide substantive support to Chinese language teachers (CLTs) in PA through creating CLTNet. *CPP 1:* focus on Chinese. *AA (e) (f):* focus on determining needs of Chinese language teachers in small programs, providing resources for teaching in secondary school programs, and to provide a model that has national implications.

With the proposed multi-phased project CLTNet, CALPER will spearhead an initiative that aims at supporting CLTs through establishing a network of CL educators in PA by connecting them to one another and functioning as a hub for resources. CLTNet will be lead by team members from four institutional contexts. Their role is to provide leadership, represent the views and needs of their respective constituencies and inform the development of resources for those groups as well as the themes of the teacher workshops. The proposed project will use data from a needs assessment pilot CALPER conducted recently. The pilot uncovered that CLTs in PA seek information and resources in variety of areas that cluster around: (1) a detailed inventory of programs in PA, so novice teachers are able to research program details and establish contacts; (2) guidance on the availability of language assessment procedures and tools; (3) guidance on how to use authentic materials in the CL classroom, particularly at the lower levels; (4) guidance on innovative teaching practices, especially web-based Chinese learning projects; and (5) professional development opportunities. The proposed project will create those

resources online and invite CLTs to join the network and participate in this new professional community. To facilitate communication and information dissemination, CLTNet will make use of a listserv established for CLTNet, social media outlets, and an electronic newsletter. This project is a potential model for other similar initiatives in other states, which have a similar demographic make-up as PA. Team Members are: Susan Calvin (Berks County IU), Deborah Roney (Huntingdon College, PA), Michelle Saylor (Bellefonte Area School District, PA), Daliang Wang (Mercyhurst College, Erie, PA).

8. PROFESSIONAL DEVELOPMENT COLLABORATIVE WEBINAR SERIES. *Coordinator:* Gabriela Appel (CALPER) *Objective:* to provide language teachers and teachers educators across the US with access to leading experts in teaching and assessment practices through live and archived webinars. Based on our immensely successful 2010-2014 LARC/CALPER webinar series on “assessment”, we are proposing to continue this project in kind with two expansions: (1) we will partner with the proposed LRC at the University of Texas (COERLL), and (2) we will offer webinars on topics of concern to teachers that were assessed by a survey we conducted during Spring 2014. Extending our collaboration will bring another set of strengths to the series and extending the themes will bring in teachers with diverse professional interests.

We plan on inviting experts in identified topic areas including, self-assessment, error correction and feedback, corpus-based approaches to teaching, and curriculum design, authentic materials, blended learning, heritage materials, among others, to lead a presentation and provide resources for teachers to follow-up and intensify their knowledge about said topic. We will determine a time frame when to broadcast the webinar live and subsequently archive the presentation. An archived presentation allows teachers to view it at a time that suits their schedule. Archives of past webinars already exist on the LARC and CALPER websites and also

on a video-sharing website (Vimeo™) we created for that purpose. We will continue to use those outlets for dissemination. The potential reach of teachers through our Vimeo™ channel is very high, if we take as a baseline that our last webinar which was broadcast in April 2014 has been viewed 750 times since then. We will evaluate each live webinar with a survey through which we receive feedback on technology use and content. We will follow-up with participants in order to obtain information about who disseminates our materials by using them in their teaching when training pre-service teachers.

9. DISSEMINATION. *Coordinator:* Gabriela Appel (Penn State). *Objective:* to disseminate the outcomes of all projects to K-16 language educators and administrators.

The dissemination strategies that we will implement include a robust set of summer workshops and institutes for language educators. Given the costs of long-distance travel and the budget reductions experienced by many secondary and post-secondary institutions we will not restrict our workshop offerings to the Penn State campus. Instead, where feasible, we will organize workshops at several of the home institutions of CALPER's coordinators. Therefore, a workshop on the heritage study abroad project will be held at California State University at Channel Islands. This will enable us to reach a large number of educators in the California State system that work with heritage language and study abroad programs. A workshop for the Academic Chinese project will be held at UCLA, given the high number of Chinese language programs on the West Coast of the US. We will organize a Project-based Learning workshop at UIC for Chinese educators working in post-secondary and secondary institutions in the Chicago area. Similarly, we will organize a workshop for Korean instructors on the West Coast. We will also conduct workshops on GOLD and Concept-Based Instruction and Korean on the Penn State campus.

Another dissemination strategy that we will employ is to invite language instructors from several institutions around the country to test the materials and methods that emerge from the proposed projects. CALPER has established an extensive network of language instructors in various languages, many of whom have participated in previous summer workshops as well as special sessions held at national, regional, and state professional conferences. We will contact these individuals at the appropriate time and invite them to use any of our outputs in their regular instructional programs. We will then solicit feedback regarding the effectiveness of the products and procedures.

CALPER project coordinators will also submit presentations to professional conferences (such as ACTFL, the various AATs and their regional affiliates, the Heritage Language Research Institute conducted by the NHLRC at UCLA, etc.). We will also exhibit our materials and products at national, regional, and state annual conferences, and connect with language educators from a wide range of contexts.

Additional successful dissemination activities include CALPER's Electronic Newsletter, its Professional Development Documents, Working Papers, Resource Guides and Digests, which alert and inform language educators across the country about the new products we develop. We also disseminate information through our electronic mailing list and the social media. CALPER also provides funding to support the participation of three K-16 teachers in the bi-annual conference on Intercultural Communication organized by the proposed CERCLL at the University of Arizona.

e. Equal Access to Minority Groups. While it is highly likely that by sponsoring workshops in California and in the Chicago area, we will be able to attract language educators who are members of racial and ethnic minority groups, we will put in place a specific procedure, as part

of our dissemination plan that we believe will provide enhanced and more systematic access to under-represented groups. Given what we have said above with regard to the costs of long-distance travel, especially by air, and budgets restrictions of educational institutions, as an initial step we will contact language instructors at Title III & V minority serving institutions and institutions that traditionally have served African-American students in Pennsylvania and bordering states, including New York, New Jersey, Maryland and Delaware. We will also make them aware of our summer workshops and of our availability to conduct no-cost workshops on their campuses. Examples of institutions that we will contact are the following: In PA—Albright College, Shippensburg University, Bloomsburg University, Community College of Allegheny County, Community College of Philadelphia, Mansfield University, and Lincoln University; in NY—City College of New York, Daemen, Queensborough Community College, Metropolitan College of New York; in NJ—Kean University, Bergen College, Rowan University, William Patterson University; in DE—Delaware State University; in MD/DC—Howard University, Montgomery College.

2. QUALITY OF KEY PERSONNEL. Qualifications of the director and associate director are indicated first. The coordinators of individual projects along with their qualifications are listed in alphabetical order. Other key personnel follow this list. Short CVs for all key personnel are included in the appendix.

a. Director. James P. Lantolf, George & Jane Greer Professor in Language Acquisition & Applied Linguistics, Director of the Center for Language Acquisition, Penn State. He has published over 120 books, edited volumes, articles, and book chapters in applied linguistics, second language learning and teaching and language assessment. He served as co-editor of *Applied Linguistics*, Program Chair of the Annual Conference of AAAL and President of AAAL.

He has been co-PI on five Title VI grant projects, including three previous LRC grants, and two IRS grants (telecollaboration and L2 learning; computerized dynamic assessment in Chinese, French, and Russian). He has taught courses in Spanish language and applied linguistics and currently teaches graduate courses in sociocultural theory and language teaching, second language acquisition, methods of analyzing learner language, and gesture in second language learning and teaching and has supervised 44 doctoral dissertations. He has been co-director of CALPER from 2002 to the present and he has been co-coordinator of previous projects on dynamic assessment and materials for metaphor instruction in Chinese, Korean, Russian, and Spanish. He will dedicate 25% of his time to CALPER as center director and coordinator of the GOLD and Concept-Based Instruction Projects.

b. Associate Director. Gabriela Appel, Senior Lecturer in Applied Linguistics and German, Penn State. She has served for the past 14 years on the editorial board and as associate editor for *News and Notes* of the *Modern Language Journal*. Her areas of specialization include language teaching methodology, L2 literacy, vocabulary learning, corpus linguistics and has taught courses in German language at all levels of proficiency, second language reading, and classroom assessment. She has been a member of several dissertation committees in applied linguistics. She served as CALPER's coordinator for administration since 2002. She will dedicate 100% of her time to CALPER with 15% time dedicated to the Chinese Language Teaching Network Project.

c. Project Coordinators

JONGHO EUN. Korean Branch Chief, Continuing Education at the Defense Language Institute Foreign Language Center. He has co-authored articles and has presented numerous papers on Korean language at professional conferences. He has developed multi-media materials for

teaching Korean. He regularly teaches courses on Korean at the beginning, intermediate and advanced levels. He will dedicate 10% of his time to the Korean discourse project.

ANTONIO JIMÉNEZ JIMÉNEZ. Professor of Spanish and Director of the Center for International Affairs and Residence Director of Study Abroad in Spanish at California State University, Channel Islands. He has published several articles in academic journals and presented papers at professional conferences on heritage and underrepresented learners in study abroad. He regularly teaches courses in advanced Spanish language, Spanish for heritage speakers, Spanish for careers and professions, and language variation and diversity. He will dedicate 10% time to the project A Model for Short-term Study Abroad for Heritage Learners.

CELESTE KINGINGER. Professor of Applied Linguistics and French, Penn State, is internationally recognized leader in study abroad research. She has published three books and numerous articles and book chapters on language learning and study abroad and has lectured nationally and internationally on the topic. She has taught courses in French language at all levels as well as courses on classroom discourse, language and identity, language in use, and second language acquisition and has supervised numerous doctoral dissertations. She was coordinator for three previous CALPER projects on language learning and study abroad and has developed the CALPER handbook on study abroad for language educators. She will dedicate 10% of her time to the project A Model for Short-term Study Abroad for Heritage Learners.

XIAOFEI LU. Gilbert Watz Early Career Associate Professor in Language and Linguistics, Penn State. He is a specialist in corpus linguistics and Chinese and has authored and co-authored numerous papers and chapters on corpus linguistics and second language learning. He teaches graduate courses on corpus linguistics and statistical analysis of language, research methods, technology in foreign language teaching, and language assessment and is currently supervising 7

doctoral dissertations in applied linguistics. He was instrumental in designing the GOLD interface and served as coordinator for the projects that developed GOLD in previous CALPER cycles. He also participated as Chinese project coordinator for the Title VI IRS on dynamic assessment undertaken by Penn State's Center for Language Acquisition. He will dedicate 15% of his time to the GOLD project.

EDUARDO NEGUERUELA-AZAROLA. Associate Professor of Spanish Applied Linguistics and Second Language Acquisition, University of Miami. He specializes in second language pedagogy, pedagogical grammar, and concept-based approaches to language instruction. He has published numerous articles and book chapters and has given talks at professional conferences in this area. He is currently working on a book manuscript on the effects of learning a second language on thinking. He teaches Spanish language courses at all levels as well as courses in applied Spanish linguistics and pedagogical grammar. He will develop and pilot the 8 Spanish lessons for the project on Concept-Based Language Instruction and will devote 10% of this time to the project.

SUSAN STRAUSS. Associate Professor of Applied Linguistics, Penn State. She specializes in cognitive linguistics, discourse analysis, pedagogical grammar, and the analysis of Asian languages, including Korean, Chinese and Japanese and has authored and co-authored a number of articles and book chapters on these languages. She is co-author of the book: *Discourse analysis: Putting our worlds into words* (Routledge, 2014). She is current editor of *The Korean Language in America*, the journal of the American Association of Teachers of Korean. She teaches courses in discourse grammar, language analysis, second language writing, and cognitive grammar. She served as coordinator for previous CALPER projects on the development of

teaching materials for advanced Korean. She will dedicate 10% of her time to the Korean news discourse project.

HONGYIN TAO. Professor of Language and Linguistics and Applied Linguistics at UCLA. He is an internationally acknowledged expert in Chinese corpus linguistics and its application to language teaching. He has published over 70 articles and book chapters in this area. He is co-editor of the journal *Chinese Language and Discourse* (Benjamins), currently serves as president of the Chinese Language Teachers Association (CLTA) and chairs its steering committee. He teaches courses on language in action, research methods in East Asian linguistics, corpus linguistics, introduction to Chinese linguistics, and advanced readings in modern Chinese language. He produced the textbook *Working with Spoken Chinese* a corpus-based approach to advanced Chinese instruction published by CALPER. He will dedicate 10% of his time to the project A Corpus Approach to Academic Chinese.

REMI ADAM VAN COMPERNOLLE. Assistant Professor Second Language Acquisition and French, Carnegie Mellon University. He has published numerous articles and book chapters on concept-based approaches to pragmatics pedagogy for French and recently published a book-length study on this topic. He also has published articles on sociolinguistic variation in classroom language learning. He teaches courses in French at all levels as well as courses on second language acquisition and French pragmatics. He will develop and pilot the 8 French lessons for the project on Concept-Based Language Instruction. He will dedicate 10% of his time to the project.

XUEHUA XIANG. Associate Professor of Linguistics and director of the Chinese language program at the University of Illinois, Chicago. She served as director of LCTLs at Chicago from 2008-2010. She has published numerous articles and book chapters on various aspects of Chinese discourse, comparison of Chinese and English and language-culture interface. She

teaches Chinese courses at all levels as well as discourse analysis, conversational analysis and Chinese linguistics. She has carried out several pedagogical projects at UIC, including a curriculum for Chinese heritage learners and a blended learning curriculum. She also developed a blended learning curriculum on Chinese particles in the previous cycle of CALPER. She will dedicate 10% of her time to Project-based Learning Chinese.

JIE ZHANG. Assistant Professor of Chinese Pedagogy and Applied Linguistics and coordinator of the Chinese language program, University of Oklahoma. She has published several articles on various aspects of Chinese language instruction, including a co-authored student textbook. She is currently working on a co-edited volume on teaching Chinese under contract with Springer. She teaches Chinese language courses at all levels of proficiency including specialized courses on listening, reading and writing. She will develop and pilot the 8 Chinese lessons for the project on Concept-Based Language Instruction. She will dedicate 10% of her time to the project.

d. Independent Evaluator. ALAN JUFFS, Professor of Linguistics, University of Pittsburgh. He will serve as independent evaluator of CALPER's projects (see support letter in appendix #3). He is a nationally recognized researcher in applied linguistics with extensive publications on a variety of topics relating to language learning, including lexical learning and corpus-based analysis. He has international teaching experience in China and Japan and has working knowledge of and fluency in Chinese, French, and German. He serves as Director of the ESL Institute at Pittsburgh and is an associate of the Learning Research and Development Center at the University of Pittsburgh.

e. Other Key Personnel

SUSAN CALVIN. Program Administrator for Asian Studies Collaborative & International Studies Roundtable, Berks County, PA School District. She was primary grant writer and served as

Program Director for Chinese STARTALK, Berks County, PA. She is also Program Administrator for Asian Studies Collaborative Berks County. She was Project Director for FLAT grant for Chinese language and culture pedagogy in Berks County schools. She will dedicate 10% of her time to the Chinese Language Teachers Network of PA. Letter of support in appendix).

RICHARD DONATO. Professor and Department Chair, Curriculum and Instruction, University of Pittsburgh. He is a nationally recognized leader in language pedagogy and classroom language learning. He has agreed to serve on CALPER's Advisory Panel. (see letter of support # 7 in appendix.

HEATHER MCCOY. Senior Lecturer and Director of the Basic French language program at Penn State. She will organize the implementation and collection of data in French language courses for the GOLD project. This involves selection of appropriate course level and classroom instructors. (see letter of support # 4 in appendix).

DEBORAH RONEY. Assistant Professor, Juniata College and National Director of National Language in Motion. She received three grants for the Language in Motion Project, which focuses on grades K-16. She has conducted language service-learning projects at Juniata. She will dedicate 10% of her time to the Chinese Language Teachers Network of PA. (see letter of support #8 in appendix).

RAFAEL SALABERRY. Mary Gibbs Jones Professor in Humanities and Director of the Center for Languages and International Communication at Rice University. He will organize the implementation and collection of data in Arabic and Portuguese courses for the GOLD project. (see letter of support #6 in appendix).

MICHELLE SAYLOR. Assistant Superintendent, Bellefonte Area PA School District. She served as director of curriculum and middle school principal. She has presented talks at Penn State's Confucius Institute on Classroom Management and at the Asian Studies Collaborative Conference on international education and competency. She will dedicate 10% of her time to the Chinese Language Network of PA project (see letter of support #9 in appendix).

ROBERT SCHRAUF. Professor and Head of Department of Applied Linguistics, Penn State. He specializes in bilingualism and cognition and teaches graduate courses on language assessment, research design, and grant writing. He has agreed to serve on the Advisory Panel.

PAUL TOTH. Assistant Professor of Spanish and Applied Linguistics. He works with teaching assistants in the Spanish program at Temple University and will organize the implementation and collection of data in Spanish courses for the GOLD project (see letter of support #5 in appendix).

DALIANG WANG. Associate Professor, Mercyhurst College (Erie, PA). He has published articles on multimedia Chinese language teaching, and technology-assisted Chinese curriculum. He teaches Chinese language courses at all levels and is involved in study abroad in China. He will dedicate 10% of his time to the Chinese Language Teachers Network of PA (see letter of support #10 in appendix).

f. Non-discriminatory Employment Practices of the Applicant. The Pennsylvania State University provides equal opportunity in all terms and conditions of employment, for all persons. The University is committed that all persons shall have equal access to employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy, contract, or state or federal authorities, and that the University does not discriminate against any person because of age as defined by law, ancestry, color, disability, or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran

status. This policy of equal opportunity applied to, and must be an integral part of, every aspect of personnel policy and practice in the employment, development, advancement, and treatment of employees and applicants for employment at the University. The Department of Applied Linguistics, the unit from which CALPER draws all of its internal personnel, is comprised of women and minorities; this includes faculty as well as graduate students. Only three of current twelve full-time faculty are Caucasian men.

g. Evidence of Relevant Past Experience of Key Personnel. In addition to the commentary provided above, which summarizes the background qualifications of key personnel, the appendix includes short CVs or bio-statements that provide additional evidence.

3. ADEQUACY OF RESOURCES. CALPER has already established a solid infrastructure, including necessary personnel, supplies and equipment for all of its activities.

a. Facilities: CALPER is located in a designated suite of offices which houses the Director, Associate Director, and staff assistant. It also includes a separate office for the to-be hired instructional designer, as described in the budget narrative below (p. 45) and letters of support (#1 & #2). The Center for Language Acquisition, in which CALPER is embedded, and the affiliated Department of Applied Linguistics provide additional resources that CALPER draws on. These include highly qualified faculty that serve as coordinators for five of the projects (including dissemination) and permanently funded graduate assistant (RA) lines that support the projects as needed. The RAs, selected from the doctoral program in applied linguistics are either natives or highly proficiency speakers of the languages included in this proposal. They also have strong preparation in research methods, data collection and analysis, and experience in language teaching.

b. Equipment and Supplies: CALPER has its own designated computers, projector, and video and audio recording equipment. It shares copying machines with the Department of Applied Linguistics and the Center for Language Acquisition. The College of the Liberal Arts at Penn State has also recently established a Media Commons Center that provides support to centers and units in the College for their digital projects.

4. NEED AND POTENTIAL IMPACT. In addressing this criterion we will indicate what we perceive the need and impact to be for each of the projects included in the current proposal.

Overall, however, we believe that all of the projects address in one way or other the conclusion put forth by Jackson and Malone (2009) in their review of the report of the National Research Council on International Education and Foreign Language Studies in which they argue that “*The single most important factor in whether language is learned or not is the competence and skill of the teacher*” (Jackson & Malone, 2009, p. 18) [italics in original]. In their view “teacher competence crucially includes both proficiency in the language and culture and professional knowledge and ability as a language teacher.” While we concur with Jackson and Malone that teacher proficiency in the language is essential for successful learning outcomes, our projects in the current proposal aim at the second factor mentioned—professional knowledge, which encompasses pedagogical and assessment knowledge as well as deep and sophisticated knowledge of the language itself.

a. Corpus-based Developmental Language Assessment (GOLD). Traditional classroom achievement tests and even standardized commercial tests do not normally allow teachers and other users to observe language development through fine-grained analyses of specific features of learner language (delineated above, p. 8). The importance of this type of information is significant if teachers are to maximally help learners develop their language abilities. While

scores on tests are useful, they do not provide information on the language itself, nor do they allow for direct comparison of linguistic features across learners, across groups, and across time. For example, in Chinese it is essential to mark nouns with one of many classifier particles, depending on the nature of the object talked about. Learners are taught particles from early on in Chinese programs; however, they frequently have difficulties working out which classifier is used with which type of noun and as a result they tend to overgeneralize a single classifier for all nouns. Because GOLD allows for tracking of use and changes in features such as classifiers, teachers are able to observe not only when new classifiers begin to appear in learner performance they are able to track frequency of use, distribution across noun categories and as a result they should be able to offer students help to work out the system. On traditional tests, if at time 1 students use classifier X and at time 2 classifier Y makes an appearance, they may still use the forms incorrectly; however, the appearance and increase used of a second classifier is an indication that development is underway and that teaching may in fact be having an effect on learning that traditional tests are not sensitive to. Access GOLD is available to users through CALPER's website, and as such, it can be easily used by teachers and instructional programs anywhere in the US. An attractive feature of GOLD is that it enables teachers in different programs in different geographic locations to compare learning outcomes in a systematic way.

b. Concept-Based Language Instruction. For the past 10 years an increasing amount of L2 research has shown that explicit instruction has a positive impact on classroom language learning. In fact, some research has shown that inclusion of overt explanations in classroom lessons has a more significant effect on learning than does implicit instruction that minimizes explicit knowledge in favor of communicative activities that encourage learners to figure out features of the new language on their own (see Ortega, 2013). Consequently, language

proficiency has become the *sine qua non* of teacher competence and with it credentialing practices. However, as Jackson and Malone state in their review of the NRC report on FL Education, teacher competence also entails “professional knowledge.” Clearly, this includes knowledge of learning theories, SLA, assessment practices, curriculum development, etc. However, professional competence must also entail deep systematic knowledge of the target language. Research in other educational domains—math and science most especially—has demonstrated that the quality of teacher subject-matter knowledge is an indispensable factor in promoting student achievement, and when it is lacking, learning outcomes are negatively impacted (see Hill, Rowan, & Ball, 2005; Green, 2010). The research on concept-based instruction summarized in Lantolf and Poehner (2014) has resulted in statistically significant gains in learner development. The current project is intended as a way to begin to redress this problem. The materials will be available to any teacher who would like to use them. Links to the language-specific materials will be posted on the CALPER project page as they become available.

c. A Corpus Approach to Academic Chinese. The project addresses the need for instructional materials based on authentic language samples designed to promote the academic and professional language abilities of learners of Chinese as a foreign language to attain proficiency at the superior level or higher. Without the ability to use academic and professional language it is clear that learners cannot attain, and move beyond, superior to distinguished, proficiency without the ability to use or understand language that focuses on topics of professional and academic interest in a coherent and well-structured way. This requires lexical, syntactic, and discourse competence that is readily provided through pedagogical materials based on systematic analysis of the extensive array of authentic texts that corpus approaches to language data permit.

d. Project-based Learning for Chinese. To date there is no other project-based learning website dedicated to Chinese language instruction that provides materials and strategies for post-secondary, secondary and heritage speakers. As such the project fills a significant gap in Chinese pedagogy. The robust quality of the site will make it especially attractive to teachers with a wide array of pedagogical interests. It not only provides project-based materials and links to useful sites on the internet that teachers can use to develop projects, it also provides information on strategies for implementing and assessing project work in Chinese classrooms.

e. Discourse of Korean News. News genre in all types of media outlets is an essential aspect of high levels of language proficiency. The ability to read, listen to, and speak about politics, economics and finance, culture and artistic topics, etc., in another language is indispensable. The president of the AATK, and faculty member at Duke University, Professor Hae-Young Kim recently stated “typically advanced and intermediate courses do touch on the news, but there is no systematic treatment on how to read and/or analyze news discourse” (personal communication, Susan Strauss). Moreover, Korean teachers who have attended past workshops and presentations at AATK have consistently indicated that they are “very interested” in learning how to use discourse analysis for pedagogical purposes, but they do not have the meta-language, the conceptual foundations for discussing many of the language topics addressed in the project (e.g., tense/aspect, point of view, direct or indirect information sources, and so forth). Hence, this project fulfills two important needs: systematic instruction in news genre; in-depth micro-level attention to language (and parts of language) that allows advanced to create very nuanced meaning typical of sophisticated language ability.

f. A Model Short-term Study Abroad Program for Heritage Learners of Spanish. Study abroad and service learning have been identified by many, including California State

University's Chancellor, (T. White, personal communication to Jimenez-Jimenez, January 29, 2014), as high impact practices in higher education. Student participation in these kinds of educational experiences has been linked with success and retention. Unfortunately, most study abroad programs have been created with traditional L2 learners in mind and do not fully meet heritage speakers' needs, thus, inadvertently, limiting the benefits of study abroad for this important student population. Program design, especially in the now typical short-term Study Abroad offerings, is a likely factor that explains why heritage speakers have been historically underrepresented and underserved in study abroad programs. Therefore, even though the project's focus is on Spanish heritage learners, because it is the first program of its kind designed specifically for the heritage-speaking population, it is likely to draw the attention of study programs in other languages that either serve or would like to maximize the experience for this linguistic demographic.

g. Chinese Language Teacher Network (CLTNet) of Pennsylvania. The state of PA is witnessing a surge in Chinese language courses at a variety of institutions that traditionally have not offered instruction in a LCTL. Rural public schools, charter schools, 4-year colleges, communities, and CCs are now offering courses in Chinese responding to an increased demand for Chinese language learning. With very few exceptions, such programs are small and are taught by a single, oftentimes inexperienced teacher, often recruited through guest teacher programs (such as College Board/Hanban/Confucius). Evidence collected by CALPER over the past six months through questionnaires, interviews and one sample program evaluation shows that a lack of reliable support for CLTs at the state level isolates many CLTs and in so doing influences the quality of instruction (innovation of practices) and the sustainability of programs (attrition of teachers) at those institutions.

h. Professional Development Collaborative Webinar Series. Professional development opportunities of high quality continue to be needed as new teachers enter the profession and seasoned teachers want to update their theory and practice. The Language Resource Centers are in a uniquely qualified position to reach the top experts in the field and connect them to language educators at an ongoing basis. The specific topics for the webinars (p. 41) are based on response to the survey conducted by CALPER, which reflects the needs of teachers and language educators.

5. LIKELIHOOD OF ACHIEVING RESULTS. The director and associate director have extensive experience managing a broad array of projects over the history of CALPER. The Advisory Panel will provide additional oversight with regard to keeping projects on the time schedule to ensure completion within the four-year cycle. In addition all project coordinators are experienced applied linguists, who have established records of expertise in the area of their particular projects. The majority of coordinators has participated in previous CALPER cycles and have produced materials and procedures that are currently used in many advanced-level language programs and courses. This includes an advanced oral Chinese corpus-based program, several monographs and journal articles on study abroad, two editions of a teachers' guide for dynamic assessment, a blended-learning program in Chinese, a set of instructional materials for advanced Korean, and four sets of materials respectively in Chinese, Korean, Russian, and Spanish for instruction in figurative language.

With the exception of two projects—GOLD (Corpus-based developmental assessment) and Study Abroad for Heritage Speakers—the collection of primary data is not a major component of the remaining projects. This means that these projects will, from their inception, produce materials and procedures that have direct and immediate application for the classroom.

GOLD and Study Abroad will, of necessity, collect primary data that will serve as the input for the respective reports that *are* the primary focus of these projects.

GOLD has letters of support from the responsible individuals at Penn State, Rice and Temple (see letters #4-6 in appendix) attesting to the fact that the respective language programs will implement corpus-based assessment in their normal curricula. As this happens the project will collect the necessary data in the form of Likert Scale surveys designed to elicit information on the usefulness of the procedure, its effectiveness, and its ease of implementation for teachers and for students. Similarly, the heritage-study-abroad project will also collect responses from students on the effectiveness of the preparation, in-country, and post-study-abroad experience using a Likert Scale survey. Changes in students' proficiency will be assessed using the easily administered online CAST test of oral proficiency.

Three projects -- CBLI, Korean News Discourse, and Academic Chinese -- involve the preparation of a series of instructional units that entail appropriate explanations of language features accompanied by extensive communicative activities in both written and spoken modalities. Each project commits to a set number of lessons per year, although each project relies on different knowledge sources to develop their respective materials. CBLI uses research in cognitive linguistics as its base. The Korean project uses a variety of media outlets, including print, TV, radio, and internet, as its base. The Academic Chinese project relies on an extensive corpus of academic Chinese texts. For each project, reactions and feedback from teachers who use the materials will be collected using an online Likert scale survey instrument.

Project-based Learning for Chinese will collect and collate a wide variety of materials and resources for teachers to use when implementing this innovative teaching method. In addition to the materials and resources, the website will explain to teachers the procedures for

carrying out a project-based learning program with regard to the nature of projects, learning outcomes and assessment procedures. All of the information will be available online.

Chinese Language Teachers Network of PA seeks to create a professional community of Chinese teachers in PA that brings together experienced and novice teachers (many of whom do not have previous training in teaching Chinese). This is expected to provide novice, and even experienced, teachers with contacts to other teachers across the state. It will point to, and provide guidance on, implementing assessment procedures and authentic materials. It will also offer novice teachers information on professional development opportunities both in the state and at the national level.

The Webinar Project established its viability in the just-completed cycle. The initial webinar series organized by CALPER and LARC focused on assessment practices and invited leading researchers in various approaches to assessment to present their ideas to a national audience. The webinars were well attended, averaging approximately 120 live viewers per session to a total of close to 1,000 viewers per year (live and archive). The current proposal includes an additional LRC, COERLL, and expands the offerings determined on the basis of a survey of language educators conducted by CALPER. The topics are listed in the project description (p. 41) and in the timeline included in the appendix.

6. DESCRIPTION OF FINAL FORM OF RESULTS. For each project we describe the final form of the products and procedures with as much specificity as possible at the proposal stage.

a. Corpus-based developmental assessment (GOLD). A detailed report that incorporates feedback from language teachers and students on the usefulness of information, ease of use, and effectiveness in integrating the tool into a language program. The report will include both written commentary and Likert-scale quantitative data. The report will be available on CALPER's

website, results of the study will be presented at national language conferences and a manuscript will be prepared for submission to a major professional journal.

b. Concept-based Language Instruction. A set of 8 instructional units per language will be developed and piloted over the four-year span of the funding cycle. The units include a theoretically grounded explanation of a language feature framed in pedagogically understandable language accompanied by a graphic representation of the feature. The explanations will be accompanied by a set of communicative (oral and written) activities that enable students to practice using the features in an array of different contexts.

Chinese topics: spatial expressions—*shang* (up), *xia* (down) used for expressing time; resultative verb-complements; spatial expressions *kai* (open) and *dao* (arrive) and their metaphorical use; *ba*-construction for topicalization; nominal clause introduced by *de*; discourse connectors *jiu* (earlier than expected) and *cai* (later than expected); Chinese radicals and formation of characters; making requests (with focus on social hierarchy and politeness strategies)

French topics: second person address *tu/vous* (focus on power, distance, and self-presentation); negative variation (focus on use of *ne...pa* & *...pa* in everyday and formal French); indirect refusals (focus on mitigating threats to face); indirect opinions (positive & negative)—“I like your haircut, I think the first shirt looked better”; requests (positive~negative face, power, distance, etc.); suggestions (positive~negative face, power, distance, etc.); adjacency pairs in conversations (greeting-greeting; invitation-acceptance; question-answer)—conventional and unexpected responses; conversational repair (interactional problems resulting from mishearings, misunderstandings, etc.).

Spanish topics: verbal aspect (preterit/imperfect); motion events (path & manner); modality (indicative/subjunctive); copula verbs (*ser/estar*); psychological verbs (*gustar* ‘to like’); narrative genre and storytelling; articles; verb tense.

c. A Corpus Approach to Academic Chinese. The project will create and compile: (1) words lists for academic Chinese (general and subject-specific); (2) an online resource site with information on features of academic Chinese and a comprehensive bibliography on academic Chinese; (3) web-based searchable corpus allowing to search for lexico-grammatical features of academic Chinese (4) a textbook containing 14 lessons for instruction on academic Chinese with focus on vocabulary, grammar (complex clause structure typical of academic language), and discourse features of written and spoken academic Chinese (cohesion/coherence, epistemic and affective stance in academic texts; properties of titles and abstracts; lecturing in Chinese).

d. Project-based Learning for Chinese. Creation of a website containing the following 8 components: (1) introducing project-based learning; (2) techniques for building learner community to foster cooperation rather than competition among students; (3) theoretical foundation and research background on PBL; (4) taxonomy of project designs including samples of projects that have been successfully implemented in Chinese classrooms; (5) understanding National Standards and Proficiency Guidelines as related to learning outcomes in PBL(C); (6) resources for further learning of PBL; (7) Chinese PBL Google Group as Web Forum; (8) online tutorials (understanding multimodality for designing projects, learning styles for project design, learning strategies for project design, multimedia tools for project work, addressing challenges of PBL(C)—young learners, heritage learners, multi-level classes, different proficiency levels.

e. Discourse of Korean News. 20 instructional units with relevant vocabulary and grammar/discourse features will be developed. Module 1 (5 units): basic content and structure of

Korean newspapers; newspaper headlines; content and structure of TV news; content and structure of radio news; content and structure of internet news. Module 2 (5 units): national news (print, TV/radio); international news (print, TV/radio); Korean entertainment news (print, TV/radio); Korean sports news (print, TV/radio); Korean life and human interest (print, TV/radio). Module 3 (5 units): Korean weather reports (print, TV/radio), opinion columns & political cartoons (print); letter to editor (print); book and movie reviews (print); online reader commentary and internet news. Module 4 (5 units): political discourse in the news (national); political discourse in the news (international); business discourse in news; financial/economic discourse; international relations discourse.

f. A Model Short-term Study Abroad for Heritage Learners of Spanish. Report on the impact of a study abroad program designed specifically for heritage learners. The program includes language awareness and culture activities specifically designed for heritage learners that are to be used in preparation, in-country and post-study-abroad experience. The report will include these activities along with student performance on the activities and student reaction to these in the form of prose comments and Likert-scale responses.

g. Chinese Language Teacher Network of PA. The primary result of this project is the creation of an active professional community of Chinese teachers in Pennsylvania that can also serve as a model for similar networks in other states. This result will be achieved through the generation of subordinate results: inventory of Chinese programs in PA (course descriptions, instructional staff, resources, enrollments [including heritage & non-heritage learners], assessment practices, etc.); what summative and formative assessment practices are available to Chinese teachers; guidance for implementing activities based on authentic materials; guidance for innovative pedagogical practices, including web-based learning projects; professional development

opportunities, including state-wide and national workshops and institutes, regional and national professional associations; electronic newsletter and listserv.

h. Professional Development Collaborative Webinar Series. A series of webinars distributed over the four-year funding cycle and shared by CALPER, LARC and COERLL on the following topics: curriculum design, self-assessment, error correction and feedback, corpus-approach to teaching; formative assessment, blended learning, use of authentic materials, materials for heritage learners. There may be more than one webinar per year on a given topic depending on interest and availability of expertise.

7. EVALUATION PLAN. The individual projects described in the preceding narrative can be coalesced into 4 specific goals that aim to improve language instruction and assessment practices, with particular, though not exclusive, concern with advanced levels of proficiency. The 4 goals are: (1) strengthen classroom instruction in two LCTLs (and other commonly taught languages) through innovative materials built around the provision of high-quality explicit language knowledge linked to practical communicative activities; (2) strengthen classroom assessment for LCTLs (and other languages) through corpus-based developmental assessment; (3) develop a model program to enhance the study abroad experience of heritage learners; (4) create a model, based on the PA Chinese teacher network, for professional development of LCTL instructors, including those at minority-serving institutions. Given two LRC GRPA measures indicated in the application guidelines for the current grant (p. 60)—products and activities judged successful by LRC customers (for our purposes, educators, program administrators, and students) and “an independent expert review panel with respect to quality, relevance, and usefulness” CALPER proposes to collect four categories of data designed to determine if the 4 goals meet the two measures of success. Four of the categories apply to

educators, administrators and students, and one applies only to students. We outline the evaluation procedures in the following paragraphs.

To generate the necessary quantitative data two survey instruments will be developed, one for language educators and program administrators (e.g., those responsible for study abroad programs, university language program coordinators, department chairs) and one for language students. The surveys will use five-point Likert scales designed to measure the quality, relevance, and usefulness of the materials, and in the case of GOLD, the assessment procedure as the materials and procedures are piloted in accordance with the timeline (see appendix). The survey instruments will be designed to take account of the general goals of CALPER and the specific objectives of each project and will be formulated through consultation of CALPER's director and associate director, project coordinators, the independent evaluator and the advisory panel. A preliminary analysis of the data pertaining to each project and to the 4 CALPER goals will be carried out by CALPER's director and associate director in conjunction with the independent evaluator using a chi-squared test, Mann-Whitney test, and the polytomous Rasch model. The data and analysis will then be submitted to the expert panel by the independent evaluator, who will work with the panel reach a final analysis. The surveys will be administered each time a new instructional unit is piloted. In the case of GOLD the surveys will be administered at the conclusion of the semester when the assessment tool is implemented. In the case of study abroad, the survey will be administered at the conclusion of the 2016 and 2018 study abroad program. With regard to the PBLC the survey will be available on the project webpage for educators who access the page.

A second category of quantitative data will be generated through implementation of the CAST online proficiency test for those students participating in the heritage learner study abroad

project. The test will be administered in a pre- and post-test format in both iterations of the study abroad experience (i.e., 2016 and 2018). The results for each year will be analyzed using a within subjects repeated measures t-test. The test outcomes and analysis will be provided to the independent evaluator for confirmation. The analysis will then be conveyed to the expert review panel.

A third category of data will be obtained through administration of a qualitative open-ended questionnaire that will allow educators, students and administrators to provide feedback on any aspect of the relevant project they would like to comment on. The items included in the questionnaire will incorporate the three GRPA measures--quality, relevance, and usefulness—and will be generated by the CALPER's director, associate director, project coordinators, and the independent evaluator. The data will be analyzed using Grounded Theory, an approach to social science research designed to answer such questions as “What is going on in a given practice?” and “What are participants' main concerns and attitudes regarding the three measures?” The analysis will be conducted by CALPER's director, the coordinator for each project and the independent evaluator.

The fourth category of data will be generated through interviews with language educators and/or administrators who have used the materials and procedures developed by CALPER. The interviews will be conducted by project coordinators, CALPER's director and associate director, and by the independent evaluator. The interviews will be conducted in person where possible (e.g., during workshops, professional conferences, etc.) or via the internet using SKYPE or Google Talk. The interview questions will be based on questions typically used in Focus Groups; for instance, “How often did you use the procedure?” “Which specific materials did you use?” “What do you think about the materials/procedure?” “What do you like best about the

materials/procedure?” “What aspects might need improvement?” “Suppose you had to explain to your colleagues the advantages and disadvantages of the materials/procedures, what would you say?” The data will be analyzed using a similar Grounded Theory approach as will be used for the open-ended questionnaire. The analysis will be conducted by the project coordinator, CALPER’s director and associate director and the independent evaluator, who will then present the results to the expert review panel.

The collaborative webinars will also collect feedback from the attendees for each webinar conducted over the four-years of the cycle. The primary means of feedback will be an online quantitative survey and an open-ended questionnaire similar to those described above.

8. BUDGET NARRATIVE

a. Personnel. The CALPER budget is designed to be maximally cost effective. All project coordinators (PCs) (Appel, Kinginger, Lu, Strauss) along with the Outside Evaluator (Juffs) will each receive a flat fee compensation of \$3,000 annually in return for a minimum of 10% of their time each year of their project, regardless of their actual salaries. A calculation of 10% based on real salary figures would by far exceed the \$3,000 requested for each PC. Project coordinators will not only develop and test materials, but also conduct, at no extra charge against CALPER’s proposed budget, intensive summer workshops in each of the four summers of the funding cycle. The PCs commitment to the proposed LRC will save CALPER minimally \$6,000 per year in honorarium fees for six workshops (estimated on the basis of what PCs on average receive for conducting a 12 hrs invited workshop at a North American college/university).

The Project Director (PI Lantolf) will be chairing the advisory panel and take primary responsibility for oversight of CALPER activities. He will dedicate 25% of his time towards the project. The Instructional/Web Designer (to be hired in Y2 of the grant) will prepare all teaching

materials developed by PCs for online presentation, maintain CALPER's web presence, assist PCs, and assist with technology needs during the summer workshop series. The person will dedicate 100% of his/her time and be compensated for 67% of the time from the proposed budget. The remaining funds will be contributed by institutional sources (see letters #1 & 2 in appendix).

A staff assistant will be available for processing budget items internally, staffing the office (day-to-day traffic), scheduling meetings, maintaining listserv, assisting with workshop preparations, and addressing routine inquiries about the proposed LRC. The institutional commitment to hire a staff assistant will save the proposed budget minimally \$25, 920 per 12 months (the current mid-point salary for a staff assistant at this level within The Pennsylvania State University is \$38, 800 per 12 months).

The Associate Director (Appel) will conduct the day-to-day operation of CALPER at no cost for the proposed budget. Since she is on a nine-months (August 15 – May 15) contract with The Pennsylvania State University, she will receive compensation of \$3,000 for organizing and running the annual summer workshop series (June or July).

One aspect of the GOLD project will involve collecting writing samples of students and implementation at Penn State. The project members will perform this during Y1 and Y2 of the grant. Since they are members of Penn State University, we list their fees in this section. The fees will be \$1,000 in Y1 and Y2 for H. McCoy (same as the fee for the purchased services for this project), \$541 in Y1 for M. Doran, and three teachers in Y1 and Y2 at \$500 per person. Total for all instructors for two years: \$5,541.

b. Purchased Services.

1. CONCEPT-BASED LANGUAGE INSTRUCTION. E. Negueruela, A. R. van Compernelle, and J. Zhang will be coordinators for the CBLI project and develop and test concept-based language teaching materials. They will be compensated with a flat rate of \$3,000 per year for four years (Total: $\$3,000 \times 3 \text{ people} \times 4 \text{ yrs} = \$36,000$).
2. DISCOURSE OF KOREAN NEWS. J.O. Eun will be the Co-PD for the Korean project. He will be compensated with a flat rate of \$3,000 per year for four years (Total: $\$3,000 \times 4 \text{ yrs} = \$12,000$).
3. *Project Academic Chinese*. H. Tao will be the project coordinator for Academic Chinese project. He will be compensated with a flat rate of \$3,000 per year for four years (Total: $\$3,000 \text{ per yr} \times 4\text{yrs} = \$12,000$).
4. CLTNET. S. Calvin, D. Roney, M. Saylor, and D. Wang will be team members of the Chinese Language Teachers Network. They will be compensated with a flat rate of \$500 per year for four years (Total: $4 \text{ team members} \times \$500 \times 4\text{yrs} = \$8,000$).
5. CORPUS-BASED DEVELOPMENTAL LANGUAGE ASSESSMENT (GOLD) – [Y1, Y2]. M.R. Salaberry will be coordinating team member of the GOLD project at Rice University. He will organize collection of learner writing samples and the implementation of GOLD by two instructors. He will be compensated with a flat rate of \$1,000 per yr (Total: $\$1,000 \times 2\text{yrs} = \$2,000$). One instructor of Arabic (TBN) and one instructor of Portuguese will implement GOLD with their learners. They will receive \$500 per year (Total: $2 \text{ teachers} \times \$500 \text{ per year} \times 2\text{yrs} = \$2,000$). P. Toth will be the coordinating team member of the GOLD project at Temple University. He will organize collection of learner writing samples and the implementation of GOLD by three instructors. He will be compensated with a flat rate of \$1,000 per yr (Total: $\$1,000 \times 2\text{yrs} = \$2,000$). Three instructors of Spanish will implement GOLD with their learners. They will receive \$500 per year (Total: $3 \text{ teachers} \times \$500 \text{ per year} \times 2\text{yrs} = \$3,000$).

6. HERITAGE STUDY ABROAD – [Y2, Y4]. A. Jimenez-Jimenez will be project coordinator of the Heritage Study Abroad project at the California State University, Channel Islands. He will develop and test materials with heritage study abroad students. He will be compensated with a flat rate of \$3,000 per year (Total: $\$3,000 \times 2 \text{ yrs} = \$6,000$)

7. PROJECT-BASED LEARNING FOR CHINESE– [Y2, Y3]. X. Xiang will be the project coordinator for this project. She will develop learning projects for students of Chinese, including heritage students and test them. She will be compensated with a flat rate of \$3,000 per year (Total: $\$3,000 \times 2 \text{ yrs} = \$6,000$).

8. WEBINAR SERIES. Experts will be invited to hold a webinar in a series, which is a collaborative project with LARC and COERLL. Each proposed LRC will sponsor up to six speakers. The honorarium for each speaker is \$400. Total: \$2,400 over the course of the grant.

9. PROGRAMMING. All projects have an aspect of their materials that will involve programming by a skilled programmer. Hiring a full-time programmer as staff would exceed the funds. Therefore we will resort to ad hoc hire and calculate minimally anticipated costs for 5 hrs per month for 12 months at \$50 per hour. Total: \$3,000 per year.

c. Wages. Graduate students will assist with information gathering, web research, material annotations in the LCTLs and provide help to the PCs. Anticipated are 20hrs per month @ \$15 per hour over twelve months = \$3,600 per year of the grant. General student assistance for the following: workshop setups (printing, collating materials, preparing and distributing attendee packets), printing and collating project materials, assisting with mailing products. Anticipated are 20hrs per month @ \$12/hour. Student programmers is needed for small project updates. Anticipated are 10hrs per month @ \$12 per hour over twelve months = \$1,440 per year of the grant.

d. Travel. In order to connect with language instructors and disseminate our materials, it will be necessary to attend and exhibit at some national, regional, and state professional conferences. At the national level, CALPER is planning on traveling to the annual convention of ACTFL in Y2, Y3, Y4. The Project Director will also be participating in the annual LRC Director's meeting, scheduled to be held each year at ACTFL. Anticipated costs are for two people, including two flight tickets, lodging for four nights, per diem for four days. The anticipated costs for ACTFL 2015 in San Diego are: flights \$1,600; lodging \$1,600; per diem \$568. For 2016 Boston: flights \$1,300; lodging \$1,600; per diem \$568. For 2017 Nashville: flights \$800; lodging \$1,600; per diem \$528. Participation in Y1 of the grant will occur at no cost to the proposed budget. At the regional level, travel to NECTFL is anticipated. It is somewhat more difficult to give a precise estimate for the travel costs, since the organization has not yet determined the location of the conference. If NECTFL 2015 will be held in Boston (as it was in 2014), then the anticipated costs for two people are: flights \$1,300; lodging \$1,628; per diem \$568. If NECTFL will be held in subsequent years in Baltimore (as it was in some previous years), costs for CALPER would be greatly reduced (mileage instead of flights). We budgeted for travel to NECTFL as if the 2016, 2017, and 2018 conferences were held in Baltimore. At the state level, travel to PSMLA and/or NYSAFLT is anticipated in some years: 2015 and 2017 PSMLA; 2016 NYSAFLT. Mileage to PSMLA for either year for one person for two days will be approx.: mileage \$350; lodging \$300; per diem \$168. For NYSAFLT it will be: mileage \$400; lodging \$300; per diem \$168. Travel and lodging to State College once a year will be necessary to bring the team together and plan next steps. Costs are for three people traveling from within the state of Pennsylvania (mileage: \$440) and lodging (\$500). Two members of the team have local residences.

e. Supplies. We anticipate about \$250 per year in costs for Desktop Publishing software updates and fees for authoring programs. Folders, name-tags, writing tablets for workshop participants are typically \$400 per year (for about 50 teachers). To purchase DVDs and CDs to distribute materials: \$106 per year. Phone: \$480 per year. Conference exhibit rental tables and carpet (mandatory): \$773 per year. Common LRC Brochure: \$600. To conduct LRC activity evaluations and gather PMF data, CALPER will use a professional online survey tool. The most cost effective plan is: \$300 per year. Conference registration fees not included in an exhibit rental (PSMLA 2015 & 2017): \$150 per year.

f. Other. Disseminating materials at conferences entails fees for renting exhibit space. Collaboration and space sharing with other proposed LRCs will reduce the costs of such fees by at least 50%. Anticipated fees over the course of the grant are \$6,250 (ACTFL \$750 per year; NECTFL \$700 per year; PSMLA \$150 per year; NYSAFLT \$150 per year). Brochures, workshop and webinar flyers, project updates, hard-copies of newsletter, presentation handouts, workshop materials will amount to \$2,700 (Y1: \$500; Y2: \$600; Y3: \$800; Y4: \$800). Costs for postage and shipping of materials to and from conference exhibit sites using the United State Postal Service and approved shipping services. Approximate costs are: Y1: \$300; Y2: \$700; Y3: \$500; Y4: \$500. This estimate is based on previous shipments of materials to a range of locations within the U.S. CALPER will sponsor three K-16 teachers to participate in the 2016 and 2018 conference organized by CERCLL. Total: \$450 per year.

References

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- Green, E. (2010). Building a better teacher. *New York Times Sunday Magazine*. March 2.
- Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42, pp. 371-406.
- Jackson, F. H. & Malone, M. E. (2009). Building the foreign language capacity we need: Toward a comprehensive strategy for a national language framework. Paper issued by the Center for Applied Linguistics, Washington, DC. [<http://www.cal.org>]
- Kinginger, C. (2009). *Contemporary study abroad and foreign language learning: An activist's guidebook for language educators*. University Park, PA: CALPER Publications.
- Lantolf, J. P., & Poehner, M. E. (2014). *Sociocultural theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide*. New York: Routledge.
- Ortega, L. (2013). *Second language acquisition*. London: Routledge.
- Tyler, A. (2012). *Cognitive linguistics and second language learning. Theoretical basics and experimental evidence*. New York: Routledge.
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APPENDIX

1. Curriculum Vitae & Brief Bios of Key Personnel
2. Timeline
 - a. Table 1: Development Projects
 - b. Table 1a: Dissemination Project
3. Letters of Support
4. Table 2: Objectives
5. PMFs

CURRICULUM VITAE & BIO STATEMENTS

KEY PERSONNEL

1. CALPER Director: James P. Lantolf
2. CALPER Associate Director: Gabriela Appel
3. Project Coordinators
 - a. Jongoh Eun
 - b. Antonio Jimenez Jimenez
 - c. Celeste Kinginger
 - d. Xiaofei Lu
 - e. Eduardo Negueruela-Azarola
 - f. Susan Strauss
 - g. Hongyin Tao
 - h. Remi Adam van Compernelle
 - i. Xuehua Xiang
 - j. Jie Zhang
4. Independent Evaluator: Alan Juffs
5. Members of Chinese Language Teachers Network
 - a. Susan Calvin
 - b. Deborah Roney
 - c. Michelle Saylor
 - d. Daliang Wang
6. Advisory Panel
 - a. Richard Donato
 - b. Robert W. Schrauf

1.

Curriculum Vitae

James P. Lantolf

EDUCATION

Ph.D. Linguistics: 1974 Pennsylvania State University
M.A. Spanish Linguistics: 1971 Pennsylvania State University
B.S. Education/Spanish: 1969 University of Scranton

RECENT ACADEMIC POSITIONS

George and Jane Greer Professor in Language Acquisition and Applied Linguistics: Penn State University (2005 to present)
Professor of Applied Linguistics, Director Center for Language Acquisition, Co-Director CALPER: Penn State University (2000 to 2005)
Professor of Linguistics and Romance Studies: Cornell University (1991 to 2000)

SELECTED PROFESSIONAL ACTIVITIES

President of the American Association for Applied Linguistics (2004-2005).
First Vice President of the American Association for Applied Linguistics (2003-2004)
Second Vice President of the American Association for Applied Linguistics (2002-2003).
Founding editor: *Language and Sociocultural Theory* (Equinox Press, 2013)
Co-editor: *Applied Linguistics* (Oxford University Press, 1993-1998)
Editorial Board, *Journal of Spanish Language Teaching* (appointed 2013).
Editorial Board, *Vigo International Journal of Applied Linguistics* (appointed 2012).
Advisory Board, *Iranian Journal of Language Teaching Research* (appointed 2012).
Editorial Board of the *Australian Review of Applied Linguistics* (appointed 2011).
Editorial Board of the *International Journal of Language Studies* (appointed 2011).
International Advisory Board of *Journal of Second Language Teaching and Research* (appointed 2010)
Editorial Board, *The Modern Language Journal* (1997 to present)

GRANTS

Computerized Dynamic Assessment of Language Proficiency in French, Russian, and Chinese: Funded by the U.S. Department of Education Title VI International Research Studies Program (2008-2011). \$326,000. Co-PIs J. P. Lantolf & M. E. Poehner.

Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education Title VI Program (2010-2014). \$1,235,000. Co-PIs – J. P. Lantolf & K. E. Johnson.

Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education Title VI Program (2006-2010). \$1,252,000. Co-PIs – J. P. Lantolf & K. E. Johnson.

Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education Title VI Program (2002-2006). \$1,432,000. Co-PIs – J. P. Lantolf & K. E. Johnson.

Educational Testing Service (for analysis of washback effects of the TOEFL exam).
Co-investigator with Karen Johnson (2002-2003). \$125,000. Co-PIs Elana Shohamy and Elizabeth Hamp-Lyons.
Penn State Telecollaboration Project. Funded by the U. S. Department of Education International Research Studies Program (2000-2003). \$409,000. Co-PIs – C. Kinginger, J. P. Lantolf, S. L. Thorne.

RECENT PUBLICATIONS

BOOKS & EDITED VOLUMES

- Lantolf, J. P. & M. E. Poehner (2014). *Sociocultural theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide*. New York: Routledge.
- Lantolf, J. P. & M. E. Poehner (Eds.). (2008). *Sociocultural theory and the teaching of second languages*. London: Equinox Press.
- Lantolf, J. P. & S. L. Thorne. (2006) *Sociocultural theory and the genesis of second language development*. Oxford University Press.

CALPER PUBLICATION

- Lantolf, J. P. & M. E. Poehner. (2011). *Dynamic assessment in the foreign language classroom: A teacher's guide. 2nd edition*. CALPER: University Park, PA. [149pp. & Video DVD: version 2.0]

JOURNAL ARTICLES

- Lantolf, J. P. & L. Bobrova. (in press). Metaphor instruction in the L2 Spanish classroom: Theoretical argument and pedagogical program. *Spanish Language Teaching*.
- Lantolf, J. P. (in press). A bridge not needed: The sociocultural perspective. *Studies in Second Language Acquisition*.
- Poehner, M. E. & J. P. Lantolf (2013). Bringing the ZPD into the equation: Capturing L2 development during computerized dynamic assessment (C-DA). *Language Teaching Research* 17: 323-342.
- Smotrova, T. & J. P. Lantolf (2013). The function of gesture in lexically focused L2 instructional conversations. *Modern Language Journal* 97: 395-414.
- Lantolf, J. P. & M. E. Poehner (2013). The unfairness of equal treatment: Objectivity in L2 testing and Dynamic Assessment. *Educational Research and Evaluation*, 19, 141-157.
- Lantolf, J. P. & L. Bobrova. (2012). Happiness is drinking beer: A cross-cultural analysis of multimodal metaphors in Ukrainian and American commercials. *International Journal of Applied Linguistics* 22: 42-66.
- Ableeva, R. & J. P. Lantolf (2011). Mediated dialogue and the microgenesis of second language listening comprehension. *Assessment in Education* 18: 133-149.
- Lantolf, J. P. & M. E. Poehner (2011). Dynamic assessment in the classroom: Vygotskian praxis for L2 development. *Language Teaching Research* 15: 11-33.
- Poehner, M. E. & J. P. Lantolf (2010). Vygotsky's teaching-assessment dialectic and L2 education: the case for dynamic assessment. *Mind, Culture, and Activity: An International Journal* 17: 312-330.

- Lantolf, J. P. (2009). Dynamic Assessment: the dialectical integration of instruction and assessment. *Language Teaching* 42: 355-368.
- Poehner, M. E. & J. P. Lantolf (2005). Dynamic assessment in the language classroom. *Language Teaching Research* 9: 233-265.

CHAPTERS IN REFEREED VOLUMES

- Lantolf, J. P., S. L. Thorne, & M. E. Poehner. (forthcoming). Sociocultural theory and second language development. In B. vanPatten & J. Williams (eds.). *Theories of second language acquisition*. 2nd ed. New York: Routledge.
- Lantolf, J. P. (in press). Integrational linguistics and L2 proficiency. In O. Inbar, M. Tannenbaum, & B. Spolsky (eds.), *Critical aspects of multilingualism: A tribute to the work of Elana Shohamy*. London: Routledge.
- Lantolf, J. P. (2013). Sociocultural theory and the dialectics of learner autonomy/agency. In Benson & L. Cooker (eds.), *The applied linguistic individual: Sociocultural approaches to autonomy, agency, and identity* (pp. 17-31). London: Equinox.
- Lantolf, J. P. (2012). Sociocultural theory: a dialectical approach to L2 research. In S. M. Gass & A. Mackey (eds.), *Handbook of second language acquisition* (pp. 57-72). New York: Taylor Francis.
- Lantolf, J. P. (2011). Integrating sociocultural theory and cognitive linguistics in the second language classroom. In E. Hinkel (ed.), *Handbook of research in second language teaching and learning vol. II*. (303-318). New York: Routledge.
- Lantolf, J. P. (2011). The sociocultural approach to second language acquisition. Sociocultural theory, second language acquisition and L2 development. In D. Atkinson (ed.). *Alternative approaches to second language acquisition* (pp. 24-47). New York: Routledge.
- Lantolf, J. P. (2010). Sociocultural theory and the pedagogical imperative. In R. Kaplan (ed.), *Handbook of applied linguistics, 2nd ed.* (pp. 163-177). Oxford: Oxford University Press.
- Lantolf, J. P. (2010). Minding your hands: The function of gesture in L2 learning. In R. Batstone (ed.), *Sociocognitive perspectives on language use and language learning* (pp. 131-150). Oxford: Oxford University Press.

DISSERTATIONS

Director of 46 dissertations at the following institutions: Penn State University, Cornell University, University of Delaware, Sophia University, University of Hong Kong.

External examiner for 14 dissertations, including University of Hong Kong, Hong Kong Polytechnic University, University of Melbourne, Monash University, the University of Toronto, and the University of British Columbia.

2.

GABRIELA APPEL
Senior Lecturer in Applied Linguistics and German
Department of Applied Linguistics
The Pennsylvania State University
Electronic mail address: [REDACTED]

EDUCATION

- 1986 Ph.D. in Linguistics (Specialization: Applied Linguistics), University of Delaware
- 1979 State Examination in English as a Foreign Language (*Staatsexamen für das Lehramt, magna cum laude*), University of Kassel, Germany
- 1976-1977 Studies in Linguistics and English, University of Reading, UK

PROFESSIONAL EMPLOYMENT

- 2002–present Associate director, Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University
- 1999-present Senior Lecturer in Applied Linguistics (since 2002) and German, Department of Applied Linguistics, The Pennsylvania State University
- 1991-1999 Senior Lecturer, Department of Modern Languages and Linguistics, Cornell University
- 1989-1991 Instructor, Department of Linguistics, University of Delaware
- 1986-1989 Research Associate (*Wissenschaftliche Mitarbeiterin mit Qualifikation*), Department of English and Romance Studies, University of Kassel, Germany,

OUTREACH ACTIVITIES FOR CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH (CALPER)

- CALPER Summer Workshop Series for Language Educators, Organization, 2003, 2004, 2005, 2007, 2008, 2010, 2011, 2012, 2013, 2014
- Summer Institute in Applied Linguistics, Organization, 2009
- American Council on the Teaching of Foreign Languages, Exhibit Organization and Presentation, 2002-2013
- Northeast Conference on the Teaching of Foreign Languages, Exhibit Organization and Presentation, 2008, 2009, 2010, 2011
- Title VI National Foreign Language Resource Center, Group Exhibit Organization, 2006, 2012
- New York State Association of Teachers of Foreign Languages, Exhibit Organization and Presentation, 2009

Indiana University of Pennsylvania, Spring Methodology Conference, Exhibit Organization and Presentation, 2008, 2009, 2010, 2011

Pennsylvania State Modern Language Association, Exhibit Organization and Presentation, 2004, 2008, 2010, 2011, 2013

SERVICE TO THE DEPARTMENT, COLLEGE (SELECTION)

Curriculum Committee, Applied Linguistics, Penn State, 2006

Teaching Evaluations Committee, Germanic and Slavic Languages and Literatures, Penn State, 2000

Language Assessment Initiative (interdepartmental), Penn State, 1999-2000

Languages Across the Curriculum, Cornell University, 1996-1998 (sponsored project by the American Council on Education; appointed)

Professional Development Committee, Modern Languages, Cornell, 1995-1997 (elected)

Executive Committee, English and Romance Studies, Kassel, 1986-1989 (elected)

Learning Disability Committee, College of Arts and Sciences, Cornell University, 1996-1999

Consortium for Language Teaching and Learning, College of Arts and Sciences, 1993-1995

SERVICE TO THE PROFESSION (SELECTION)

Abstract Reviewer, American Association for Applied Linguistics, Annual Conference, 2004, 2013

SAT II German Pretest Administration for the Educational Testing Service (ETS), March 1999

Testing Chair for the American Association of Teachers of German (AATG), Central New York Chapter, 1998-1999

American Association of Teachers of German (AATG) Study Trip Awards, Central New York Chapter, 1991-1999

Co-tester for *Das Zertifikat Deutsch für den Beruf* (Goethe Institute Test of German for the Profession), Cornell University, 1997

TEACHING EXPERIENCE

Lecturer on Second Language Reading, Australian Linguistics Institute, Melbourne, Summer 2001

Lecturer on Second Language Testing, Dept. of English Studies, University of Nottingham, UK, 1997

Director of Summer Teaching Assistant Training Program (Six-week program), Dept. of Modern Languages, Cornell University, 1993, (Co-director, 1992)

Courses: Second Language Reading, Second Language Vocabulary, Teaching College German, Beginning, Intermediate, Advanced German language courses, Business German, Reading German for Academic Purposes, Psycholinguistics of Second Language Reading (Grad.), Teaching Second Languages, The Comprehension of Texts (Grad.)

EDITORIAL EXPERIENCE

General Editor, CALPER Publications, 2007-present

Associate Editor (News and Notes), *The Modern Language Journal*, 1999-present

Production Editor of *Transfer in language production*, H. W. Dechert (ed.). Hillsdale, NJ: Erlbaum, 1990; *Interlingual processes*, H. W. Dechert & M. Raupach (eds.), Tübingen: Narr, 1989; *Psycholinguistic models of production*, H. W. Dechert & M. Raupach (eds.), Norwood, NJ: Ablex, 1987; *Temporal variable in speech. Studies in Honour of Frieda Goldman-Eisler*, H. W. Dechert & M. Raupach (eds.), The Hague: Mouton, 1980.

TEACHER TRAINING WORKSHOPS CONDUCTED (SELECTION)

Vocabulary Teaching and Learning, CALPER Summer Workshop Series
Language Program Evaluation, Franklin & Marshall College
Language e-Portfolios, Pennsylvania State Modern Language Association (PSMLA) Annual Pre-conference workshop
Projects in Foreign Language Classrooms, Berks County Intermediate Unit, Reading, PA
Projects in Foreign Language Classrooms, CALPER Summer Workshop Series
Language Portfolios, State College Area School District
Culture, Projects, and the Second Language Classroom, University of Miami

REVIEWER

Language Learning, NECTFL Review, The Modern Language Journal, Studies in Second Language, Acquisition, Holt, Rinehart and Winston, Houghton Mifflin, Lawrence Erlbaum, Wiley-Blackwell

EXTERNAL REVIEWER

Department of Foreign Languages and Literatures, Lafayette College, February 2011
WestEd, San Francisco, *Project: Quality Teaching for English Learners*, May 2005

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
American Association of Teachers of German (AATG)
Delta Phi Alpha [honorary member; German Honor Society in the U.S.]
Pennsylvania State Modern Language Association (PSMLA)

3a.

CURRICULUM VITAE

JONGOH EUN

Educational Background

Aug 1997- Dec 2003	Ph.D. in Applied Linguistics The Pennsylvania State University
Aug 1990- May 1992	University of Houston M.Ed. Bilingual/Second Language Education
Mar 1986- Feb 1990	Yonsei University, Seoul, Korea B.A. German with Secondary School Teaching Certification

Professional Employment

Feb 2013-present	Korean Branch Chief, Continuing Education, Defense Language Institute Foreign Language Center
Dec 2009	SLA Specialist, National Foreign Language Center, University of Maryland, College Park
May 2009-2013	Korean Editor, Mango Languages
May 2009	Outside reviewer for Korean placement tests for University of Hawaii, Manoa
January-July 2009	Thematic Unit developer for National Foreign Language Center, University of Maryland, College Park
May 2006-present	Chair, Department C, Asian III School Defense Language Institute Foreign Language Center
Aug 2003-May 2006	Team Leader in Asian III School Defense Language Institute Foreign Language Center

Teaching and Materials Development

Courses taught:

Penn State University
APLNG 484 Discourse-Functional Grammar (co-taught with Dr. Susan Strauss)

Defense Language Institute Foreign Language Center
Elementary Korean
Intermediate Korean
Advanced Korean

Defense Language Institute Foreign Language Center
Supplemental material: Interactive Grammar (Unit 1-14)

Multi-media Materials Development funded by Korea Foundation
5 units for teaching grammar using multimedia
Clausal Connective (Justification) –*Ketun*

Clausal Connective (Background Information) –*Nuntey*
Clausal Connective (Reason) –*Nikka vs ese*
Exclamatory Ending –*kwun vs ney*
Landmarks and giving direction.

**Thematic Unit for advanced learners of Korean for National Foreign Language Center,
University of Maryland**

Topic Cluster: North Korean defectors in South Korea

Publications

Articles in Refereed Journals

Strauss, Susan and Eun, Jong Oh (2005). Indexicality and Honorific Speech Level Choice in Korean. *Linguistics*, 43, 3, 611-651.

Eun, Jong Oh and Strauss, Susan.(2004) The Primacy of Information Status in the Alternation between Korean Deferential Forms and Polite Forms in Public Discourse. *Language Sciences*, 26, 3, 251-272.

Manuscripts in Published Proceedings

Strauss, Susan, Katayama, Hanae, and Eun, Jong Oh. (2002). Grammar, Cognition, and Procedure as Reflected in Route Directions in Japanese, Korean, and American English. In N. Akatsuka and S. Strauss (Eds.) *Japanese/Korean Linguistics, volume 10*. CSLI, Stanford: Stanford University.

Translations

Kulul cal ssunun kesi cwungyohaki ttaymwuney (2006)

Because Writing Matters: California Writing Project, Korean Translation

Selected Conference/Workshop Presentations

Eun, Jongoh, Ha, A. Jeeyoung, Jung, Jiyoung & Lee, Soojin. Constructing a Standard-Based College Curriculum For Korean: Levels, Templates And Specifics: AATK College Curriculum Development Working Group. Poster session presented at the Nineteenth Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). Boston University. June 19-21, 2014.

Lee, Mina & Eun, Jong Oh. Raising Speaking Proficiency Using Level-Appropriate Technology Integrated Activities. Paper presented at the 26th Annual Meeting & Exposition of American Council on the Teaching of Foreign Languages (ACTFL). Philadelphia, PA. November 16-18, 2012.

Eun, Jong Oh, Jeeyoung A. Ha, Jiyoung Jung and Soojin Lee. Standards-based Curriculum Development for College Korean Program. Panel on College Korean Curriculum Development. Paper presented at the Seventeenth Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). Stanford University. June 29 –July 1, 2012.

Eun, Jong Oh & Lee, Mina. Appropriate Uses of Referents and Verbs in Narratives in Korean and Pedagogical Implications. Paper presented at the Seventeenth Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). Stanford University. June 29 –July 1, 2012.

- Eun, Jong Oh. Developing Grammar Materials from a Comprehensive Approach. Paper presented at Korean LEARN Conference. Honolulu, July 18-22, 2011.
- Eun, Jong Oh. Creating an Archive for Effective Use of Authentic Materials. Workshop presented at the Sixteenth Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). Yale University. June 23-25, 2011.
- Eun, Jong Oh & Lee, Mina. Raising Speaking Proficiency Using Meaningful Activities. Paper presented at the 24th Annual Meeting & Exposition of American Council on the Teaching of Foreign Languages (ACTFL). Boston, MA. November 18-20, 2010.
- Eun, Jong Oh. Contextualizing Grammar Teaching Using Authentic Materials. Paper presented at the First Meeting of Language Education and Resource Network (LEARN) Conference. Defense Language Institute Foreign Language Center. Monterey, CA, April 27-30, 2010.
- Susan, Strauss, Eun, Jong Oh, & Jhuhyoung Youn. Unraveling the Mystery behind *-a/ese*, *-(u)nikka*, and *-ki ttaymwuney*: Workshop presented at the Fourteenth Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). A Conceptual and Practical Approach to Korean Grammar. University of Washington, Seattle. June 25-27, 2009.
- Susan, Strauss, Eun, Jong Oh, & Jhuhyoung Youn. Polysemy-based semantic networks and the Korean verb *pota*. Paper presented at the Colloquium. Applying Cognitive Linguistics to Second Language Learning: Experimental Evidence. American Association of Applied Linguistics, Denver, CO. March 21-25, 2009.
- Eun, Jong Oh and Strauss, Susan. Interfacing Communication, Culture, Connections and Comparisons: Applying National Standards Guidelines to Oral Proficiency Tasks for Intermediate and Advanced Learners of Korean. Workshop presented at the Thirteenth Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). The State University of New York, Binghamton. June 27-29, 2008.
- Cho, Young-mee Yu, Eun, Jong Oh, Kim, Haeyoung, Kim, Hee-Sun & Strauss, Susan. Using Multi-Media Materials and Public Discourse to Teach Korean Cultural Values. Panel presented at the 21th Annual Meeting & Exposition of American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX. November 2007.
- Eun, Jong Oh & Koo, Dohee. Teaching Culture through Media Resources. Paper presented at the 20th Annual Meeting & Exposition of American Council on the Teaching of Foreign Languages (ACTFL). Nashville, TN. November 2006.
- Eun, Jong Oh, Kim, Haeyoung & Cho, Young-mee. Developing Multi-Media Materials Based on Discourse Functions: The Case of Giving Directions. Workshop presented at the Eleventh Annual Conference and Professional Workshop of American Association of Teachers of Korean (AATK). Princeton University. 22-23 June 2006.
- Strauss, Susan. & Eun, Jong Oh. Applying "Conceptual Grammar" in the Intermediate/Advanced Korean Classroom. Pragmatics in the Chinese/Japanese/Korean Classroom: The State of the Art. University of Hawaii at Manoa. June 5-7, 2006
- Eun, Jong Oh. Teaching Grammar Using Authentic Materials. Paper presented at the Tenth Annual Conference and Professional Workshop of American Association of Teachers of Korean. Brigham Young University, UT, August 2005.
- Eun, Jong Oh. Teaching Grammatical Features Using Korean Media: Toward a Higher Proficiency. Panel Discussant at the Tenth Annual Conference and Professional Workshop of American Association of Teachers of Korean. Brigham Young University, UT, August 2005. Strauss, Susan, Eun, Jong Oh & Choi, S. Discourse Analysis for Teachers of Advanced Level.

3b.

ANTONIO F. JIMÉNEZ JIMÉNEZ

PROFESSOR OF SPANISH
DIRECTOR, CENTER FOR INTERNATIONAL AFFAIRS
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

EDUCATION

PH.D. IN SPANISH APPLIED LINGUISTICS, 1999 – 2003

Dissertation: *Linguistic and Psychological Dimensions of Second Language Attrition during and after a Study Abroad Experience*, Pennsylvania State University, University Park, PA

B. A. IN TRANSLATION AND INTERPRETING, 1994 – 1999

Concentration in English, Spanish, German, & Italian, University of Málaga, Spain

SELECTED PUBLICATIONS

Jiménez Jiménez, A. F. (submitted). Linguistic and cognitive dimensions of second language acquisition during a study abroad experience.

Jiménez Jiménez, A. F. (accepted). Private speech during problem solving activities in bilingual speakers. *International Journal of Bilingualism*.

Jiménez Jiménez, A. F. (2014). Social business cities: Lessons from Wiesbaden. In A. Grove and G. Berg. (Eds.), *Social business: Theory, practice and critical perspectives*. Springer.

Jiménez Jiménez, A. F. (2013). Análisis de la construcción del discurso a través de las estrategias comunicativas. In M. García Casado et al. (Eds.), *Unplugged: La palabra como nueva tecnología* (pp.249-264). Santander: Universidad de Cantabria.

Jiménez Jiménez, A. F. (2011). A comparative study on second language vocabulary development: Study abroad vs. classroom settings. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 19, 105-123.

Jiménez Jiménez, A. F. (2007). Stimulated recall protocol in language attrition research. In B. Köpke et al. (Eds.), *Language attrition: Theoretical perspectives* (pp. 227-248). Amsterdam: John Benjamins.

Jiménez Jiménez, A. F. (2004). A sociocultural approach for language attrition. In M. Schmid et al. (Eds.), *First language attrition: Interdisciplinary perspectives on methodological issues* (pp.61-80). Amsterdam: John Benjamins.

Centeno-Cortés, B., & Jiménez Jiménez, A. F. (2004). Problem solving tasks in a foreign language: The importance of the L1 in private verbal thinking. *International Journal of Applied Linguistics*, 14(1), 7-35.

EXPERIENCE IN INTERNATIONAL EDUCATION

DIRECTOR of the Center for International Affairs, 2005-present
- California State University, Channel Islands

RESIDENT DIRECTOR, Fall 2007-Spring 2008

- CSU Study Abroad Program, Office of International Programs, Madrid, Spain

RESIDENT DIRECTOR, Summer 2007, 2009, 2010, 2013, 2014

- CSU Channel Islands Summer Study Abroad Program, Málaga, Spain.

RESIDENT DIRECTOR, Winter 2012

- CSU Channel Islands Summer Study Abroad Program, Madrid, Spain.

TEACHING EXPERIENCE

- Global Cities: Madrid - Social Change in Spain - Civilizations and Cultures of Spain -

Introduction to Spanish Translation - Specialized Spanish Translation - Advanced Spanish

Grammar and Composition - Spanish for Careers and Professions - Spanish Language Variation

and Diversity - Mass Media in the Spanish Speaking World - Spanish for Heritage Speakers -

Elementary Spanish - Intermediate Spanish - Intensive Grammar and Composition - Advanced

Composition and Stylistics

SELECTED CONFERENCE PAPERS AND PRESENTATIONS

"Learning second languages during a study abroad program", *CSU International Programs General Orientation*, Northridge, CA, May 2013.

"Infusing international perspectives across the curriculum", *California State University Channel Islands*, Camarillo, CA, March 2013.

"Private verbal thinking in bilingual speakers", *American Association of Applied Linguistics*, Dallas, TX, March 2013.

"Bilinguals' verbal thinking during problem solving activities", *American Association of Teachers of Spanish and Portuguese, Southern California Chapter*, Azusa, CA, October 2012.

"Reasoning in bilingual speakers: What language do they use?", *American Association of Teachers of Spanish and Portuguese*, San Juan, July 2012.

"Underrepresented students in study abroad programs", *Social Justice in Education*, Camarillo, CA, April 2011.

"Heritage speakers abroad: Does praxis fail the theory?", *Forum on Education Abroad*, Boston, MA, April 2011, presented with Leo van Cleve.

"Spanish heritage speakers in a study abroad program in Spain", *American Council on the Teaching of Foreign Languages*, Boston, MA, November 2010.

"Spanish language development in a study abroad context: The year experience", *Academic Council on International Programs, California State University*, Long Beach, CA, October 2010.

- “Students’ use of communication technologies during a study abroad experience”, *Association of North American Programs in Spain*, Barcelona, Spain, June 2008.
- “The development of cross-cultural sensitivity and adaptability”, *Tender Puentes II: La Construcción de un Futuro Internacional*, Apune. Sevilla, Spain, June 2005.
- “Theoretical considerations on language attrition”, *Sociocultural and Second Language Learning Research Working Group*. Tallahassee, FL, Nov. 2002.
- “A sociocultural approach to language attrition”, *International Conference on L1 Attrition: Interdisciplinary Perspectives on Methodological Issues*. Amsterdam, Holland, Aug. 2002.
- “A comparative study on second language vocabulary development: study abroad vs. classroom settings”, *American Association of Teachers of Spanish and Portuguese*. Rio de Janeiro, Brazil, Jul. 2002.
- “Problem-solving tasks in a foreign language: the importance of the L1 in private verbal thinking”, *American Association of Applied Linguistics*. Salt Lake City, UT, Apr. 2002.
- “Pensamiento verbal privado durante la resolución de problemas en lengua extranjera: uso de L1 y L2”, *Asociación Española de Lingüística Aplicada*. Jaen, Spain, Apr. 2002.
- “Private verbal thinking in problem-solving tasks”, *Sociocultural Theory and Second Language Learning Research Working Group*. University of Toronto, Canada, Sept. 2001.
- “The participation metaphor: a sociocultural account for second language attrition” *International Linguistic Association*. New York University, NY, Mar. 2001.
- “Vygotsky’s Zone of Proximal Development in e-mail and face-to-face Spanish peer reviews”, *Modern Language Association*. Washington, D.C., Dec. 2000.
- “Spanish resources on the Internet”, *Dickinson College*. Carlisle, PA, Feb. 1999.

SELECTED TRANSLATION EXPERIENCE

- **FOUNDER AND MAIN ADMINISTRATOR** of the newly created Educators Division of the American Translators Association, since July 2013.
- **CERTIFIED TRANSLATOR** (English to Spanish) by the American Translators Association (since July 2012).
- Passed the written exam for the California Court Interpreter Certification (June 2013).

SELECTED PROFESSIONAL AFFILIATIONS

MEMBER of the *American Translators Association*, since 2010

MEMBER of the *Forum on Education Abroad*, since 2009

MEMBER of the *California Language Teachers’ Association*, since 2005

MEMBER of the *American Council on the Teaching of Foreign Languages*, since 2004

MEMBER of the *American Association of Teachers of Spanish and Portuguese*, since 2002

3c.

Curriculum Vitae

Celeste Kinginger

Department of Applied Linguistics
The Pennsylvania State University

University Park, PA 16802

PERSONAL INFORMATION

Current rank:

Professor of Applied Linguistics and French, Penn State University.

Educational background:

University of Illinois at Urbana-Champaign, Department of French, Ph.D. Second Language Acquisition and Teacher Education. Spring 1990.

RESEARCH AND SCHOLARLY ACTIVITIES

Books

Kinginger, C. (Ed.) (2013). *Social and Cultural Aspects of Language Learning in Study Abroad*. Amsterdam: John Benjamins.

Kinginger, C. (2009). *Language Learning and Study Abroad: A Critical Reading of Research*. Houndsmills, Basingstoke, UK: Palgrave/ Macmillan.

Kinginger, C. (2008). *Language Learning in Study Abroad: Case Studies of Americans in France*. *Modern Language Journal*, 92, Monograph.

Handbook

Kinginger, C. (2009). *Contemporary Study Abroad and Foreign Language Learning: An Activist's Guidebook*. University Park, PA: Center for Advanced Language Proficiency Education and Research (CALPER) Publications.

Recent articles published in refereed journals

Kinginger, C. (2013). Identity and Language Learning in Study Abroad. *Foreign Language Annals*, 46, 339 – 358.

Van Compernelle, R. & Kinginger, C. (2013). Promoting Metapragmatic Development through Assessment in the Zone of Proximal Development. *Language Teaching Research*, 17, 282 – 302.

Kinginger, C. (2011). Enhancing Language Learning in Study Abroad. *Annual Review of Applied Linguistics*, 31, 58 – 73.

Park, K. & Kinginger, C. (2010). Writing/ Thinking in Real Time: Digital Video and Corpus Query Analysis. *Language Learning and Technology*, 14, 31 – 50.

Kinginger, C. (2010). American Students Abroad: Negotiation of Difference? *Language Teaching*, 43, 216 - 227.

Kinginger, C. & Belz, J. (2005). Sociocultural Perspectives on Pragmatic Development in Foreign Language Learning: Case Studies from Telecollaboration and Study Abroad. *Intercultural Pragmatics*, 2, 369 – 421.

Recent book chapters

Kinginger, C. & Tan, D. (2013). Exploring the Potential of High School Home Stays as a Context for Local Engagement and Negotiation of Difference: Americans in China. In Kinginger, C. (Ed.), *Social and Cultural Aspects of Language Learning in Study Abroad* Amsterdam: John Benjamins, pp. 155 – 177.

Kinginger, C. (2013). Study Abroad and Second Language Acquisition. In Chapelle, C. (Ed.), *Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

Kinginger, C. (2013). Language Socialization in Study Abroad. In Chapelle, C. (Ed.), *Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

Kinginger, C. (2011). National Identity and Language Learning Abroad: American Students in the Post-9/11 Era. In Higgins, C. (Ed.) *Identity Formation in Globalizing Contexts: Language Learning in the New Millennium*. Berlin: Mouton de Gruyter, pp. 147 – 166.

Kinginger, C. (2010). Foreign Language Learning. In McGaw, B., Baker, E. & Peterson, P. (Eds.), *International Encyclopedia of Education*. Oxford: Elsevier, pp. 382 – 386.

Kinginger, C., Blattner, G. & Roulon, S. (2009). Tu ou vous: Choix facilité lors de séjours linguistiques. In Peeters, B. (Ed.), *Tu ou vous: L'embarras du choix*. Limoges: Editions Lambert-Lucas, pp. 199 - 222.

Recent speaking engagements

Student Mobility, Identity, and Language Learning: A New Role for Concept-Based Instruction. Conference on Intercultural Resources for ERASMUS Students and their Teachers (IEREST), Alma Mater Studiorum, Bologna, Italy, June 2014.

Pragmatics and Identity in L2 Land: Rethinking the Role of Mediation. Groupe de Linguistique Appliquée des Télécommunications), Brest, France, June 2014.

Language and Identity in Study Abroad, Department of Modern Languages, Carnegie Mellon University, Pittsburgh, PA, November 2013.

Language and Taste Socialization in Study Abroad: Americans in China. Centre for Research in Chinese Language and Literary Education Research Symposium, University of British Columbia, July 2013.

Language, Identity, and Student Mobility. Open University, Milton Keynes, UK, April 2013.

Language Socialization in the Home Stay: American High School Students in China. Residence Abroad, Social Networks, and Second Language Learning, University of Southampton, Southampton, UK, April 2013.

Language Learning in Study Abroad. Forum on Education Abroad Fireside Dialogues, Chicago, IL, April 2013.

Identity Conflict in Language Learning Abroad. Institute for Research on Identities and Societies, University of Lleida, Spain, November 2012.

Contemporary Research on Language Learning in Study Abroad. Center for Language Study, Yale University, New Haven, CT, April 2012.

3d.

Curriculum Vitae

Xiaofei Lu

Education

Ph.D., Linguistics, The Ohio State University, Columbus, Ohio, 2006

M.A. (by research), English Language, National University of Singapore, Singapore, 2002

B.A., English, Nankai University, Tianjin, China, 1997

Academic/Research Appointments

Department of Applied Linguistics, The Pennsylvania State University, University Park, PA

Associate Professor of Applied Linguistics, 2012-present

Gil Watz Early Career Professor in Language and Linguistics, 2012-2015

Assistant Professor of Applied Linguistics, 2006-2012

Yunshan Chair Professor, Guangdong University of Foreign Studies, Guangzhou, China, 2014-2017

Graduate Research Intern, Palo Alto Research Center (PARC), Palo Alto, CA, Summer 2005

Funded Research

2010-2014. *Graphic Online Language Diagnostic* (Role: Project Co-director, with Gabriela Appel). U.S. Department of Education Title VI Award (\$1,235,000 for all projects in CALPER).

2008-2011. *Computerized Dynamic Assessment of Language Proficiency in French, Russian and Chinese* (Role: Investigator; PIs: James P. Lantolf and Matthew E. Poehner). U.S. Department of Education (\$321,000).

2008-2011. *Rereading Our Past: The Cognitive Demands of Reading and Reading Comprehension, 1890-2005* (Role: Investigator; PI: David A. Gamson). Spencer Foundation (\$468,750).

2006-2010. *Assessing Development of Advanced Proficiency through Learner Corpora* (Role: Project Co-director, with Michael McCarthy). U.S. Department of Education Title VI Award (\$1,252,000 for all 10 projects in CALPER).

Selected Recent Publications

Zhang, X. & Lu, X. (forthcoming). A longitudinal study of receptive vocabulary breadth knowledge growth and vocabulary fluency development. *Applied Linguistics*.

Lu, X. (2014). *Computational Methods for Corpus Annotation and Analysis*. Berlin: Springer.

Lu, X., Gamson, D. A. & Eckert, S. A. (2014). Lexical difficulty and diversity in American elementary school reading textbooks: Changes over the past century. *International Journal of Corpus Linguistics*, 19(1): 94-117.

Hartig, A. J. & Lu, X. (2014). Plain English and legal writing: Comparing expert and novice writers. *English for Specific Purposes*, 33(1): 87-96.

- Ai, H. & Lu, X. (2013). A corpus-based comparison of syntactic complexity in NNS and NS university students' writing. In A. Díaz-Negrillo, N. Ballier, & P. Thompson (eds.), *Automatic Treatment and Analysis of Learner Corpus Data*, pp. 249-264. Amsterdam/Philadelphia: John Benjamins.
- Gamson, D. A., Lu, X. & Eckert, S. A. (2013). Challenging the research base of the common core state standards: A historical reanalysis of text complexity. *Educational Researcher*, 42(7): 381-391.
- Zhang, J. & Lu, X. (2013). Variability in Chinese as a Foreign Language learners' development of the Chinese numeral classifier system. *The Modern Language Journal*, 97(s1): 46-60.
- Lu, X. (2012). The relationship of lexical richness to the quality of ESL learners' oral narratives. *The Modern Language Journal*, 96(2): 190-208.
- Thorne, S. L., Fischer, I. & Lu, X. (2012). The semiotic ecology and linguistic complexity of an online game world. *ReCALL*, 25(3): 279-301.
- Lu, X. (2011). A corpus-based evaluation of syntactic complexity measures as indices of college-level ESL writers' language development. *TESOL Quarterly*, 45(1): 36-62.
- Lahiri, S., Mitra, P. & Lu, X. (2011). Informality judgment at sentence level and experiments with F-score. In *Proceedings of the 12th International Conference on Intelligent Text Processing and Computational Linguistics*, pp. 446-457. Berlin: Springer-Verlag.
- Lu, X. (2010). Automatic analysis of syntactic complexity in second language writing. *International Journal of Corpus Linguistics*, 15(4): 474-496.
- Lu, X. (2010). What can corpus software reveal about language development? In A. O'Keeffe & M. McCarthy (eds.), *The Routledge Handbook of Corpus Linguistics*, pp. 184-193. London: Routledge.
- Lu, X. (2009). Automatic measurement of syntactic complexity in child language acquisition. *International Journal of Corpus Linguistics*, 14(1): 3-28.
- Lu, X. (2008). Improving part-of-speech guessing of Chinese unknown words using hybrid models. *International Journal of Corpus Linguistics*, 13(2): 169-193.
- Lu, X. (2008). Hybrid models for sense guessing of Chinese unknown words. *International Journal of Corpus Linguistics*, 13(1): 99-128.
- Lu, X. (2008). Automatic measurement of syntactic complexity using the revised developmental level scale. In *Proceedings of the 21st International Florida Artificial Intelligence Research Society Conference*, pp. 153-158. Menlo Park, CA: AAAI Press.
- Lu, X. (2007). A hybrid model for Chinese word segmentation. *Journal for Language Technology and Computational Linguistics*, 22(1): 71-88.
- Feldman, A. & Lu, X. (eds.) (2007). *Proceedings of the NAACL HLT 2007 Workshop on Computational Approaches to Figurative Language*. Stroudsburg, PA: The Association for Computational Linguistics.

Selected Invited Talks

- Lu, X. (2014). Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. School of Foreign Studies, Xi'an Jiaotong University. Xi'an, China.
- Lu, X. (2014). A historical analysis of text complexity of the American reading curriculum. School of Foreign Studies, Xi'an Jiaotong University. Xi'an, China.

- Lu, X. (2014). Variability in Chinese as a Foreign Language Learners' development of the Chinese numeral classifier system. Mandarin Teaching Center, National Taiwan Normal University. Taipei.
- Lu, X. (2014). Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. Department of English, National Taiwan Normal University. Taipei.
- Lu, X. (2013). A historical analysis of text complexity of the American reading curriculum. Department of Linguistics, Montclair State University. Montclair, NJ.
- Lu, X. (2013). Graphic Online Language Diagnostic. Roundtable on Development and Analysis of Slavic Learner Corpora at the 2013 Annual Conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL-13). Boston, MA.
- Lu, X. (2011). Marrying computational linguistics with applied linguistics and second language acquisition. Teachers College, Columbia University. New York, NY.
- Lu, X. (2010). Automatic assessment of lexical and syntactic complexity in L1 and L2 acquisition. Department of Classics, Tufts University. Medford, MA.
- Lu, X. (2010). Measures of lexical and syntactic complexity in L1 and L2 acquisition. Educational Testing Service (ETS). Princeton, NJ.

Courses at Penn State

Computational and Statistical Methods for Corpus Analysis
Seminar in Applied Corpus Linguistics
Statistical Analysis of Qualitative and Corpus Data
Design and Research of Technology-Mediated Language Learning
Technology in Foreign Language Education: An Overview
Theory: Second Language Acquisition
Methods of Language Assessment
Functional Linguistics
First-Year Seminar in Applied Linguistics
Introduction to Language, Culture and Social Interaction

Graduate Students Advised

Ph.D. committee chair: Mathurin Leelasatakul (Applied Linguistics, in progress), Haiyang Ai (Applied Linguistics, ABD), Brody Bluemel (Applied Linguistics, ABD), Aziz Yuldashev (Applied Linguistics, ABD), Xian Zhang (Applied Linguistics, 2014), Donald Vosburg (German, Co-Chair with Richard Page, ABD), Tracy Davis (Applied Linguistics, 2012)

M.A. committee chair: Cheng Li (TESL, in progress), Siyu Meng (TESL, in progress), Younsu Park (TESL, in progress), Eun Jung Kim (TESL, 2009)

3e.

CURRICULUM VITAE

Eduardo Negueruela-Azarola

Name and Current Title: Associate Professor of Spanish Applied Linguistics and Second Language Acquisition, University of Miami

Graduate Education: Licenciado Filología Inglesa, Universidad de Valladolid, Spain, 1997; M.A. TESOL-Spanish, West Virginia University, 1999; Ph.D. Spanish and Applied Linguistics, The Pennsylvania State University, 2003.

Academic Experience: Assistant Professor of Spanish and Applied Linguistics, University of Massachusetts, 2003-2006; Assistant Professor of Spanish Second Language Acquisition, University of Miami, 2006 to 2012; Associate Professor of Spanish Applied Linguistics and Second Language Acquisition, University of Miami, 2012-present.

Language Proficiency: First language: Spanish. Second language: English (superior proficiency). Third Language: French (intermediate).

Specializations: Sociocultural theory of mind and second language development; Spanish Second Language Learning/teaching; Second Language Pedagogy and Teaching Methodology; Pedagogical grammar; Second Language Teacher's development; Language Program Direction; Technology-enhanced language learning.

Selected Recent Publications:

Books Reporting on Original Research

Negueruela-Azarola, Eduardo. (in progress) *Second Language Development and the Sociocultural Mind*.

Articles in Refereed Journals

Negueruela-Azarola, Eduardo. Comunicación y pensamiento verbal en la enseñanza de la gramática: un enfoque conceptual. *Miriada Hispánica* 6 (2013): 55-72. Print.

Williams, L., Abraham, L. B., Negueruela-Azarola, E. Using Concept-Based Instruction in the L2 classroom: Perspectives from current and future language teachers. *Language Teaching Research* 17 (3) (2013): 363-381. Print.

Negueruela-Azarola, Eduardo. "Changing Reasons as Reasoning Changes: A Narrative Interview on Motivation, Telecollaboration, and the Learning of Foreign Languages." *Language Awareness* 20, 3, (2011): 183-201. Print.

Negueruela-Azarola, Eduardo. "Beliefs as Conceptualizing Activity. A Dialectical

Approach for the Second Language Classroom.” *System. An International Journal of Educational Technology and Applied Linguistics* 39, 3, (2011): 359-369. Print.

Negueruela-Azarola, Eduardo. “Huellas del pensamiento verbal en la publicidad de Miami: los verbos de movimiento en inglés y español.” *Revista de Estudios de Lingüística Inglesa Aplicada* 10 (2010): 77-112. Print.

Chapters in Edited Books

Negueruela-Azarola, Eduardo. “Metalinguistic Knowledge Becoming Intrapyschological Tools. Concepts as Tools for Second Language Development.” *The Metalinguistic Dimension in Instructed Second Language Learning*. Eds. K. Roehr and G. A. Gánem-Gutiérrez. London: Bloomsbury, 2013. (221-242). Print.

Negueruela-Azarola, Eduardo. “Internalization in Second Language Acquisition: Social Perspectives.” *The Encyclopedia of Applied Linguistics*. Ed. Carole A. Chapelle. Hoboken, New Jersey: Wiley-BlackWell, 2013. (1-8). Print.

Negueruela-Azarola, Eduardo. “Metáforas de la mente y enseñanza de idiomas: Principios básicos para un enfoque conceptual basado en la teoría sociocultural de la mente humana.” *Hispanismo y Lingüística*. Eds. Joaquín Sueiro-Justel, J. M. Cuevas Alonso, V. Dacosta Cea, and M. Rosa Pérez. Axac: Lugo, 2010. 27-48. Print.

Negueruela, E. (2008) A Conceptual Approach to Promoting L2 Grammatical Development. In Katz, S. & Watzinger-Tharp, J (Eds.). *Conceptions of L2 Grammar: Theoretical Approaches and their Application in the L2 Classroom*. AAUSC’s *Issues in Language Program Direction*. Annual series, Boston: Heinle & Heinle, (151-171).

Negueruela, E. (2008) Revolutionary Pedagogies: Learning that Leads Development in the Second Language Classroom. J. P. Lantolf & M. Poehner (Eds.). *Sociocultural Theory and Second Language Teaching*. Equinox Publishers, (189-227).

Negueruela, E. & J. P. Lantolf. (2006) Concept-Based Instruction: Teaching Grammar in an Intermediate-Advanced Spanish L2 University Classroom. Lafford, B. & R. Salaberry (eds.). *Spanish Second Language Teaching: State of the Art*. Georgetown: Georgetown University Press. (79-102).

Recent Talks

“Defining Technologies, the Sociocultural Mind, and the Second Language Classroom”. First International Meeting on Foreign Language Learning in Tandem, University of Miami, February, 28th, 2014. Special Opening session.

Pennsylvania State University, “ Sociocultural Theory: Semiogenesis and Mindful Conceptual Engagement”. Symposium on Alternative Approaches to SLA. May 10-11, 2013.
Colloquia organized: “Investigating Concepts in the L2 Classroom: A Vygotskyan Approach”, *Annual Meeting of the AAAL in Dallas*, Texas, March, 2013.

Smith College. "Mindful Engagement: Teaching Concepts in the Foreign Language Classroom". April, 8th, 2013.

George Washington University. "Mindful Conception in the Foreign Language Classroom. Implications for Programs and Departments". February, 17th 2012.

University of Miami. "Translating that Which is not There. Metalepsis, Poetry, and the Significance of Tropes." November, 18th, 2011.

Columbia University. "From Inception to Conception: Concepts as Psychological Tools of Instruction for the Spanish Foreign Language Classroom." October, 20th, 2010.

Haverford College. "Back to the Future: a Sociocultural Representation of the Human Mind for the Foreign Language Classroom." Haverford College, PA, Distinguished Visitor Program and the Department of Spanish, October, 6th, 2010.

Selected Doctoral Dissertations and Thesis Directed

Durán, Mónica. *Visual Narratives and Metaphors as Tools for Teaching in the Foreign Language Classroom: A Sociocultural and Critical Perspective*. Chair. (in progress) [Graduate Teaching Assistant, University of Miami]

Meizoso, Francisco. *Gesture, Sign Language, and Second Language Thinking-for-Speaking*. Chair. (in progress) [Lecturer, Columbia University]

García, Próspero. *Verbalizing in the Second Language Classroom: The Development of the Grammatical Concept of Aspect*, Chair. August 2012 [Assistant Professor. Rutgers University, Camden]

García-Frazier, Elena. *Concept-based Teaching and Spanish Modality in Heritage Language Learners: A Vygotskian Approach*. Chair. (November, 2012). [Lecturer, Mount Holyoke College]

Polizzi, Marie Christie. *The Development of Spanish Aspect in the Second Language Classroom: Concept-Based Pedagogy and Dynamic Assessment*, Chair. (November, 2012) [Lecturer, University of Massachusetts Amherst]

MA Thesis Directed

Buescher, Kimberly. *Reading in a Second Language Classroom: A Pedagogical Report on Sociocultural Strategies for Reading Texts in the Elementary French Classroom*. University of Massachusetts Amherst, 2009. Unpublished Master Thesis

BA Thesis Directed

Montalvo, Isabela. *Ser/Estar in the Spanish Classroom: A Conceptual Approach*. University of Miami. 2013. Unpublished BA Honor Thesis.

3f.

**Curriculum Vitae
Susan Strauss**

The Pennsylvania State University
Department of Applied Linguistics

University Park, PA 16802

e-mail: [REDACTED]

25% appointment in Asian Studies, courtesy appointments in Linguistics, Education,

Education

1998 University of California, Los Angeles
Ph.D. Applied Linguistics
Dissertation title: Language and Culture of the Television Ad: A look
at TV commercials from Japan, Korea, and the U.S.
Advisor: Elinor Ochs

1993 University of California, Los Angeles
MA TESL Advisor: Marianne Celce-Murcia

1995-1996 Inter-University Center / Yokohama, Japan
Intensive Japanese Language Program

California State University, Northridge
BA -- French Language and Literature

Professional Employment (Academic)

2013- current Editor of *The Korean Language in America* (national and international
journal, published by the American Association of Teachers of Korean).

2005 - current The Pennsylvania State University
Associate Professor of Applied Linguistics and Asian Studies

1998 - 2005 The Pennsylvania State University
Assistant Professor of Comm. Arts & Sciences/Applied Linguistics

1998 California State University, Long Beach
Instructor: ESL Writing Pedagogy (LING 460)

1997 University of California, Los Angeles
Instructor of Intercultural Communication Workshop
UCLA Alumni Association

- 1996 Kanda University for International Studies, Chiba, Japan
Instructor: Communicative Grammar, Special English Skills
- 1993 - 1996 University of California, Los Angeles
Teaching Assistant: Developmental Composition (ESL 35)
- 1991 University of California, Los Angeles
Teaching Assistant: Honors Collegium 36: Sociolinguistic Approaches to the Japanese Language, People, and Culture

Publications

Books and Journals

Strauss, S., & Peiz, P. (2014). *Discourse Analysis: Putting our worlds into words*. New York: Routledge. 424 pages.

Kuno, S., Seiichi M., & Strauss, S. (2007), (Eds.). *Aspects of Japanese linguistics (Nihongogakuno Syosoo)*. Tokyo: Kuroshio Publishers.

Akatsuka, N., & Strauss, S. (2002). (Eds.). *Japanese/Korean linguistics, volume 10*. CSLI Stanford, distributed by University of Chicago Press.

Akatsuka, N., Strauss, S., Iwasaki, S., Hoji, H., & Sohn, S. (1998). (Eds.). *Japanese/Korean linguistics, volume 7*. CSLI Stanford, distributed by Cambridge University Press.

Akatsuka, N., Strauss, S., & Iwasaki, S. (1996). (Eds.). *Japanese/Korean linguistics, volume 5*. CSLI Stanford, distributed by Cambridge University Press.

Journal articles and book chapters

Perera, K. and Strauss, S. (under review). High-focus and time-immediate indexicals: A study of Sinhala discourse markers *me*: ('this') and *dæn* 'now'. *Journal of Pragmatics*

Hong, S. J., & Strauss, S. (under review). Holding death at bay vs. prolonging life: Indexing fatalism and optimism in the ideology of health, genetics, and family history in the U.S. and South Korea. *Communication and Medicine*.

Strauss, S., & Chang, H. S. (under review). Taste, community, and culture: A look at U.S. and Korean online recipes and related commentary. Revise and Resubmit. *International Journal of Applied Linguistics*.

Strauss, S., Chang, H., & Matsumoto, Y. (to appear). Genre and the cultural realms of taste in Japanese, Korean and U.S. online recipes. In Mori, J, Hudson, M., & Matsumoto, Y. title TBD *Festschrift for Naomi McGloin*. (U Wisc., Madison). John Benjamins.

- Emig, B., McDonald, S., Zembal-Saul, C., & Strauss, S. (2014). Inviting argument by analogy: Analogical-Mapping-based comparison activities as a scaffold for small group argumentation. *Science Education*, 243-268.
- Strauss, S., & Feiz, P. (2013). Beyond *alef, be, pe*: The socialization of incipient ideology through literacy practices in an Iranian first grade classroom. *Language Awareness*, 22, 197-219.
- Strauss, S., & Youn, J. (2011). The emergent construction of interpersonal closeness and distance in problem-solution television programs. *The Korean Language in America*.
- Strauss, S., & Xiang, X. (2009). Discourse particles: Where cognition and interaction intersect—the case of final particle *-ey* in Shishan dialect. (Hainan Island, P.R. China). *Journal of Pragmatics*, 41, 1287-1312.
- Strauss, S. (2008). A conceptual approach to the Japanese existential verbs: The case of *aru* versus *iru*. *Language Awareness*, 17, 179-194.
- Strauss, S., & Xiang, X. (2006) Emergent agency: The writing conference as a locus of autonomous authorship. *Written Communication*, 23, 355-396.
- Strauss, S., Lee, J., & Ahn, K. (2006) Applying conceptual grammar to advanced level language teaching: The case of two completive aspect markers in Korean. *Modern Language Journal*, 90, 185-209.
- Strauss, S. (2005). The linguistic aestheticization of food: A cross cultural look at food commercials in Japan, Korea, and the United States. *Journal of Pragmatics*, 37. 1427-1455.
- Strauss, S. (2005). Cognitive realization markers in Korean: A discourse-pragmatic study of the sentence ending particles *-kwun*, *-ney*, and *-tela*. *Language Sciences*, 27, 437-480.

3g.

**Curriculum Vitae
Hongyin Tao**

EDUCATION

- 1982 B.A., Zhengzhou University, Henan, PRC. Chinese Language and Literature.
1985 M.A., Huazhong University of Science and Technology (HUST), Hubei, PRC. Chinese Linguistics.
1993 Ph.D., University of California, Santa Barbara. Linguistics.

TEACHING & APPOINTMENTS

- 1993-1997 National University of Singapore, Department of Chinese Studies, Lecturer (Assistant Professor) of Chinese.
1997-2001 Cornell University, Departments of Modern Languages and Asian Studies, Assistant Professor/Associate Professor of Linguistics, Asian Studies, East Asian Literature, and Cognitive Studies. Coordinator, Chinese Language Program.
2000-present UCLA, Departments of Asian Languages and Cultures and Applied Linguistics, Assistant/Associate/Full Professor. Coordinator, Chinese Language Program.
2009 Summer Visiting Professor, University of British Columbia, School of Education, Department of Language and Literacy Education.
2011 (Jan-Jun) Visiting Professor, City University of Hong Kong, Department of Chinese, Translation, and Linguistics.

SELECTED GRANTS

- 2002-2014 Department of Education, National Language Resource Center grant, in collaboration with Pennsylvania State University as Chinese project director. (James Lantolf & Karen Johnson, Co-PIs.)
2003-2004 University of California Consortium for Language Learning and Teaching grant for developing an on-line handbook for heritage language instruction at the UC. (Co-PI with Georgiana Galatenau, in conjunction with the UCLA Language Resource Center). (PI, \$10,000)
2009 University of California Consortium on Language Learning and Teaching grant for developing a Chinese film clips library for class use. (PI, \$20,000)

SELECTED EDITORIAL SERVICES

- 2002-present Editorial Board, the Heritage Language Journal. UCLA World Language Center and the UC Consortium for Language Learning and Teaching.
2002-present Editorial Board, Journal of Chinese Language and Computing. Singapore.
2003-present Editorial Board, Yuyan Kexue (Linguistic Sciences). PRC.
2003-present International Editorial Board, Language and Technology Monograph Series, Prentice Hall.
2005-present Editorial Board, Journal of the Chinese Language Teachers Association. USA.

- 2006-present Editorial Board, Routledge Series of Frequency Dictionaries, Taylor & Francis Group, Oxford, UK.
- 2009-present Executive Editor, Chinese Language and Discourse: An International and Interdisciplinary Journal. John Benjamins.
- 2009-present Executive Editor, Studies in Chinese Language and Discourse Book Series. John Benjamins.
- 2010-present Editorial Board, Chinese Journal of Applied Linguistics. Beijing Foreign Language Teaching and Research Press and Walter de Gruyter.
- 2010-present Editorial Board, South China Journal of Humanities. The University of Macao.
- 2012-present Editorial Board, Journal of World Languages, Routledge, Taylor & Francis Group, Oxford, UK.
- 2013-present Editorial Board, Korea Journal of Chinese Language and Literature. The Korea Association of Chinese Language and Literature. Soul, Korea.
- 2013-present Editorial Board, Researching and Teaching of Chinese as a Foreign Language. Equinox Publishing Ltd.
- 2013-present Editorial Board, Applied Language Learning. Defense Language Institute Foreign Language Center and Presidio of Monterey.

SELECTED SERVICES TO THE PROFESSION

- 1997-98 Executive Committee member, International Association for Chinese Linguistics.
- 2010-present Board of Directors, the Chinese Language Teachers Association, USA.
- 2013 Vice President(-elect), the Chinese Language Teachers Association, USA.
- 2014 President, the Chinese Language Teachers Association, USA.

SELECTED PUBLICATIONS

Books/Edited Volumes/Special Issues

- 1996 Units in Mandarin Conversation: Prosody, Discourse, and Grammar. Amsterdam/Philadelphia: John Benjamins.
- 1997/2004 Dangdai Shehui Yuyanxue [Current Trends in Sociolinguistics]. Second edition. Beijing: Zhongguo Shehui Kexue Chubanshe [The Chinese Social Sciences Publishing House]. (With Daming Xu and Tianwei Xie.)
- 2011 Working with Spoken Chinese. CALPER Publications, Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University.
- 2004 Special Issue: Corpora, Language Use, and Grammar. Journal of Chinese Language and Computing. Vol. 14.2.
- 2006 Special Issue: Chinese as a Heritage Language. The Heritage Language Journal, Volume 4, Spring 2006. UCLA. (<http://www.heritagelanguages.org/>)
- 2011 With Jin Liu. eds., Chinese under Globalization: Emerging Trends in Chinese Language Use. Singapore: World Scientific.

Papers

- 1991 With Sandra A. Thompson. English Backchannels in Mandarin Conversations: A Case Study of Superstratum Pragmatic 'Interference'. Journal of Pragmatics. 16.209-223.

- 1999 The Grammar of Demonstratives in Mandarin Conversational Discourse: A Case Study. *Journal of Chinese Linguistics*. 27.1:69-103.
- 2000 Adverbs of Absolute Time and Assertiveness in Vernacular Chinese: A Corpus-Based Study. *Journal of the Chinese Language Teachers Association*, 2000.3:53-73.
- 2001 With Michael McCarthy. Understanding Non-Restrictive *Which*-Clauses in Spoken English, Which Is Not an Easy Thing. *Language Sciences*. 23.6, 651-677.
- 2003 A Usage-Based Approach to Argument Structure: *Remember* and *Forget* in Spoken English. *International Journal of Corpus Linguistics*. 2003.8: 75-95.
- 2005 The Gap Between Natural Speech and Spoken Chinese Teaching Material: Discourse Perspectives on Chinese Pedagogy. *Journal of the Chinese Language Teachers Association*, 40.2:1-24.
- 2006 With Charles F. Meyer. Gapped Coordinations in English: Form, Usage, and Implications for Linguistic Theory. *Corpus Linguistics and Linguistic Theory*. 2.2:129-163. 2006.
- 2007 A Corpus-Based Investigation of *Absolutely* and Related Phenomena in Spoken English. *Journal of English Linguistics*. 35.1:1-25.
- 2009 With Zuoyan Song. A Unified Account of Causal Clause Sequences in Mandarin Chinese and Its Implications. *Studies in Language*, 33.1:69-102.
With Zhuo Jing-Schmidt. The Mandarin Disposal Constructions: Usage and Development. *Language and Linguistics*, 10.1:29-58.
- 2010 With Sandra A. Thompson. Conversation, grammar, and fixedness: Adjectives in Mandarin revisited. *Chinese Language and Discourse*. 1.1: 3-30.
- 2012 With Xian, Lixia and Haiping Wu. Using Authentic Materials for Language Teaching: Theory and Practice in TCSL. *Journal of the Chinese Language Teachers Association*, 47.1: 135-157.

SELECTED INVITED TALKS

Keynote speaker. Discourse genres, corpus linguistics, and Chinese language teaching. Biannual Conference on Foreign Language: Orality and Writing, Konfuzius-Institute Frankfurt Goethe-Universitat, Frankfurt, Germany, May 8-10, 2014.

Keynote speaker. Teaching Chinese Discourse Pragmatics: Theory and Practice, The 4th International Symposium on Chinese Applied Linguistics, University of Iowa, Iowa City, April 25-26, 2014.

Invited speaker. Toward a Discourse Approach to Shared and Diverse Language Patterns: The Case of Mandarin and English, Department of English, The Hong Kong Polytechnic University, Hong Kong, April 11, 2014.

Invited speaker. Teaching Discourse Pragmatics through Student-Centered Activities. World Chinese Language Teaching Graduate Forum, National Taichung University and World Chinese Language Association. Taichung, Taiwan, January 18, 2014.

3h.

CURRICULUM VITAE

RÉMI A. VAN COMPERNOLLE

CURRENT APPOINTMENT

Assistant Professor of Second Language Acquisition and French & Francophone Studies,
Carnegie Mellon University, 2012 – present

EDUCATION

Ph.D. in Applied Linguistics, The Pennsylvania State University, May 2012

Master of Arts in French, University of North Texas, May 2007

Bachelor of Arts in French, University of North Texas, August 2004

SELECTED PUBLICATIONS

Book

van Compernelle, R. A. (2014). *Sociocultural theory and L2 instructional pragmatics*.
Bristol: Multilingual Matters.

Peer-Reviewed Journal Articles

van Compernelle, R. A., & Henery, A. (in press). Learning to do concept-based pragmatics instruction: Teacher development and L2 pedagogical content knowledge. *Language Teaching Research*.

van Compernelle, R. A., & Henery, A. (in press). Instructed concept appropriation and L2 pragmatic development in the classroom. *Language Learning*.

van Compernelle, R. A. (in press). Profiling second language sociolinguistic development through dynamically administered strategic interaction scenarios. *Language and Communication*.

van Compernelle, R. A. (in press). Native and nonnative perceptions of appropriateness in the French second-person pronoun system. *Journal of French Language Studies*.

van Compernelle, R. A. (2013). Concept appropriation and the emergence of L2 sociostylistic variation. In R. A. van Compernelle & L. Williams (Eds.), *Sociocultural theory and second language pedagogy* [Special issue]. *Language Teaching Research*, 17(3), 343-362.

van Compernelle, R. A., & Kinginger, C. (2013). Promoting metapragmatic development through assessment in the zone of proximal development. In R. A. van Compernelle & L.

- Williams (Eds.), *Sociocultural theory and second language pedagogy* [Special issue]. *Language Teaching Research*, 17(3), 282-302.
- van Compernelle, R. A., & Williams, L. (2013). The effect of instruction on language learners' metasociolinguistic awareness: An empirical study with pedagogical implications. *System*, 41(2), 298-306.
- van Compernelle, R. A. (2013). From verbal protocols to cooperative dialogue in the assessment of second language pragmatic competence. *Intercultural Pragmatics*, 10, 71-100.
- van Compernelle, R. A., & Williams, L. (2012). Reconceptualizing sociolinguistic competence as mediated action: Identity, meaning-making, agency. *Modern Language Journal*, 96(2), 234-250.
- van Compernelle, R. A., & Williams, L. (2012). Teaching, learning, and developing L2 French sociolinguistic competence: A sociocultural perspective. *Applied Linguistics*, 33(2), 184-205.
- van Compernelle, R. A., & Williams, L. (2012). Promoting sociolinguistic competence in the classroom Zone of Proximal Development. *Language Teaching Research*, 16(1), 39-60.
- van Compernelle, R. A. (2011). Developing second language sociopragmatic knowledge through concept-based instruction: A microgenetic case study. *Journal of Pragmatics*, 43(13), 3267-3283.
- van Compernelle, R. A., & Williams, L. (2011). Metalinguistic explanations and self-reports as triangulation data for interpreting L2 sociolinguistic performance. *International Journal of Applied Linguistics*, 21(1), 26-50.
- van Compernelle, R. A., Williams, L., & McCourt, C. (2011). A corpus-driven study of second-person pronoun variation in L2 French synchronous computer-mediated communication. *Intercultural Pragmatics*, 8(1), 67-91.
- van Compernelle, R. A. (2011). Developing a sociocultural orientation to variation in language. *Language & Communication*, 31(1), 86-94.
- van Compernelle, R. A. (2010). Towards a sociolinguistically responsive pedagogy: Teaching second-person address forms in French. *Canadian Modern Language Review*, 66(3), 445-463.
- van Compernelle, R. A., & Williams, L. (2009). Learner versus non-learner patterns of stylistic variation in synchronous computer-mediated French: *Yes/no questions* and *nous* versus *on*. *Studies in Second Language Acquisition*, 31(3), 471-500.
- van Compernelle, R. A., & Williams, L. (2009). Variable omission of *ne* in real-time French chat: A corpus-driven comparison of educational and non-educational contexts. *Canadian Modern Language Review*, 65(3), 413-440.

Chapters in Edited Volumes

- van Compernelle, R. A. (in press). The emergence of sociolinguistic competence in L2 classroom interaction. In N. Markee (Ed.), *Handbook of classroom discourse and interaction*. London: Wiley-Blackwell.
- van Compernelle, R. A. (2013). Interactional competence and the dynamic assessment of L2 pragmatic abilities. In S. Ross & G. Kasper (Eds.), *Assessing second language pragmatics* (pp. 327-353). Basingstoke, UK: Palgrave/Macmillan.
- Rine, E. F., & van Compernelle, R. A. (2012). Sociocultural theory and interlanguage pragmatics. In C. Chapelle (General Ed.), M. González-Lloret (Area Ed.), *Wiley Encyclopedia of Applied Linguistics*. Malden, MA: Wiley-Blackwell.
- van Compernelle, R. A., & Williams, L. (2012). Variationist sociolinguistics, L2 sociopragmatic competence, and corpus analysis of classroom-based synchronous computer-mediated discourse. In C. Félix-Brasdefer & D. Koike (Eds.), *Pragmatic variation in first and second language contexts: Methodological issues* (pp. 239-269). Amsterdam: John Benjamins.
- van Compernelle, R. A. (2011). Responding to questions and L2 learner interactional competence during language proficiency interviews: A microanalytic study with pedagogical implications. In J. K. Hall, J. Hellermann, & S. Pekarek Doehler (Eds.), *L2 interactional competence and development* (pp. 117-144). Bristol: Multilingual Matters.

3i.

Xuehua Xiang

Department of Linguistics (M/C 315)

Chicago, IL 60607

Education

2006	Ph.D. Applied Linguistics	Pennsylvania State University, University Park
2001	M.A. TESOL	Pennsylvania State University, University Park
1999	B.A. English	Beijing Forestry University, Beijing, China

Employment and Positions

University of Illinois at Chicago

2013-present	Associate Professor, Department of Linguistics
2006-2013	Assistant Professor, Department of Linguistics/Department of English
2006-present	Director, Chinese Language Program
2008-2010	Director, Less Commonly Taught Languages

Pennsylvania State University

2006

- Teaching Assistant for CAS 200, Language, Culture and Communication, Department of Communication Arts and Sciences

2003-2005

- Instructor of intensive ESL (grammar, writing, reading), the Intensive English Communication Program
- Instructor of Web-based ESL 015, Academic Writing, the World Campus
- Instructor of APLING 484, A Discourse-Functional Approach to Grammar, for K-12 ESL teachers as partial fulfillment of the Pennsylvania ESL Teaching Certification
- Instructor of ESL 015, Academic Writing, Department of Linguistics and Applied Language Studies
- Research Assistant, Center for Advanced Language Proficiency Education and Research (CALPER)

1999-2003

- Instructor of ESL 115, Intermediate Speaking/Listening for International Teaching Assistants, Department of Linguistics and Applied Language Studies
- Research Assistant for the ETS New TOEFL project, Department of Linguistics and Applied Language Studies
- Course Writer for World Campus Academic Writing I (ESL004) and World Campus Academic Writing II (ESL 015)

- Instructor of Academic Writing I (ESL 004) and Academic Writing II (ESL 015), Department of Linguistics and Applied Language Studies
- Research Assistant, Department of Speech Communication

Book Manuscripts

- Strauss, Susan, Feiz, Parastou, and Xiang, Xuehua. (Under Contract Routledge). *Grammar, meaning, and Concept: A Guidebook for Teachers of English*.
- Xiang, Xuehua. (In Progress). *Language in the Marketplace*.

Articles in Refereed Journals

- Xiang, Xuehua. (2012). A discourse study of conversations concerning the lottery in a rural town on Hainan Island (Southern China). *Concentric: Studies in Linguistics* 38 (2): 267-291.
- Xiang, Xuehua. (2012). Constructing the “tellables”: An English-Chinese comparative study of question-word interrogatives in interviews of celebrities on talk shows. *Chinese Language and Discourse* 3 (2): 247–272.
- Xiang, Xuehua. (2012). Statements as questions in interviews with celebrities: A Mandarin Chinese and American English comparative perspective on a questioning strategy. *Discourse, Context and Media* 1 (4): 160–172.
- Xiang, Xuehua. (2012). Linguistic and cultural characteristics of the domain names of the top-fifty most-visited websites in the US and in China: A cross-linguistic study of domain Names and e-branding. *Names: A Journal of Onomastics* 60 (4): 210-219.
- Xiang, Xuehua. (2012). External information processing vs. property-ascertaining: A discourse-pragmatic study of three yes/no question particles in Shishan (Hainan Island, China). *Text & Talk* 32 (2): 255-280.
- Xiang, Xuehua. (2011). Constraint reality: Linguistic expressions of restrictivity and emotive stances: A discourse-pragmatic study of utterance-final *lah* in Shishan (Hainan Island, China). *Lingua* 121 (8): 1377-1400.
- Xiang, Xuehua. (2009). Addition and reassessment: Preverbal particle *ah* in Shishan (Hainan Island, China). *Text & Talk* 29 (1): 99-124.
- Strauss, Susan and Xiang, Xuehua. (2009). (equal authorship). Discourse particles: Where cognition and interaction intersect - The case of final particle *ey* in Shishan dialect (Hainan Island, P.R. China). *Journal of Pragmatics* 41: 1287-1312.
- Strauss, Susan and Xiang, Xuehua. (2006). The writing conference as a locus of emergent agency. *Written Communication* 23: 355-396.
- Xiang, Xuehua. (2003). Multiplicity of self in public discourse: A comparative analysis of the use of personal references in two sports radio shows in the U.S. and China. *Language Sciences*, 25, 489-514.

Book Chapters, Reviews and Conference Proceedings

- Xiang, Xuehua. (2010). Individualization, temporal interpretation, and “bare classifier.” A discourse-informed study of the classifiers of Shishan (Lingao/Be, Hainan Island, China). *Proceedings from the 47th Annual Meeting of the Chicago Linguistic Society (Main Session)*.
- Strauss, Susan, Feiz, Parastou, Xiang, Xuehua, and Ivanova, Dessislava. (2006). The dialogic construction of meaning in advanced L2 writing: Bakhtinian perspectives. In H.

Byrnes (ed.) *Advanced language learning: The contribution of Halliday and Vygotsky*. London: Continuum, pp. 184-204.

- Xiang, Xuehua. (2009). Pan, Wenguo and Tham, Wai Mun. (2007). Contrastive Linguistics: History, Philosophy and Methodology. London: Continuum. *International Journal of Bilingual Education and Bilingualism* 12 (3): 341-344.

Recent (year of 2014) Peer-Reviewed Conference Presentations

- Xiang, Xuehua. Discourse and Pragmatic Functions of Classifiers: Examples from Shishan. International Association of Chinese Linguistics (IACL) 22/North American Conference on Chinese Linguistics (NACCL) 26. College Park, MD, May 2014.
- Xiang, Xuehua. Debates on the Chinese Orthographic System. Paper presented at “China and West: Cross Linguistic Perspectives.”, conference organized by the Philological Society (London) and the Beijing Foreign Studies University (Beijing), April, 2014.
- Xiang, Xuehua. Frequency, Semantic Core, Mental Construal, and Grammaticalization: The case of two conjunctive adverbs in Mandarin Chinese. Georgetown University Round Table (GURT). Washington D.C., March, 2014.
- Xiang, Xuehua, Armand, Vanessa. Teaching Curriculum and Materials Development to Pre-Service ESL Teachers. The 2014 Annual Convention of Illinois TESOL/Bilingual Education. Aurora, IL., Feb, 2014.
- Xiang, Xuehua, Meng, Duosi, Cao, Anci. Curriculum Development in the Chinese Heritage Language Classroom: Learner’s Defining Role. Social Pedagogies Panel, the 129th MLA Annual Convention. Chicago, IL., Jan. 2014.

Recent Professional Activities and Curriculum Development Activities

- Workshop on Designing Projects for the Chinese Language Classroom, CALPER, Pennsylvania State University.
- Workshop on Google Apps for the Chinese Language Classroom, CALPER, Pennsylvania State University.
- Manuscript reviewer for *the Modern Language Journal*
- Abstract reviewer for the Second Annual Conference of the American Pragmatics Association
- Manuscript reviewer for *Chinese Language and Discourse* (Journal)
- Manuscript reviewer for *Cross-Cultural Communication* (Journal)
- Developing Blended Chinese Language Curriculum for University of Illinois at Chicago (with Duosi Meng, Yinghua Moore and Anci Cao)
- Developing Chinese Heritage Language Curriculum for University of Illinois at Chicago (with Duosi Meng)
- Developing Chinese Minor at University of Illinois at Chicago (with Jessica Williams)
- Developing modules on teaching Mandarin Chinese particles for the Blended Learning environments for CALPER (Pennsylvania State University).
- Developing Open-Source Website “Second Language Materials and Curriculum Development Resources”

3j.

Curriculum Vitae

JIE ZHANG

Department of Modern Languages, Literatures, and Linguistics
College of Arts and Sciences
University of Oklahoma

Phone: [REDACTED]; E-mail: [REDACTED]

EDUCATION

The Pennsylvania State University University Park, PA

Ph.D., Applied Linguistics 2011

Dissertation: Acquisition of the Chinese resultative verb complements by learners of Chinese as a Foreign Language: A learner corpus approach

Tsinghua University Beijing, China

M.A., Linguistics and Applied Linguistics in Foreign Languages 2004

Shandong University Jinan, China

B.A., English 2001

ACADEMIC APPOINTMENTS

The University of Oklahoma: Department of Modern Languages, Literatures, and Linguistics

Assistant Professor of Chinese Pedagogy and Applied Linguistics

Coordinator of the Chinese Section 2014 – present

Director of the Chinese Language Program (1000-2000 levels) 2012 – present

Supervisor of Chinese Graduate Teaching Assistants

Adviser of the Chinese Program 2012 – 2014

Liaison of the Chinese Summer Study-abroad Program, College of Arts and Sciences
2012 – present

Affiliate Faculty of Asian Studies 2012 – present

Board Member, Confucius Institute at the University of Oklahoma 2014 – present

Defense Language Institute Foreign Language Center Monterey, CA

Assistant Professor of Chinese 2011 – 2012

Language Technology Specialist, Department of Chinese, Asian School I

The Pennsylvania State University

Instructor of Chinese, Asian Studies Program 2008 – 2009

Instructor of English as a Second Language, Department of Applied Linguistics 2006 – 2007

Research Assistant, Center of Language Acquisition 2009-2010

Beijing University of Science and Technology Beijing, China

Assistant Professor of English, School of Foreign Languages 2004 – 2006

PUBLICATIONS

Books

Qi, Shaoyan and Jie Zhang. (2011). *Discover China. Student's Book Two*. Oxford & Beijing: Macmillan Education & Foreign Language Teaching and Research Press. (Awarded 'Outstanding Publication of International Cooperation' by the General Administration of Press and Publication of China.)

Manuscript in Preparation

Ruan, Jiening, Jie Zhang, and Cynthia B. Leung. (eds.). (under contract). *Perspectives on Teaching and Learning Chinese as a Foreign Language*. Springer.

Journal Articles

1. Zhang, Jie. (2014). L2 Chinese learners' use of numeral classifiers. *Academic Exchange Quarterly*, 18 (1): 113-118.
2. Zhang, Jie. (2013). Learner agency, motive, and self-regulated learning in an online ESL writing class. *The IALLT Journal for Language Learning Technologies*, 43 (2): 57-81.
3. Zhang, Jie and Xiaofei Lu. (2013). Variability in Chinese as a Foreign Language learners' development of the Chinese numeral classifier system. *The Modern Language Journal*, 97: 46-60.
4. Zhang, Jie. (2011). Chinese college students' abilities and attitudes for peer review. *Chinese Journal of Applied Linguistics*, 34 (4): 47-58.
5. Zhang, Jie. (2011). Linguistic, ideological, and cultural issues in Chinese and English argumentative writings. *Journal of Language Teaching and Research*, 2 (1): 73-80.
6. Gao, Qiang and Jie Zhang. (2010). A study of grammar teaching beliefs held by Chinese teachers of English to non-English majors. *Foreign Languages in China*, 7(5): 77-84.

TEACHING

University of Oklahoma, Norman, OK, August 2012 – present

1. CHIN2113 Intermediate Chinese (FA13)
2. CHIN2970 Intermediate Listening and Conversation (SP14)
3. CHIN3113 Advanced Chinese I (FA14)
4. CHIN3323 Advanced Listening and Speaking (SP13; SP14)
5. CHIN4113 Advanced Reading and Writing (FA12, 13, 14)
6. CHIN4993 Senior Capstone for Chinese (Introduction to Chinese Language and Linguistics) (FA12)
7. MLLL4813/5813 Techniques of Teaching a Foreign Languages (SP13)

Defense Language Institute Foreign Language Center, Monterey, CA, 2011 – 2012

1. Team-taught an intensive Chinese course which lasts 64 weeks and covers all skills of listening, speaking, reading and writing, utilizing a wide range of advanced technology

and current materials

2. Organized and participated in cultural activities including immersion days, cooking days, and field trips to Chinatown
3. Advised students competing at the California Chinese Speech Contest
4. Served as the Language Technology Specialist for the department and provided language related technological support to Chinese faculty

The Pennsylvania State University, 2006 – 2009

1. Intermediate Chinese
2. Composition for American Academic Communication II
3. Web-based Composition for American Academic Communication II
4. TESOL Graduate Student Teaching Practicum

Beijing University of Science and Technology, 2004 – 2006

1. Integrated College English
2. College English Writing
3. Intermediate English Listening and Speaking
4. Advanced English-Chinese Translation
5. Business English

GRANTS AND AWARDS

Faculty Development Research Grant (\$1,000), Institute for U.S.-China Issues, University of Oklahoma, 2014

Junior Faculty Summer Fellowship (\$7,000), College of Arts and Sciences, University of Oklahoma, 2014

Travel Assistance Program and Matching Funds (\$700, \$900, \$1,000), College of Arts and Sciences, University of Oklahoma, 2013, 2014

Junior Faculty Research Program (\$7,000), Research Council, University of Oklahoma, 2013

Faculty Enrichment Grant (\$569), College of Arts and Sciences, University of Oklahoma, 2012

Cheng & Tsui Professional Development Award (\$500), Chinese Language Teachers Association, 2012

Faculty Development Grant (\$2,000), Institute for U.S.-China Issues, University of Oklahoma, 2012

Research and Graduate Studies Office Dissertation Support Grant, Penn State, 2010

Gil Watz Dissertation Fellowship, Penn State, 2010

Gil Watz Outstanding Graduate Student in Applied Linguistics, Penn State, 2009

4.

Curriculum Vitae

ALAN JUFFS

(Associate) Professor of Linguistics, University of Pittsburgh
Director, English Language Institute 1998 - present
Center Associate, Learning Research and Development Center,
2013- Co-Editor, Pitt Series in English as a Second Language 1998-
present

Professional Preparation

Institution	Field of Study	Degree	Year
University of London, UK	French & German (Honours)	B.A.	1978-1982
University of Durham, UK	Applied Linguistics	MA	1984-1985
McGill University, Canada	Linguistics	Ph.D.	1989-1994

Professional Appointments:

Professor, Department of Linguistics, University of Pittsburgh 2014- (pending Chancellor's approval).

Associate Professor, Department of Linguistics, University of Pittsburgh
1998- present

Assistant Professor, Department of Linguistics, University of Pittsburgh, 1993-
1998

Assistant Professor, International University of Japan, 1985-1989

Lecturer, Hunan Agricultural College, P.R. of China, 1982-1984

Selected Recent Publications

Juffs, A., & Rodríguez, G.A. (2014). *Second language sentence processing*. New York: Routledge. ISBN: 978-0-415-63200-3.

Juffs, A., & Friedline, B. F. (2014). Sociocultural influences on the use of a web-based tool in learning English vocabulary. *System*, 42, 48-59.
<http://dx.doi.org/10.1016/j.system.2013.10.015>.

Eskenazi, M. and Juffs, A. (2013). Information Retrieval for Reading Tutors. In C. Chapelle, (Ed.), *The Encyclopedia of Applied Linguistics*. New York: Cambridge University Press. DOI: 10.1002/9781405198431.wbeal0536

Juffs, A., & Harrington, M. W. (2011). Aspects of working memory in L2 learning. *Language Teaching: Reviews and Studies*, 42.2, 137-166.

Heilman, M., Collins-Thompson, K., Eskenazi, M., Juffs, A., & Wilson, L. (2010).
Personalization of Reading Passages Improves Vocabulary Acquisition.
International Journal of Artificial Intelligence in Education, 20, 73-98.

Spinner, P., & Juffs, A. (2008). L2 Grammatical Gender errors: Seeking the source of
the problem. *International Review of Applied Linguistics*, 46, 315-348.

Juffs, A. 2005. The influence of first language on the processing of wh-movement in English as a
Second Language. *Second Language Research*, 21, 121-151.

Other Significant Publications:

Juffs, A. 1996. *Learnability and the Lexicon: Theories and Second Language Acquisition
Research*. (Language Acquisition and Language Disorders, Volume 12.)
Amsterdam/ Philadelphia, PA. John Benjamins.

Juffs, A. (1998). The acquisition of semantics-syntax correspondences and verb frequencies in
ESL materials. *Language Teaching Research*, 2, 93-123.

Juffs, A. and Harrington, M.W. 1995. Parsing effects in second language sentence
processing: Subject and object asymmetries in Wh-extraction. *Studies in Second
Language Acquisition*, 17, 483-516.

Synergistic Activities

- Training TESOL professionals who go on to work in test development and instructional contexts.

Collaborators and Other Affiliations

A. Collaborators and Co-Editors

Michael Harrington, University of Queensland, Australia

Robert DeKeyser, University of Maryland

Michael Heilman, Educational Testing Services, Princeton, NJ

Maxine Eskenazi, Carnegie Mellon University

Jaime Callan, Carnegie Mellon University

B. Graduate and Postdoctoral Advisors

Juffs' advisor: Professor Lydia White, McGill University.

C. Advisees 1999-2014

Graduated:

- (i) PhD Graduate Students: Mark Darhower (North Carolina State), Andre Mather (University of Puerto Rico); Jenifer Larson-Hall (University of Kyushu), Michael Fender (California State University, Long Beach), Alan Vogel (SIL, Brazil); Greg

Mizera (University of Pittsburgh), Anna-Lisa Czeczulin (Johns Hopkins/Goucher University), Patti Spinner (Michigan State University), Guillermo Rodríguez (University of Vermont), Ben Friedline (University of Kansas); Roberto Aranovich (M* Modal, Pittsburgh), Nausica Marcos (Dennison University, Ohio); Michael K. Olsen (University Montana)

- (ii) MA Students: Jeff Johnson (Educational Testing Services, Princeton, NJ); Tim Pelletreau, (Educational Testing Services, Princeton, NJ);
- (iii) *Current PhD advisees (Committee Chair)*: Katherine Martin, Zhaohong Wu, Lorraine Denman, Laura Lenardon, Noriyasu Li, Andrew Jeske, Frankie Johnson
- (iv) Total PhD students directed: 13
- (v) Total MA theses directed: 2

5a.

Curriculum Vitae

Susan Calvin

Position: Program Administrator Asian Studies Collaborative/ International Studies Roundtable

Professional Address:

Berks County Intermediate Unit

[REDACTED]

[REDACTED]

Telephone: [REDACTED] Fax: [REDACTED]

E-mail: [REDACTED] Website: www.berksiu.org, www.berksiu.org/asc

EDUCATION:

- National Consortium for Teaching about Asia East Asia for Educators 2014
- Education Specialist Degree, Nova Southeastern University, 2007
- Planning Interactive Curriculum Connections Certificate Course 2007
- Enhanced Elluminate Moderator Certificate Course 2006
- Master of Education, Wilkes University, 2004
- A+ Training Continuing Professional Education Activity BCIU 2001
- Supporting MS NT Server 4.0 Enterprise Technologies Continuing and Distance Education Course Penn State 2000
- BA degree Biochemistry State University of New York at Potsdam 1974

PROFESSIONAL EXPERIENCE:

STARTALK Grant 2012, 2013, 2014

- STARTALK-This highly competitive program is one of the National Security Language Initiatives. Designed to improve the teaching of critical world languages and to increase the number of students speaking this language, STARTALK incorporates a standard aligned curriculum, performance based assessments, and the use of comprehensible input for student learning. Calvin has served as the grant writer and the Project Director for this summer Chinese language program for three years. This year's camp, STARTALK: Gateway to China: Language Learning through Performing Arts will be held at Kutztown University. Sixty students in grades 7-12 will be attending this camp. There will be seven Chinese language teachers and three guest artists from the New York Traditional Chinese Art Center in attendance at camp.

Program Administrator Asian Studies Collaborative

- As Program Administrator for the Asian Studies Collaborative (ASC), Calvin is responsible for all aspects of program development. Beginning in 2008, this program provides support to school districts in the Eastern portion of Pennsylvania in the field of

Chinese language and culture. Supported by an advisory board of experts in the field, the program has grown from two Chinese teachers to eleven teachers for the 2014 school year. Teachers are located either on-site in a classroom or teach via distance learning equipment. There are five state of the art distance-learning labs that teachers use to offer instruction with codecs and whiteboard software or desktop videoconference programs. Calvin has been responsible for overseeing the delivery of instruction from the labs and has developed coursework in the Moodle learning management system to allow students access to course materials and assessments. Other aspects of the program include a language competition and cultural events. The ASC supports local cultural events such as library programs to build a framework that encompasses community members. A partnership with the non-profit group, World Artists Experiences, of Maryland allows the program to bring in visiting musicians, calligraphers, dancers, and experts from China.

Advisory Board Better Chinese iPad App Development

- The ASC program incorporates materials from the Better Chinese publishing company. Calvin served on an advisory board for validation and testing of Chinese one to four materials for online delivery. Calvin will be presenting in collaboration with Better Chinese, at the 2014 ACTFL Conference and at the Chinese Language Teachers Association International Symposium on Chinese Language Teaching and Learning

Eastern PA Chinese Teacher Group

- The Berks County Intermediate Unit joined with public and private schools in our region to provide yearly meetings and trainings for Chinese teachers. This informal group affords schools the ability to share resources and to stay current on world language pedagogy

Media Library

- Calvin oversees the media library at the Berks County Intermediate Unit. This library includes Asian studies reference and cultural materials that are available to area schools via an online reservation system. This library includes access to a streaming video library.

Foreign Language Assistance Grant (FLAP)

- Calvin served as the Project Director for a three-year FLAP grant (2009-2012) designed to promote Chinese language and cultural programming in area schools. This grant supported curriculum development, resource materials for the program, and financial support for school districts. The financial support allowed schools to begin pilot programs in Chinese language. Each year of this grant a conference on pertinent topics in Chinese language pedagogy was held at the Berks County Intermediate Unit.

MAGPI Fellow/MAGPI Mentor University of Pennsylvania

- Calvin served as a fellow in 2008 and 2009 for MAGPI, the Internet2 office at the University of Pennsylvania. Working with a team of educators, Calvin co-produced a student program on “States of Matter”. As a MAGPI mentor, Calvin coached the international team of Fellows in the development of a project with Afghanistan.

Distance Learning

- Calvin has been responsible for videoconferencing support and program development at the BCIU since 2006. Programs cover a wide variety of topics including successful schools, the Iraqi soldiers' project, virtual college visits, and Internet safety for students. Currently the BCIU utilizes videoconference connections for Chinese language classes and for advisory board meetings. As school district connection capabilities change, Calvin researches new methods of delivery, including desktop conferencing and learning management systems.

Presentations:

- 2011- Presented at the International Society for Technology in Education Conference on Chinese language pedagogy via a distance learning platform
- 2012- Presented at the International Society for Technology in Education Conference on the Marcellus Shale statewide student project
- 2012- Spoke at the opening day program of the BCIU on our STARTALK Camp
- 2013- Presented at the STARTALK Program with the lead instructor on our program
- Fall 2014- ACTFL Conference presentation
- Fall 2014 Chinese Language Teachers Association International Symposium on Chinese Language Teaching and Learning

5b.

Deborah W. Roney, Ph.D.

Juniata College

(O); (H)

; <http://www.language-in-motion.net>

Education:

Ph.D., The Ohio State University, December 1981. Slavic Languages and Literatures.

Dissertation title: *Syllable Elision: Aspects of the Acquisition of Polish Phonology by the Native Speaker*

Fields: Slavic Linguistics, General Linguistics, and Foreign Language Education

M.A., The Ohio State University, June 1975. Slavic Languages and Literatures. *Dobro Slovo* National Slavic Honor Society.

B.A., Dartmouth College, June 1973, Magna cum laude in Russian; Phi Beta Kappa.

Work Experience:

National Director, Language in Motion Consortium, 2006-present.

Assistant Professor of English, Juniata College, 2004-present.

Director of Language in Motion, Juniata College, 2000-present.

Adjunct Lecturer in English and Education, Juniata College, 1998-2004.

Lecturer in English, Volgograd State Pedagogical University. 1996.

Adjunct Lecturer in Russian, Juniata College, 1989.

Lecturer in Russian, University of New Hampshire, 1984-87; University of Kentucky, 1984.

Adjunct Lecturer in Russian and Polish (1981-83, 1985, 1986), The Ohio State University.

Professional Grants, Awards, and Recognitions:

Germany in Europe Campus Weeks 2013-14. Grant from the Germany Embassy in the United States, co-authored with Dr. Judith Benz, to host a Germany in Europe Campus Week at Juniata College, October 17-23, 2013.

Language in Motion Consortium. Juniata College. Three \$150,000 grants from The Arthur Vining Davis Foundations. Secondary Education Program. 2004-06, 2006-08, and 2008-10.

Bringing the World to Pennsylvania K-16 Collaboration Award: Language in Motion was recognized by the Pennsylvania Council for International Education (PaCIE), September 2007.

Sigma Iota Rho, The Honor Society for International Studies, selected for Faculty Membership. 2005.

NAFSA: Association of International Educators' Internationalizing the Campus

Report 2004: Profiles of Success at Colleges and Universities: Language in Motion as one of only eight innovative and replicable programs. The recognition program is sponsored by the U.S. Department of State and Educational Testing Service (ETS).

NAFSA: Association of International Educators' 2003 Model Program List:
Language in Motion was included in the 2003 Model Program List.

Andrew Heiskell Award for Innovation in International Education,
Internationalizing the Campus (2002), Institute of International Education, for the
Language in Motion program.

Dissertation Research Fellowship. International Research and Exchanges Board.
University of Wroclaw and Institute of Psychology, University of Warsaw.
Wroclaw and Warsaw, Poland. 1978-79.

Professional Publications:

- Reviewer for Leontovich, O. A. *Posobie po amerikanskomu variantu anglijskogo yazyka*, Pt. I. Volgograd, Russia: Peremena, 1996. Print.
- Trufant, Laurie, Jack Yeager, et al. "UNH Project DISCOVERY: A User-Friendly Narrative of the Journey from Angst to Author." *ADFL*, Spring 1988. Print.
- "Polish for Reading: Individualized Instruction Program." ERIC Clearinghouse on Language and Linguistics. 17 Feb. 1987, 15 pp. Print.
- Krzyzanowski, Jerzy R., and Deborah W. Roney. *Reading Polish III*. Columbus, OH: The Ohio State University Center for Slavic and East European Studies, 1987. 455 pp. Print.
- Krzyzanowski, Jerzy R., and Deborah W. Roney. *Reading Polish II*. Columbus, OH: The Ohio State University Center for Slavic and East European Studies, 1986. 354 pp. Print.
- Krzyzanowski, Jerzy R., Zbigniew K. Mirski, and Deborah W. Roney. *Intermediate Polish I & II*. Columbus, OH: The Ohio State University Center for Slavic and East European Studies, 1982. Print.
- Krzyzanowski, Jerzy R., Zbigniew K. Mirski, and Deborah W. Roney. *Elementary Polish I & II*. Columbus, OH: The Ohio State University Center for Slavic and East European Studies, 1982. Print.
- English translation of a Polish review of Boleslaw Hornowski, "Rozwoj inteligencji i Uzdolnien specjalnych." *Polish Psychological Review*, #2, 1979. Print.
- Review, with James N. Roney, of V. G. Kostomarov, V. I. Polovnikova, L. N. Svedova. *Russkij jazyk dlja inostrannyx studentov*. Moscow: Izdatel'stvo "Russkij jazyk," 1974. 439 pp. *Russian Language Journal*, May, 1977. 176-79. Print.

Recent Presentations:

Language in Motion National Consortium Meetings: At Juniata College:
September 2006, December 2008, February 2010. At Willamette University April
2014.

“Analyzing Language in Motion Data for K-12 Students.” Scholarship of Teaching and Learning Meeting. Joint presentation with Kim Roth and Shan Zhao. Juniata College. Huntingdon, PA. February 2014.

“Language in Motion: An Introductory Workshop.” Language in Motion-Pacific Northwest Consortium Meeting. Salem, OR. 17 and 19 July 2013.

“Evaluation of Language in Motion’s Benefits for Presenters.” Scholarship of Teaching and Learning Meeting. Joint presentation with Kathy Westcott and Thanh Nguyen. Juniata College. Huntingdon, PA. January 2013.

“What Is Service-Learning?” Scholarship of Teaching and Learning Meeting. Joint presentation with Abbey Baird, Grace Fala, Cy Merriwether deVries, Uma Ramakrishnan, Dan Welliver, and Sarah Worley. Juniata College. Huntingdon, PA. September 2012.

“Language in Motion: A Valuable Community Asset.” Kiwanis Club. Huntingdon, PA. 8 March 2012.

“Attracting Students to German: Juniata's Collaboration on German Opportunities Day.” Joint presentation with Judith Benz. ACTFL Conference. Denver, CO. November 2011.

“Language in Motion: Facilitating Study Abroad Re-entry Through a Community Program.” Joint presentation with Chris Andresen, director of Language in Motion-Willamette University; and Nomi Pearce-LiM Coordinator at Willamette University. Regions 1 and 12 Bi-regional Conference of NAFSA: Association of International Educators. Reno, NV. November 2011.

“Designing an Assessment of Language in Motion.” Scholarship of Teaching and Learning Mentoring Session. Juniata College. Huntingdon, PA. October 2011.

“Language in Motion.” Joint presentation with Jay Davis and Zeva Levine, both of Dartmouth College. Invitation from the President of Middlebury College. Middlebury, VT. 8 June 2011.

Professional Development for High School Teachers and/or Faculty Organized:

Conference Scholarships: Support for K-12 teachers to attend state, regional, and national conferences. 2007-present.

Language and Culture Teaching Institute: Two-day conference for K-12 teachers and college faculty held at Juniata College. 2005-2010, 2012, 2014.

Language Immersion Days for high school students and their teachers in French (2014), German (2009-10, 2012-13), and Spanish (2009-10, 2012-14).

Teachers Abroad: 3-5 week immersion experiences abroad for high school teachers in Canada, France, Germany, Guatemala, and Russia. 2006-201

5c.

Dr. Michelle Ranae Saylor

Contact Number: [REDACTED]

Email: [REDACTED]

Professional Vision: To build leadership capacity and community partnerships, to move our students beyond the scores, to build global competence, and to guide educational programming toward greater rigor and relevance within a fiscally sound, innovative, and collaborative environment.

Education, Professional Development, and Qualifications:

- Ed. D. - Educational Leadership, Widener University, December 2010
- M. S. - Educational Leadership, California University of PA, December 2005
- M. A. - English, University of Scranton, December 2000
- B. S. - Education, Secondary English, Bloomsburg University, December 1996
- Superintendent's Letter of Eligibility, Widener University, September 2008
- Principal's (k-12) certificate, California University of PA, September 2005
- Teaching certificate - (English 7-12), Bloomsburg University, December 1996
- PLN - Literacy, University of Pennsylvania
- NCTE - Administrative Exchange/Shadow - Shijiazhuang No. 2 Middle School, Shijiazhuang Hebei, China
- SAS-IT - PDE
- Summer fellowship in journalism, University of South Florida
- AP Institute - LaSalle University
- NCTA seminar on East Asia, Bucknell University
- NISL/PIL graduate (executive leadership program); NISL Leadership seminars
- Ongoing professional learning (formal and informal opportunities)

Skills Summary:

Team building/capacity building; research and development, educational programming and trends; data analysis; strategic planning and processing; community collaboration; fiscal development; curriculum development; instructional leadership; global integration; policy development; communication and technology integration

Professional Experience - by Title:

- Assistant Superintendent - Bellefonte Area School District
- Compliance Officer - Bellefonte Area School District
- Director of Curriculum, Instruction, and Staff Development/CAO pre K-12 - Wilson

School District

- Principal (High School Assistant; Middle School Assistant) - Manheim Central School District
- District Safety Coordinator - Manheim Central School District
- District NTI Coordinator - Manheim Central School District
- ELA Curriculum Coordinator (k-12) - Manheim Central School District
- Business Department Supervisor - Manheim Central School District
- English Department Chairperson - Millville School District
- Secondary English Teacher - Millville School District
- Adjunct Professor - English - Bloomsburg University and Penn State University
- Virtual Learning Instructor/program developer - AP English - Academy PA, CSIU 16
- Upward Bound Instructor - East Stroudsburg University
- Reading tutor - adult literacy - CSIU 16

Presentations/Scholarly

Publications:

PSU Confucius Institute - key speaker: Classroom Safety and Management, Spring 2014

PaCIE/University of Pittsburgh - presenter: Global Competence and the CC/Pa Core, Spring 2014

Asian Studies Collaborative Conference - presenter: Global Academy Programming; panelist: International Education and Competency, Spring 2012

SRPASCD - presenter: Common Core & Standards Aligned System, Spring 2012

Asian Studies Collaborative Conference - presenter/panelist: East Asia, Spring 2011

Shijiazhuang No. 2 Middle School, Shijiazhuang Hebei, China - presenter: Sharing a Vision: Partners in Academic Excellence, Spring 2011

SRPASCD/Capital IU - presenter: Emerging Topics in Education, Winter 2011

PASCD (state conference) - presenter: Metacognition, Fall 2010

SRPASCD - presenter: Keystone Exams, Fall 2010

PDE - panelist: SAS State Training, Spring 2010

IU 13 Aspiring School Leaders Conference - panelist: Aspiring to the Principalship, Spring 2007

The Dynamics of Informal and Formal Professional Networks in the Career Advancement of Women in School Leadership, Widener University, 2010

gradworks.umi.com/34/52/3452453.html The Shipping News: Curriculum Unit, Villa Maria: The Learning Center, 2003 ISBN: 1-56077-734-6

Nature's Echoes, Reflection, Seduction, (Winter 2001) ISBN: 1-58235-563-9

Making Connections, "Transcending Vernacular: A Teacher's Perspective," Spring 1998, vol.2.

Connexions, "A Face in the Crowd," Spring 1996, vol. 8, #2

Media Matters (Member of NCTE Information Exchange), "Tradition and Trends or Trial and Error," Spring 1996, vol. 8, #1

Bloomsburg Literary Journal, illustrations, 1994, 1995, 1996 eds. Public reports to the Board of Directors

Reading Eagle - Cornwall Terrace Kindergarten Class Learning Chinese, March 5, 2011

Professional Organizations - active involvement:

PaCIE (Pennsylvania Council for International Education) Executive Board Member;

SRPASCD Executive Board Member (2009-2014); PASCD

PASA Women's Caucus - Director North Central Region

General Memberships (past and present): PASA, NSDC, ASCD, PSBA, NASSP,

PAESSP, NBEA, JEA, IRA, NCTA, NCTE

State, County, and Municipality Involvement:

Bellefonte Main Street Revitalization Project - Steering Committee/Board Secretary CCSS

(Common Core State Standards) Eligible Content Development/PDE - ELA; CDT

(Classroom Diagnostic Tools) committee - Item Analysis - PDE; SASIT (Standards Aligned

System) - PDE trainer; PASCD Southern Region professional development/conference

committee; PA Department of Education Standards Validation Committee; PA Department

of Education Item Review Committee (PSSA, PSSA-M, Keystones); PA Department of

Education Reading and Writing Assessment Committee; PA Department of Education Data

Review Committee; IU 14 Math Task Force; Curriculum Coordinators Council; PreK-16

Council

PSU CALPER Project Team, Bellefonte Kiwanis, Bellefonte/Centre County Art Museum

docent.

5d.

Daliang Wang

WORK ADDRESS:

[REDACTED]

Mercyhurst College
Erie, PA 16546

E-mail: [REDACTED]

Phone : (H) [REDACTED] / (O) [REDACTED]

Fax : [REDACTED]

EDUCATION

Ed. D. in Curriculum and Instruction

Dissertation title: Learn to Work in a New Land: the Patterns and Motivations for Adult ESL Program Participation in U.S.A.

Indiana University of Pennsylvania, 2006

M. Ed. in Teaching of Chinese Language and Literature, 1998-2001

Shanghai Normal University, China.

B.A. in Teaching of Chinese Language and Literature, 1994-1998

Minor: English Language and Literature

Shanghai Normal University, China.

PROFESSIONAL EXPERIENCE

Teaching:

Tenured Associate Professor, Mercyhurst University, 4/2012 – present

Course Titles:

ASIA 125: Asian Cultures

ASIA 126: Chinese culture through the Martial Arts

CHNS 101: Introduction to Mandarin I

CHNS 102: Introduction to Mandarin II

CHNS 202: Intermediate Chinese I CHNS

207: Intermediate Chinese II CHNS 210:

Conversational Chinese

CHNS 208: Contemporary Reading in Chinese

FSAT 230: Abroad experiences-China

Assistant Professor, Mercyhurst University, 8/2006- present

Teaching Associate, Indiana University of Pennsylvania, 9/2005- 8/2006

Course Titles: Child Development, Pre-Student Teaching I, Pathways to Teaching, and Multicultural Education

Supervised student teaching

Graduate Assistant, Indiana University of Pennsylvania, 2002-2005

Conducted research and assisted class teaching

Assistant Professor, Shanghai Maritime University, 2001-2002.

Course titles: Chinese as a Second Language: listening I & II and Speaking; Preparation for HSK (Chinese Proficiency Test); Chinese Literature and Composition

Administration

Director, Intensive English Program, 2013-present

PUBLICATIONS

Journal Articles and Chapters

- Wang, D. (2013). Multimedia in Chinese Language Teaching in the U.S.: Practices and Reflection. *Journal of Xiamen Radio and TV University*, Volume 2, 47-50.
- Wang, D. (2012). CALL and Traditional Instructions for Chinese Beginners: A Quantitative Research. *Journal of Technology and Chinese Language Teaching in The U.S.* China Social Science Press, 2012. pp. 383-394.
- Wang, D. (2010). A technology-assisted curriculum for Chinese beginners. *Journal of Research on Chinese as a Second Language*. Volume 6, 88-93. The Commercial Press, Beijing: China.
- Wang, D. (2010). (conference proceeding) Different Results in CALL and Traditional Chinese Teaching. The 6th International Conference and Workshops on Technology and Chinese Language Teaching. National East Asian Languages Resource Center, Columbus: OH.
- Wang, D. (2009). Learn to work in a new land: the patterns and motivations for adult ESL program participation in U.S.A. Germany: VDM Publishing House Ltd., 2009
- Wang, D., & Piper, D. (2004). Secondary students: new resources for technical support. *Pennsylvania Educational Leadership*. 24(1). 30-36.
- Bieger, G.R., Vold, L.A., Song, W., & Wang, D. (2004). The effects of participation in an urban immersion experience on students' attitudes and concerns toward inner-city teaching. In N. Hall (Ed.). *Occasional Papers 2003: ETEN* (pp. 147-159). London: University of Greenwich.

CONFERENCE PRESENTATIONS

- Wang, D. (2014). Use Google apps to teach Chinese as a second language. Northeast Conference on the Teaching of Foreign Language. Boston, MA: March 27-30.
- Wang, D. (2013). (session organizer and chair). Google Drives, Docs, and Voice: Google your Way to Language Proficiency. American Council on the Teaching of Foreign Language. Orlando, FL: November 22-24.
- Wang, D.(2013). Teacher Training Program for Teaching Chinese as a Second Language. Northeast Conference on the Teaching of Foreign Language. Baltimore, MD: March 7-10.
- Wang, D. (2012). (session organizer and chair). Cloud Computing in Teaching Chinese: Applications at a Close Look. American Council on the Teaching of Foreign Language. Philadelphia, PA: November 16-18.

- Wang, D. (2011). Oral Proficiency with Technologies: Audio Drop Box and Voice Thread. Pennsylvania State Modern Language Association. State College, PA: October 21-22, 2011.
- Wang, D. (2011). (session organizer and chair). Multiple Intelligence and Teaching Chinese as a second Language. American Council on the Teaching of Foreign Language. Denver, CO: November 19-21
- Wang, D. (2010). CALL and Traditional Chinese Teaching: a Quantitative Research. The 6th International Conference and Workshops on Technology and Chinese Language Teaching. National East Asian Languages Resource Center, Columbus, OH: June 12-14.
- Wang, D. (2010). Pre-service Teachers of Chinese and Issues Regarding Technology Integration. American Council on the Teaching of Foreign Language. Boston, MA: November 19-21.
- Wang, D. (2009). CALL and traditional Instructions for Chinese Beginners: a Quantitative Research. American Council on the Teaching of Foreign Language. San Diego, CA: November 19-23.
- Wang, D. (2008). The design of an online reading program for second-year Chinese learners. American Council on the Teaching of Foreign Language. Orlando, FL: November 20-24, 2008.
- Wang, D. (2008). Easy-to-use technologies for teaching Chinese beginners. Pennsylvania State Modern Language Association. Pittsburgh, PA: October 17-18, 2008.
- Wang, D. (2007). Use computer-based technology to create a dynamic learning environment for first year Chinese learners at a small college. American Council on the Teaching of Foreign Language. San Antonio, TX: November 16-18, 2007.

HONORS & AWARDS

Recipient of SANS, Inc./MEAD scholarship, representing state language association of Pennsylvania, The Northeast Conference on the Teaching of Foreign Language (NECTFL), March, 2012.

Elected as Executive Committee Member for Pennsylvania State Modern Language Association, 2012 – 2015.

6a.

Biographical Information
Richard Donato

Richard Donato (Ph.D. in Linguistics, University of Delaware) is Chair of the Department of Instruction and Learning and Professor of Foreign Language Education and Applied Linguistics in the Graduate School of Education at the University of Pittsburgh where he teaches courses in foreign and second language education and language education theory and research. He holds joint appointments in the Department of French and Italian and in the Department of Linguistics. He has received the Modern Language Journal/ American Council on the Teaching of Foreign Languages Paul Pimsleur award for his published research in 1997 on early language learning and in 2006 on the connection of language learning to literature instruction in university foreign language classes. He has also received the Northeast Conference Freeman Award (2004) and the French Institute of Washington Award (2003) for his article on storytelling and grammar instruction published in the *French Review*. He is the co-author of the book *A Tale of Two Schools: Developing Sustainable Foreign Language Programs* (2010). He is the editor of *Foreign Language Learning, Journey of a Lifetime* and developed the book *Stories Teachers Tell* for the Northeast Conference on Foreign Language Teaching for which he also served as chair. In 2003-2004, he served as chief academic consultant to the WGBH/Annenberg video project on standards-based professional development for foreign language teachers for which he also served as discussion moderator for seven video programs in the series. He is currently the co-director of ACTFL's Research Priorities Task Force and serves on the editorial board of *Review of Educational Research*, *Critical Inquiry in Language Studies*, *Studies in Chinese Learning and Teaching*, and *PASSA*, the research journal of Chulalongkorn University, Thailand. He has also worked internationally on innovative language program development and teacher action research. His research includes foreign and second language learning in K-12 classrooms and in university advanced language courses, classroom discourse analysis, language program assessment, language learning and sociocultural theory, and foreign and second language teacher education.

6b.

Robert W. Schrauf

Robert W. Schrauf, PhD is Professor and Head of the Department of Applied Linguistics at the Pennsylvania State University. His current administrative initiatives involve the 'translation' of the department's extensive research expertise in advanced language proficiency into the department's pedagogical programs focused on ESL and ITA education. In his own recent research, he employs a discursivist paradigm focused on turn-by-turn conversational interactions among cognitively impaired persons with dementia and their caregivers, and among healthy older adults who are susceptible to the disease. Specifically, on the one hand, he analyzes the fine-grained interactional features that facilitate ongoing, sustainable talk between patients and caregivers, and on the other hand, he focuses on how cognitively healthy older adults conversationally co-construct the disease as a matter of intimate, personal concern. He has been multiply funded by governmental and private sources, and he has published widely in psychology, anthropology, and gerontology. He is co-editor of two volumes, *Language Development Across the Lifespan* (2009), with Kees de Bot (University of Groningen, The Netherlands), and *Dialogue and Dementia* (2014), with Nicole Mueller (University of Linköping, Sweden).

Table 1: Project Activities Timeline*

Project	Year 1 (2014-15)		Year 2 (2015-16)		Year 3 (2016-17)		Year 4 (2017-18)	
	Semester		Semester		Semester		Semester	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Corpus based developmental assessment: GOLD (p. 7)	Workshops for instructors on GOLD. Word segment for Chinese	Implement GOLD in ARB, FRN, PORT, SPN. Collect feedback	2 nd iteration of GOLD in same languages. Collect feedback	Produce & disseminate report				
Concept-Based Language Instruction (p. 9)	Chinese	Chinese	Chinese	Chinese	Chinese	Chinese	Chinese	Chinese
	Unit 1: Spatial expressions <i>shang, xia</i> (pilot & revise)	Unit 2: Resultative verb-comp (pilot & revise)	Unit 3: Spatial expressions <i>kai, dao</i> (pilot & revise)	Unit 4: <i>ba-</i> constr. (pilot & revise)	Unit 5: nom-clause <i>de</i> (pilot & revise)	Unit 6: Discourse <i>jiu, cai</i> (pilot & revise)	Unit 7: Character Radicals (pilot & revise)	Unit 8: Requests (pilot & revise)
	French	French	French	French	French	French	French	French
	Unit 1: <i>tu/vous</i> (pilot & revises)	Unit 2: <i>ne...pas /...pas</i> (pilot & revise)	Unit 3: Indirect refusal (pilot & revise)	Unit 4: Indirect opinion (pilot & revise)	Unit 5: Requests (pilot & revise)	Unit 6: Suggestions (pilot & revise)	Unit 7: Adjacency Pairs (pilot & revise)	Unit 8: Con. Repair (pilot & revise)
	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
	Unit 1: Aspect (pilot & revise)	Unit 2: Motion Events (pilot & revise)	Unit 3: Modality (pilot & revise)	Unit 4: Copula verbs (pilot & revise)	Unit 5: Psych verbs (pilot & revise)	Unit 6: Narrative Genre (pilot & revise)	Unit 7: Articles (pilot & revise)	Unit 8: TENSE (pilot & revise)
Corpus Approach to Academic Chinese (p. 11)	Refine corpus to generate word lists; compile bibliog info on acad. Chinese	Pilot user interface; generate & upload word lists; develop & pilot units 1,2	Develop & pilot units 3,4; modify corpus interface from user feedback	Open full corpus to public; develop & pilot units 5,6	Develop & pilot units 7,8	Develop & pilot units 9,10	Develop & pilot units 11,12	Develop & pilot units 13,14; Compile full textbook
Project Based Learning for Chinese (p. 13)			Website: sections 2-5 & 7	Website: sections 1, 6, 8. Interview 5 teachers for section 4. Work with teacher to create model practice design	Correlate project design taxonomy with proficiency levels & learning outcomes.	Annotated bibliog. PBL. Hands-on workshop materials & tutorials		
Korean News Discourse (p. 14)	Module 1 (2 Units): Content,	Module 1 (3 units): Content,	Module 2 (2 units): National,	Module 2 (3 units): Entertainm	Module 3 (3 units): weather,	Module 3 (2 units): book,	Module 4 (3 units):	Module 4 (2 units): finance,

	Structure of Korean newspapers (pilot & revise)	Structure of Korean TV, Radio & Internet news (pilot & revise)	International news (pilot & revise)	ent, Sports, Human interest (pilot & revise)	opinion, political cartoons, letters to editor (pilot & revise)	movie reviews; online reader commentary (pilot & revise)	national, international political discourse (pilot & revise)	corporate discourse (pilot & revise)
Chinese LT Network of PA (p. 17)	Initial meeting of team to determine member duties & inventory of programs in PA	Establish website on level-appropriate assessment procedures and use of authentic materials	Guidance on innovative teaching practices, information on professional development	Develop & website for Network. Collect feedback from teachers	Research ways to credential PA Chinese teachers	Adjust website based on feedback. Initiate newsletter		
Prof. Development: Webinars (p. 18)	Curriculum design	Self-assessment	Error correction feedback	Corpus-approach to teaching	Formative assessment	Blended learning	Authent. materials	Heritage materials
Model Short-Term SB for Heritage Learners (p. 14)			Spring 2016	Summer 2016	Fall 2016			Summer 2018
			Focus group: returning students. Prepare web-based course on language awareness.	CAST pre-test. Conduct prep course & in-country course CAST post-test. Survey, questionnaire, interview students	Prepare Webinar 1			CAST pre-test. Conduct prep course & in-country course. CAST post-test. Survey, question. Intervw. Prepare final report. Webinar 2

***Page numbers refer to proposal narrative**

Table 1a: Dissemination

Project	Year 1		Year 2		Year 3		Year 4	
	Academic Year	Summer	Academic Year	Summer	Academic Year	Summer	Academic Year	Summer
Corpus-based develop assessment	Exhibit: NECTFL	Workshop Yr. 1 report on webpage.	Exhibit: ACTFL & NECTFL. Submit conference abstract.	Workshop Yr. 2 report on webpage.	Exhibit at ACTFL & NECTFL. Submit manuscript to journal			
CBLI	Exhibit: NECTFL. Post 1 st set materials on webpage	Workshop: focus on CHN, FRN, SPN materials	Exhibit: ACTFL & NECTFL. Post 2 nd set materials on webpage	Workshop: focus on CHN, FRN, SPN materials	Exhibit: ACTFL & NECTFL. Submit conf. abstract. Post 3 rd materials on webpage	Workshop: focus on CHN, FRN, SPN materials	Exhibit: ACTFL & NECTFL. Submit conf. abstract. Post 4 th materials on webpage	Workshop: focus on CHN, FRN, SPN materials
Academic Chinese	Distribute units 1,2 to designated Chinese programs: UCLA, UC Berkeley, UOregon, UMiss, IndianaU, Hunter College		Distribute 3-6 to designated programs. Exhibit: ACTFL NCLC NECTFL	Workshop at UCLA	Distribute units 7-10 to designated programs. Workshop at NCLC. Exhibit: ACTFL NCLC NECTFL	Workshop at Penn State	Distribute 11-14 to designated programs. Advertise complete set of materials thru CALPER: LSTServe, e-mail list, webpage, FACE BOOK. Exhibit: ACTFL NCLC NECTFL	Workshop at UCLA
Korean news discourse		Workshop	Distribute units 1-5 to designated programs: Indiana, UCLA, Oregon. Exhibit: ACTFL NECTFL AATK	Workshop	Distribute units: 6-10 to designated programs. Exhibit: ACTFL NECTFL AATK	Workshop	Distribute units 11-20 to designated programs. Exhibit: ACTFL NECTFL AATK. Advertise complete set of materials	Workshop

							thru CALPER: LSTServ e-mail list, webpage, FACE BOOK	
Heritage Study Abroad					Distribute report on 2016 SB thru CALPER: webpage. Exhibit at ACTFL NECTFL. Webinar1	Workshop	Exhibit at ACTFL NECTFL. Webinar2	Workshp. Distribute report on 2018 SB. Dissem. final report through CALPER e-mail list, LSTserv, webpage.
PBLC			Online tutorial, Google Group at Web Forum for PBLC	Workshop at UIC	Continue Google Group Forum for PBLC. Online tutorial	Workshop		
Minority-Serving School Dissemination			Contact & inform regional minority serving institutions about CALPER projects and workshops		Continue contact & inform regional minority schools		Continue contact and work with responsive minority-serving schools.	
Chinese Language Teach. Network PA		Workshop for Chinese teachers in PA. Newslet.		Workshop for Chinese teachers in PA. Newslet.		Workshop for Chinese teachers in PA. Newsletter	Submit abstract to NCLT to present Network concept to national audience. National dissem of newsletter	

LETTERS OF SUPPORT

1. Associate Dean for Research, Penn State [funding support for staff assistant & instructional designer]
2. Head, Department of Applied Linguistics [funding support for instructional designer]
3. Independent Evaluator
- 4-6. Corpus-based Developmental Assessment [Penn State, Temple, Rice]
- 7-10. Chinese Language Teaching Network, PA [Calvin, Roney, Saylor, Wang]
- 11-12. Collaborative Webinars [LARC, COERLL]

1.



OFFICE OF THE ASSOCIATE DEAN FOR RESEARCH
College of the Liberal Arts
The Pennsylvania State University
University Park, PA 16802-5200
Fax [REDACTED]



DATE: May 14, 2014
TO: Whom it may concern
FROM: Eric Silver, Associate Dean for Research



I am writing to affirm the Dean's support for the CALPER project. The project is crucial to the College's efforts to provide premier language education and assessment. I am also writing to verify that the College will provide the project with one staff assistant position and \$15,000 per year toward the hire of an instructional designer. This support will continue for as long as the grant is active.

2.

Memorandum

To: Dr. James Lantolf, PhD, Director CALPER
CC:
From: Robert W. Schrauf, PhD 
Date: 7/9/14
Re: Departmental Support for Instructional Designer

I'm writing to confirm that the Department of Applied Linguistics will commit \$10,000 annually for the support of the instructional designer on the CALPER grant, from the first through the final years of the funding period.

3.



University of Pittsburgh

*Kenneth P. Dietrich School of Arts and Sciences
Department of Linguistics
English Language Institute*

Parkvale Building, Room M13
Pittsburgh, PA 15260
Fax: [REDACTED]
www.eli.pitt.edu

Professor James Lantolf
Greer Professor in Language Acquisition & Applied Linguistics
Director, Center for Language Acquisition
Director, CALPER
University Park, PA 16802

July 1, 2014

Dear Professor Lantolf,

Thank you for your invitation to be an independent external evaluator for your new Center for Advanced Language Proficiency (CALPER). I am happy to serve in that role.

I understand that your plan is for 8 projects plus dissemination. The projects are as follows: corpus-based developmental assessment; concept-based materials for instruction in Chinese, French, Spanish; Korean new discourse; Chinese academic language; project-based learning for Chinese; study abroad for Spanish heritage learners; Pennsylvania Chinese language teacher network; webinar series on such topics as self-assessment, corpus-based instruction, materials for heritage learners. The corpus assessment and the Project-based learning projects are only two-year projects and the heritage study abroad project funds for 3 years.

I have a good working knowledge and fluency in French, German, and Chinese. Moreover, as Director of the English Language Institute and Chair of the ESL Course Committee of NSF-funded Pittsburgh Science of Learning Center (www.learnlab.org), I have been deeply involved in examining learner corpora with a view to improve instruction. I have also been concerned with the deployment of technology and software programs for developing L2 proficiency.

Given my background in those languages and with language instruction, I believe I am able to serve effectively as an independent evaluator to assess the progress and quality of CALPER's projects.

Sincerely,



Alan Juffs
Associate Professor of Linguistics
Director, English Language Institute

4.

PENNSSTATE



Department of French and Francophone Studies [REDACTED]
College of the Liberal Arts <http://www.french.psu.edu>
The Pennsylvania State University
[REDACTED]
University Park, PA 16802

June 24th, 2014

Prof. James P. Lantolf
Center for Advanced Language Proficiency Education and Research (CALPER)

[REDACTED]
The Pennsylvania State University
University Park, PA 16802-5203

Dear Professor Lantolf,

I would be very pleased to participate in CALPER's Corpus-based language assessment project involving the use of the GOLD corpus analysis tool with teachers and learners of French at Penn State. As the Coordinator of the French Language Program and the Teaching Assistant Supervisor in the Department of French and Francophone Studies, I am eager to work with instructors, lecturers and graduate students who are teaching third and fourth semester French courses in our department, to coordinate their participation in the proposed corpus-centered research project. I am certain that our involvement in this endeavor would be beneficial to our undergraduate students' learning and to the improvement of our language program as a whole. Involvement in the project would also greatly benefit our graduate students and further their professional development and understanding of foreign language pedagogy.

We look forward to participating in this project. Please do not hesitate to let me know if further information about our French language program, its instructors, or our involvement in this research project, is needed.

Sincerely,

[REDACTED]

Dr. Heather McCoy
Director, French Language Program
Dept. of French and Francophone Studies
Penn State University
[REDACTED], Tel.: [REDACTED]

5.



Department of Spanish & Portuguese

[REDACTED]
Philadelphia, PA
19122-6090
USA

June 14, 2014

Prof. James P. Lantolf
Center for Advanced Language Proficiency
Education and Research
Pennsylvania State University
[REDACTED]
University Park, PA 16802-5203

Dear Prof. Lantolf:

Thank you for the invitation to join your team of collaborators for the next funding period of CALPER. Should the grant be approved, I would be very pleased to help coordinate submissions to CALPER's proposed GOLD analytic tool from Spanish teachers here at Temple University. Because many of our doctoral students in applied linguistics are also language teachers in the department, this project will provide a valuable opportunity for participants to derive fine-grained information on learner development not only for instructional purposes, but also potentially for work on their doctoral research. I look forward to the possibility of joining your project team. Please do not hesitate to contact me if any further information is needed.

Sincerely,

[REDACTED]

Paul D. Toth, Ph.D.

e-mail: [REDACTED]

telephone: [REDACTED]

6.



CENTER FOR LANGUAGES & INTERCULTURAL COMMUNICATION

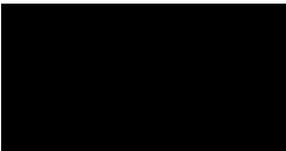
M. RAFAEL SALABERRY, DIRECTOR
MARY GIBBS JONES PROFESSOR OF HUMANITIES

Prof. James P. Lantolf
Director, CALPER
June 15, 2014

Dear Prof. Lantolf,

Following up on our previous discussions, I would like to confirm that the Center for Languages and Intercultural Communication at Rice University is committed carry out the work required for the GOLD corpus-based assessment in Arabic and Portuguese at CLIC.

Respectfully yours,



M. Rafael Salaberry

7.

helping schools excel | helping children learn



Intermediate Unit

an educational service agency

June 3, 2014

Dr. James P. Lantolf
Center for Advanced Language Proficiency Education and Research (CALPER)
The Pennsylvania State University
University Park, PA 16802

Dear Dr. Lantolf:

The Berks County Intermediate Unit Asian Studies Collaborative Program and our associated Confucius Classroom teachers and programs would be pleased to be included in the proposal for the Title VI grant. Susan Calvin, Program Administrator of the Asian Studies Collaborative is willing and available to serve in the role of a team member to develop and support a statewide Chinese language teacher network. Calvin is available to attend both on-site and virtual meetings as needed.

Sincerely,


Susan Calvin
Program Administrator Asian Studies Collaborative/International Studies Roundtable


Reading PA 19612-6050

www.berksiu.org

8.



**Language in Motion--
Juniata College**

[REDACTED]
Huntingdon, PA 16652
Tel.: [REDACTED]; Fax: [REDACTED]

30 May 2014

Dr. James P. Lantolf
Center for Advanced Language Proficiency Education and Research (CALPER)
The Pennsylvania State University
University Park, PA 16802

Dear Dr. Lantolf:

As director of Language in Motion, Juniata College, I am writing to commit to being a team member in the Center for Advanced Language Proficiency Education and Research (CALPER)'s project Chinese Language Teachers Network of Pennsylvania.

Language in Motion, a community-based, service-learning program in language and culture, already has a large network of schools and teachers in central Pennsylvania, is collecting resources for teaching language and culture, and provides professional development opportunities for K-12 teachers and faculty of language and culture. This network and these initiatives will likely be a benefit to the project.

Language in Motion is also a nationwide consortium, so we have access to people and resources at several other institutions of higher education around the country. In addition, we can represent our communities.

I am looking forward to working with CALPER on this project.

Sincerely yours,

[REDACTED]

National Director, Language in Motion Consortium Director,
Language in Motion-Juniata College

9.



Bellefonte Area School District

[REDACTED]
Bellefonte, PA 16823
Telephone: [REDACTED]

Dr. Cheryl A. Potteiger, Superintendent
Dr. Michelle R. Saylor, Assistant Superintendent
Mr. Kenneth G. Bean, Jr., Director of Fiscal Affairs

May 29, 2014

Dr. James P. Lantolf
Center for Advanced Language Proficiency Education and Research
(CALPER) The Pennsylvania State University
University Park, PA 16802

RE: CALPER

Dear Dr. Lantolf,

I am committed to being a team member for the CALPER project and will work actively to help establish and develop a network for Chinese teachers in Pennsylvania.

I look forward to beginning our work together.

Sincerely,

[REDACTED SIGNATURE]
Michelle Saylor, EdD.

MERCYHURST UNIVERSITY

Dr. James P. Lantolf
Center for Advanced Language Proficiency Education and Research (CALPER) The
Pennsylvania State University
University Park, PA 16802

Dear Dr. Lantolf,

I was invited by Dr. Gabriela Appel to be a team member on a CALPER project. I am writing to officially accept this invitation. I will be committing to being a member in the project and will help establish and develop a network for Chinese teachers in Pennsylvania.

I am currently teaching at Mercyhurst University as associate professor of Chinese. I initiated a Chinese language program at Mercyhurst University and have taught Mandarin Chinese courses and Asian Cultures since 2006.

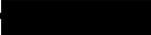
At Mercyhurst, I established a two-year Chinese program with one summer study-abroad course. The program developed into a minor in 2012.

I was also a recipient of MEAD/Sans.Inc scholarship from NECTFL 2012 to set up a teacher-training program in Mandarin Chinese.

Should you have any other question, please feel free to contact me at 814-824-2027 or email me at dwang@mercyhurst.edu

Sincerely,


Dr. Daliang Wang
Associate Professor of Chinese World Languages and Cultures

, Erie, PA 16546 •  0 •  •
mercyhurst.edu

11.



SAN DIEGO STATE
UNIVERSITY



Language Acquisition
Resource Center
A National Language
Resource Center
San Diego State University

San Diego CA 92182.8305
Tel: [REDACTED]
Fax: [REDACTED]
<http://larc.sdsu.edu>

June 25, 2014

Dear Jim,

The Language Acquisition Resource Center (LARC) at San Diego State University plans to continue its collaboration with the Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University in our applications for Title VI funding as National Foreign Language Resource Centers. LARC will partner with CALPER and the Center for Open Educational Resources and Language Learning (COERLL) to broadcast and archive teacher development webinars for the duration of the grant cycle.

During the past grant cycle (2010-2014), CALPER and LARC addressed the need for quality professional development for teachers through webinars via our successful joint "Testing and Assessment" webinar series. Those webinars brought leading researchers and practitioners in language testing and assessment into dialogue with K-16 teachers and administrators, and delivered content to the participants in digestible fashion, on a feasible time frame. In the upcoming grant cycle, all three centers will combine to offer a joint LRC webinar series with more diverse topics and greater dissemination network. This year-round series will supplement each center's summer workshops for teachers. Proposed topics include: the use of authentic materials, blended learning, corpus approaches to FL teaching, feedback, developing a curriculum for heritage programs, and assessment methods. Finally, in-service teachers will be able to receive CPE credits for participation in this webinar series.

Given the mutual, complementary strengths of LARC, CALPER, and COERLL we are excited by the expanded potential of these webinars and are looking forward to continued, enhanced collaboration between our centers.

Sincerely,

[REDACTED]
Dr. Mary Ann Lyman-Hager
Director Language Acquisition Resource Center



12.

Austin, Texas
June 24, 2014

Dear Jim,

The Center for Open Educational Resources and Language Learning (COERLL) is pleased to be collaborating with the Center for Advanced Language Proficiency Education and Research at Penn State University on our applications for Title VI funding as National Foreign Language Resource Centers. COERLL will join forces with CALPER and the Language Acquisition Research Center (LARC) at San Diego State to broadcast teacher development webinars for the duration of the grant cycle.

During the past grant cycle (2010-2014), CALPER, LARC and COERLL each explored the potential of webinars for teacher development. In the upcoming grant cycle, we will all join forces and offer a joint LRC webinar series, which will expand the reach and variety of our offerings. This year-round series will supplement our summer events for teachers. Some of the proposed topics will be: authentic materials, blended learning, corpus approaches to FL teaching, feedback, heritage materials, and assessment methods. Finally, in-service teachers will be able to receive CPE credits for participation in this webinar series.

Given the complementary strengths of COERLL, CALPER and LARC, we are excited by the potential of these webinars and are looking forward to a fruitful collaboration between our centers.

Sincerely yours,

[REDACTED]

Dr. Carl Blyth
Director
Center for Open Educational Resources and Language Learning

Table 2: Summary of Project Objectives, Competitive and Invitational Priorities, Authorized Activities

Project Title	Objectives	CPP	IPP	AA
Gold: Corpus-based Language Assessment	Track & diagnose language development. Program GOLD for automated Chinese word segmentation	(1) Arabic & Portuguese		C, D
Concept-Based Language Instruction	Materials for linking explicit instruction and communicative practice; enhance teacher knowledge of language. 8 lessons x 3 languages	(1) Chinese		A, B
Corpus approach to Academic Chinese	Instructional materials for developing proficiency in academic Chinese based on authentic written texts.	(1) Chinese	(2)	B, E
Project-based Learning for Chinese	Functional webpage for teaching and assessment materials & procedures	(1) Chinese (2) Title IIIB Institutional Partnership	(2)	B, D, E, F
Discourse of Korean	Create 20 mini-instructional units based on new discourse	(1) Korean		A, B, E
Model Short-term SB for Heritage Learners	Document best practices to enhance impact of short-term study abroad for heritage learners	(2) Title V Institutional Partnership	(2)	A, B
Chinese LT Network of PA	Create online resources for teachers of Chinese. Create a professional CLT community in PA	(1) Chinese		E, F
Dissemination	To make available all of CALPER's materials, procedures and practices to regional and national audience, including to underrepresented minorities and minority-serving institutions	(1) Chinese, Korean (2) Minority-serving institutions	(2)	A-F

CPP=Competitive Preference Priority

IPP=Invitational Preference Priority

AA=Authorized Activities

1. Project Goal Statement: strengthen classroom instruction in two LCTLs (and other commonly taught languages) through innovative materials built around the provision of high-quality explicit language knowledge linked to practical communicative activities

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T2	T3	T 4
A) Develop instructional units in Chinese, French, Spanish based on cognitive linguistics research.	<p>A1. Pilot units in courses taught by project sub-coordinator</p> <p>A2. Recruit teachers from various post-secondary schools, including those serving minority students to pilot units</p> <p>A3. Administer quantitative survey to teachers & students</p> <p>A4. Administer qualitative questionnaire to teacher & students</p> <p>A5. Conduct interviews with teachers</p> <p>A6. Modify units as needed based on feedback</p>								

1. Project Goal Statement: strengthen classroom instruction in two LCTLs (and other commonly taught languages) through innovative materials built around the provision of high-quality explicit language knowledge linked to practical communicative activities

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
B) Develop mini-units on Korean news discourse based on samples of print, TV, radio, and internet media	B1. Pilot mini-units at Defense Language Institute B2. Recruit teachers from post-secondary Korean language programs, including those at designated minority-serving institutions to pilot mini-units B3. Administer quantitative survey to teachers & students B4. Administer qualitative questionnaire to teacher & students B5. Conduct interviews with teachers B6. Modify units as needed based on feedback								

1. Project Goal Statement: strengthen classroom instruction in two LCTLs (and other commonly taught languages) through innovative materials built around the provision of high-quality explicit language knowledge linked to practical communicative activities

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T 1	T2	T3	T 4
C) Develop instructional units on academic Chinese past on corpus of authentic language samples	C1. Pilot lessons in Chinese program at UCLA C2. Pilot lessons from designated post-secondary Chinese programs (including Flagships, and minority-serving institutions) C3. Administer quantitative survey to teachers & students C4. Administer qualitative questionnaire to teacher & students C5. Conduct interviews with teachers C6. Modify units as needed based on feedback								

1. Project Goal Statement: strengthen classroom instruction in two LCTLs (and other commonly taught languages) through innovative materials built around the provision of high-quality explicit language knowledge linked to practical communicative activities

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
D) Develop webpage for Project Based Learning in Chinese	<p>D1. Administer quantitative survey to educators who implement any of the materials and procedures</p> <p>D2. Administer the qualitative questionnaire to educators who implement any of the materials and procedures</p> <p>D3. Interview educators who implement any of the materials and procedures</p> <p>D4. Inform secondary teachers of Chinese of the availability of the webpage</p> <p>D5. Inform teachers of Chinese heritage learners of the availability of the webpage</p>								

1. Project Goal Statement: Strengthen classroom assessment for LCTLs (and other languages) through corpus-based developmental assessment

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Implement GOLD: Corpus-based developmental assessment procedure in designated LCTL Classes: Arabic & Portuguese	A1. Administer survey to teachers & students A2. Administer questionnaire to teachers & students A3. Interview teachers								
B) Implement GOLD: Corpus-based developmental assessment procedures in designated commonly taught language classes: French & Spanish	B1. Administer survey to teachers & students B2. Administer questionnaire to teachers & students B3. Interview teachers								

1. Project Goal Statement: develop a model program to enhance the study abroad experience of heritage learners

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Determine needs of study abroad heritage learners	A1. Conduct focus group with heritage learners participating in 2014 study abroad								
B) Prepare heritage learners for study abroad experience	B1. Administer CAST online assessment B2. Carry out language awareness activities with students based on CALPER materials B3. Carry out culture awareness activities with students based on CALPER materials								
C) Work with students during SB experience	C1. Engage students in service learning experience C2. Teach course on language and culture during SB experience								
D) Debrief students following study abroad experience	D1. Administer quantitative survey D2. Administer qualitative questionnaire D3. Conduct interviews and focus groups								

1. Project Goal Statement: To provide substantive support for CLTs in the state of Pennsylvania (PA)

2. Performance Measures	3. Activities	4. Data/Indicators	5. Frequency	6. Data Source	7. BL	T1	T2	T3	T4
A) Create Web Resources	A.1 Create directory of PA programs by institutional setting with detailed information A.2 Aggregate information on assessment procedures and create directory A.3 Research quality teaching materials suitable for the contexts and compile directory								
B) Publish Instructional Resources	B.1 Build an inventory of replicable lesson plans created by PA CLTs. B.2 Invite and publish quality learning projects designed by expert CLTs.								
C) Create Quality PD Opportunities	C.1 Offer summer workshops for CLTs C.2 Devise plan to afford professional networking amongst CLTs								
D) Establish communication channels	D.1 Create listserv for CLTNet D.2 Create social media representation D.3 Write and distribute monthly e-Newsletter								
E) Identify teacher credentialing pathways for CLTs in PA	E.1 Research on routes for teacher credentialing								

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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BUDGET NARRATIVE

a. Personnel. The CALPER budget is designed to be maximally cost effective. All project coordinators (PCs) (Appel, Kinginger, Lu, Strauss) along with the Outside Evaluator (Juffs) will each receive a flat fee compensation of \$3,000 annually in return for a minimum of 10% of their time each year of their project, regardless of their actual salaries. A calculation of 10% based on real salary figures would by far exceed the \$3,000 requested for each PC. Project coordinators will not only develop and test materials, but also conduct, at no extra charge against CALPER's proposed budget, intensive summer workshops in each of the four summers of the funding cycle. The PCs commitment to the proposed LRC will save CALPER minimally \$6,000 per year in honorarium fees for six workshops (estimated on the basis of what PCs on average receive for conducting a 12 hrs invited workshop at a North American college/university).

The Project Director (PI Lantolf) will be chairing the advisory panel and take primary responsibility for oversight of CALPER activities. He will dedicate 25% of his time towards the project.

The Instructional/Web Designer (to be hired in Y2 of the grant) will prepare all teaching materials developed by PCs for online presentation, maintain CALPER's web presence, assist PCs, and assist with technology needs during the summer workshop series. The person will dedicate 100% of his/her time and be compensated for 67% of the time from the proposed budget. The remaining funds will be contributed by institutional sources (see letters #1 & 2 in appendix).

A staff assistant will be available for processing budget items internally, staffing the office (day-to-day traffic), scheduling meetings, maintaining listserv, assisting with workshop preparations, and addressing routine inquiries about the proposed LRC. The institutional

commitment to hire a staff assistant will save the proposed budget minimally \$25, 920 per 12 months (the current mid-point salary for a staff assistant at this level within The Pennsylvania State University is \$38, 800 per 12 months).

The Associate Director (Appel) will conduct the day-to-day operation of CALPER at no cost for the proposed budget. Since she is on a nine-months (August 15 – May 15) contract with The Pennsylvania State University, she will receive compensation of \$3,000 for organizing and running the annual summer workshop series (June or July).

One aspect of the GOLD project will involve collecting writing samples of students and implementation at Penn State. The project members will perform this during Y1 and Y2 of the grant. Since they are members of Penn State University, we list their fees in this section. The fees will be \$1,000 in Y1 and Y2 for H. McCoy (same as the fee for the purchased services for this project), \$541 in Y1 for M. Doran, and three teachers in Y1 and Y2 at \$500 per person. Total for all instructors for two years: \$5,541.

b. Purchased Services.

1. CONCEPT-BASED LANGUAGE INSTRUCTION. E. Negueruela, A. R. van Compernelle, and J. Zhang will be coordinators for the CBLI project and develop and test concept-based language teaching materials. They will be compensated with a flat rate of \$3,000 per year for four years (Total: \$3,000 x 3 people x 4 yrs = \$36,000).

2. DISCOURSE OF KOREAN NEWS. J.O. Eun will be the Co-PD for the Korean project. He will be compensated with a flat rate of \$3,000 per year for four years (Total: \$3,000 x 4 yrs = \$12,000).

3. *Project Academic Chinese*. H. Tao will be the project coordinator for Academic Chinese project. He will be compensated with a flat rate of \$3,000 per year for four years (Total: \$3,000 per yr x 4yrs = \$12,000).

4. CLTNET. S. Calvin, D. Roney, M. Saylor, and D. Wang will be team members of the Chinese Language Teachers Network. They will be compensated with a flat rate of \$500 per year for four years (Total: 4 team members x \$500 x 4yrs = \$8,000)

5. CORPUS-BASED DEVELOPMENTAL LANGUAGE ASSESSMENT (GOLD) – [Y1, Y2]. M.R.

Salaberry will be coordinating team member of the GOLD project at Rice University. He will organize collection of learner writing samples and the implementation of GOLD by two

instructors. He will be compensated with a flat rate of \$1,000 per yr (Total: \$1,000 x

2yrs=\$2,000). One instructor of Arabic (TBN) and one instructor of Portuguese will implement

GOLD with their learners. They will receive \$500 per year (Total: 2 teachers x \$500 per year x

2yrs = \$2,000). P. Toth will be the coordinating team member of the GOLD project at Temple

University. He will organize collection of learner writing samples and the implementation of

GOLD by three instructors. He will be compensated with a flat rate of \$1,000 per yr (Total:

\$1,000 x 2yrs = \$2,000). Three instructors of Spanish will implement GOLD with their learners.

They will receive \$500 per year (Total: 3 teachers x \$500 per year x 2yrs = \$3,000).

6. HERITAGE STUDY ABROAD – [Y2, Y4]. A. Jimenez-Jimenez will be project coordinator of the

Heritage Study Abroad project at the California State University, Channel Islands. He will

develop and test materials with heritage study abroad students. He will be compensated with a

flat rate of \$3,000 per year (Total: \$3,000 x 2 yrs = \$6,000)

7. PROJECT-BASED LEARNING FOR CHINESE– [Y2, Y3]. X. Xiang will be the project coordinator

for this project. She will develop learning projects for students of Chinese, including heritage

students and test them. She will be compensated with a flat rate of \$3,000 per year (Total: \$3,000

x 2 yrs = \$6,000).

8. **WEBINAR SERIES.** Experts will be invited to hold a webinar in a series, which is a collaborative project with LARC and COERLL. Each proposed LRC will sponsor up to six speakers. The honorarium for each speaker is \$400. Total: \$2,400 over the course of the grant.

9. **PROGRAMMING.** All projects have an aspect of their materials that will involve programming by a skilled programmer. Hiring a full-time programmer as staff would exceed the funds.

Therefore we will resort to ad hoc hire and calculate minimally anticipated costs for 5 hrs per month for 12 months at \$50 per hour. Total: \$3,000 per year.

c. Wages. Graduate students will assist with information gathering, web research, material annotations in the LCTLs and provide help to the PCs. Anticipated are 20hrs per month @ \$15 per hour over twelve months = \$3,600 per year of the grant. General student assistance for the following: workshop setups (printing, collating materials, preparing and distributing attendee packets), printing and collating project materials, assisting with mailing products. Anticipated are 20hrs per month @ 12/hour. Student programmers is needed for small project updates.

Anticipated are 10hrs per month @ \$12 per hour over twelve months = \$1,440 per year of the grant.

d. Travel. In order to connect with language instructors and disseminate our materials, it will be necessary to attend and exhibit at some national, regional, and state professional conferences. At the national level, CALPER is planning on traveling to the annual convention of ACTFL in Y2, Y3, Y4. The Project Director will also be participating in the annual LRC Director's meeting, scheduled to be held each year at ACTFL. Anticipated costs are for two people, including two flight tickets, lodging for four nights, per diem for four days. The anticipated costs for ACTFL 2015 in San Diego are: flights \$1,600; lodging \$1,600; per diem \$568. For 2016 Boston: flights \$1,300; lodging \$1,600; per diem \$568. For 2017 Nashville: flights \$800; lodging \$1,600; per

diem \$528. Participation in Y1 of the grant will occur at no cost to the proposed budget. At the regional level, travel to NECTFL is anticipated. It is somewhat more difficult to give a precise estimate for the travel costs, since the organization has not yet determined the location of the conference. If NECTFL 2015 will be held in Boston (as it was in 2014), then the anticipated costs for two people are: flights \$1,300; lodging \$1628; per diem \$568. If NECTFL will be held in subsequent years in Baltimore (as it was in some previous years), costs for CALPER would be greatly reduced (mileage instead of flights). We budgeted for travel to NECTFL as if the 2016, 2017, and 2018 conferences were held in Baltimore. At the state level, travel to PSMLA and/or NYSAFLT is anticipated in some years: 2015 and 2017 PSMLA; 2016 NYSAFLT. Mileage to PSMLA for either year for one person for two days will be approx.: mileage \$350; lodging \$300; per diem \$168. For NYSAFLT it will be: mileage \$400; lodging \$300; per diem \$168.

Travel and lodging to State College once a year will be necessary to bring the team together and plan next steps. Costs are for three people traveling from within the state of Pennsylvania (mileage: \$440) and lodging (\$500). Two members of the team have local residences.

e. Supplies. We anticipate about \$250 per year in costs for Desktop Publishing software updates and fees for authoring programs. Folders, name-tags, writing tablets for workshop participants are typically \$400 per year (for about 50 teachers). To purchase DVDs and CDs to distribute materials: \$106 per year. Phone: \$480 per year. Conference exhibit rental tables and carpet (mandatory): \$773 per year. Common LRC Brochure: \$600. To conduct LRC activity evaluations and gather PMF data, CALPER will use a professional online survey tool. The most cost effective plan is: \$300 per year. Conference registration fees not included in an exhibit rental (PSMLA 2015 & 2017): \$150 per year.

f. Other. Disseminating materials at conferences entails fees for renting exhibit space.

Collaboration and space sharing with other proposed LRCs will reduce the costs of such fees by at least 50%. Anticipated fees over the course of the grant are \$6,250 (ACTFL \$750 per year; NECTFL \$700 per year; PSMLA \$150 in years 2 and 4; NYSAFLT \$150 in year 3). Brochures, workshop and webinar flyers, project updates, hard-copies of newsletter, presentation handouts, workshop materials will amount to \$2,700 (Y1: \$500; Y2: \$600; Y3: \$800; Y4: \$800). Costs for postage and shipping of materials to and from conference exhibit sites using the United State Postal Service and approved shipping services. Approximate costs are: Y1: \$300; Y2: \$700; Y3: \$500; Y4: \$500. This estimate is based on previous shipments of materials to a range of locations within the U.S. CALPER will sponsor three K-16 teachers to participate in the 2016 and 2018 conference organized by CERCLL. Total: \$450 in years 2 and 4.

Applied Linguistics (Liberal Arts) / The Pennsylvania State University
 Center for Advanced Language Proficiency Education and Research
 U.S. Department of Education

Project Dates: 09/15/2014 - 09/14/2018

	09/15/2014 - 09/14/2015	09/15/2015 - 09/14/2016	09/15/2016 - 09/14/2017	09/15/2017 - 09/14/2018	Total
Direct Costs					
Salaries (Category I)					
<u>Lantolf, James (Principal Investigator)</u> 15%, 10 months AY	26,020	26,670	27,335	28,019	108,044
<u>TBN - Instructional Designer (Technician)</u> 67%, 12 mos.	0	36,686	37,565	38,504	112,755
<u>Appel-Lantolf, Gabriela (Other)</u> 34%, 3 mos. summer (Yr. 1); 33%, 3 mos. summer (Yr. 2); 32%, 3 mos. summer (Yr. 3); 31%, 3 mos. summer (Yr. 4)	6,000	6,000	6,000	6,000	24,000
<u>Strauss, Susan Gayle (Faculty)</u> 12%, 3 mos. summer (Yrs. 1 & 2); 11%, 3 mos. summer (Yrs. 3 & 4)	3,000	3,000	3,000	3,000	12,000
<u>Lu, Xiaofei (Faculty)</u> 11%, 3 mos. summer (Yrs. 1 & 2)	3,000	3,000	0	0	6,000
<u>Kinginger, Celeste S (Faculty)</u> 9%, 3 mos. summer (Yrs. 2 & 4)	0	3,000	0	3,000	6,000
<u>McCoy, Heather (Faculty)</u> 6%, 3 mos. summer (Yrs. 1 & 2)	1,000	1,000	0	0	2,000
<u>TBN - Instructors (GOLD) (Other)</u> Three instructors @ \$500/ea. (Yrs. 1 and 2 only)	1,500	1,500	0	0	3,000
<u>Doran, Meredith Christine (Other)</u> 1%, 12 mos.	541	0	0	0	541
Total Salaries	41,061	80,856	73,900	78,523	274,340
Wages (Category III)					
<u>GRA Wages</u> \$3,600/yr.	3,600	3,600	3,600	3,600	14,400
<u>Student Project Assistance</u> 20 hrs./month @ \$12/hr.	2,880	2,880	2,880	2,880	11,520
<u>Student Programming</u> 10 hrs./mo. @ \$12/hr.	1,440	1,440	1,440	1,440	5,760
Total Wages	7,920	7,920	7,920	7,920	31,680
Total Salaries and Wages	48,981	88,776	81,820	86,443	306,020
Fringe					
<u>Category I @ 36.50%</u>	14,991	29,517	26,974	28,663	100,145
<u>Category III @ 7.90%</u>	627	627	627	627	2,508

Proposal: 21741

Generated by cnw2 on: 07/09/2014

PR/Award # P229A140026

Page e152

Applied Linguistics (Liberal Arts) / The Pennsylvania State University
 Center for Advanced Language Proficiency Education and Research
 U.S. Department of Education

Project Dates: 09/15/2014 - 09/14/2018

	09/15/2014 - 09/14/2015	09/15/2015 - 09/14/2016	09/15/2016 - 09/14/2017	09/15/2017 - 09/14/2018	Total
Total Fringe	15,618	30,144	27,601	29,290	102,653
Total Salaries, Wages and Fringe	64,599	118,920	109,421	115,733	408,673
Modified Total Direct Costs					
<u>Outside Evaluator Costs</u>	3,000	3,000	3,000	3,000	12,000
\$3,000/yr.					
<u>Purchased Services - Concept (Yrs. 1-4)</u>	9,000	9,000	9,000	9,000	36,000
E. Negueruela (\$3,000/yr.); A. R. van Compernelle (\$3,000/yr.) ; J. Zhang (\$3,000/yr.)					
<u>Purchased Services - Korean (Yrs. 1-4)</u>	3,000	3,000	3,000	3,000	12,000
J. O. Eun (\$3,000/yr.)					
<u>Purchased Services - Academic Chinese (Yrs. 1-4)</u>	3,000	3,000	3,000	3,000	12,000
H. Tao (\$3,000/yr.)					
<u>Purchased Services - CLTNet (Yrs. 1-4)</u>	2,000	2,000	2,000	2,000	8,000
S. Calvin (\$500/yr.); D. Roney (\$500/yr.); M. Saylor (\$500/yr.); D. Wang (\$500/yr.)					
<u>Purchased Services - GOLD (Yrs. 1 & 2)</u>	4,500	4,500	0	0	9,000
M. R. Salaberry (\$1,000/yr.) ; TBN Arabic (\$500/yr.); TBN Portuguese (\$500/yr.); P. Toth (\$1,000/yr.); TBN Spanish (3 @ \$500/yr.)					
<u>Purchased Services - Heritage SB (Yrs. 2 and 4)</u>	0	3,000	0	3,000	6,000
A. Jimenez-Jimenez (\$3,000/yr.)					
<u>Purchased Services - Chinese Project-based</u>	0	3,000	3,000	0	6,000
X. Xiang (\$3,000/yr.)					
<u>Honorarium - Webinar Speakers</u>	400	800	800	400	2,400
Six speakers over four years @ \$400/ea.					
<u>Purchased Services - Programmer</u>	3,000	3,000	3,000	3,000	12,000
5 hrs./month @ \$50/hr.					
<u>Domestic Travel - ACTFL</u>	0	3,768	3,468	2,928	10,164
Travel for two people/3 days/4 nights (Yrs. 2, 3 & 4)					
<u>Domestic Travel - NECTFL (Boston)</u>	3,496	1,868	1,868	1,868	9,100
Two people/two days/three nights. Flights or mileage - \$1,300/\$300/\$300/\$300; Lodging - \$1,628/\$1,000/\$1,000/\$1,000; Per Diem - \$568/\$568/\$568/\$568					

Proposal: 21741

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 PR/Award # P229A140026

Page e153

Applied Linguistics (Liberal Arts) / The Pennsylvania State University
Center for Advanced Language Proficiency Education and Research
U.S. Department of Education

Project Dates: 09/15/2014 - 09/14/2018

	09/15/2014 - 09/14/2015	09/15/2015 - 09/14/2016	09/15/2016 - 09/14/2017	09/15/2017 - 09/14/2018	Total
<u>Domestic Travel - PSMLA</u>	0	818	0	818	1,636
One person/two days/two nights. Mileage - \$350; Hotel - \$300; Per Diem - 168					
<u>Domestic Travel - NYSAFLT</u>	0	0	868	0	868
One person/two days/two nights: Mileage - \$400; Lodging - \$300; \$Per Diem - \$168					
<u>Domestic Travel - CTNet members to State College</u>	940	940	940	940	3,760
Mileage for three people (\$440/yr.); Lodging for two nights (\$500)					
<u>Project-specific supplies and materials</u>	2,309	3,059	2,309	2,459	10,136
Software - \$250/yr.; Phone \$480/yr.; Exhibit furniture (\$773/yr.); Office (\$400/yr.); DVDs & CDs (\$106/yr.); Registration Fees (\$150/Yrs. 2 & 4); Survey Tool Plan (\$300/yr.); LRC Brochure (\$500/Yr. 2)					
<u>Dissemination of Materials/Products at Conferences</u>	1,450	1,600	1,600	1,600	6,250
Rental of Exhibit Space: ACTFL (\$750/yr.); NECTFL (\$700/yr.); PSMLA (\$150/yr. in Years 2 & 4); NYSAFLT (\$150 in Yr. 3)					
<u>Printing and Copying</u>	500	600	800	800	2,700
Printing of materials					
<u>Postage</u>	300	700	500	500	2,000
Postage and shipping of developed materials to and from conference sites					
<u>Teacher Professional Development Grants</u>	0	450	0	450	900
Years 2 & 4					
Total Modified Total Direct Costs	101,494	167,023	148,574	154,496	571,587
Total Direct Costs	101,494	167,023	148,574	154,496	571,587
F&A Costs					
<u>F&A Rate: 8.00%</u>	8,119	13,368	11,885	12,362	45,734
Total Requested From Sponsor	109,613	180,391	160,459	166,858	617,321
University Participation					
<u>Lantolf, James (Principal Investigator)</u>	15,609	15,999	16,400	16,809	64,817
<u>Appel-Lantolf, Gabriela (Other)</u>	53,378	54,711	56,081	57,481	221,651
<u>Strauss, Susan Gayle (Faculty)</u>	7,082	7,260	7,729	7,922	29,993
<u>Lu, Xiaofei (Faculty)</u>	8,027	8,227	0	0	16,254
<u>Kinginger, Celeste S (Faculty)</u>	0	10,027	0	10,534	20,561

Proposal: 21741

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PR/Award # P229A140026

Page e154

Applied Linguistics (Liberal Arts) / The Pennsylvania State University
Center for Advanced Language Proficiency Education and Research

U.S. Department of Education

Project Dates: 09/15/2014 - 09/14/2018

	09/15/2014 - 09/14/2015	09/15/2015 - 09/14/2016	09/15/2016 - 09/14/2017	09/15/2017 - 09/14/2018	Total
<u>McCoy, Heather (Faculty)</u>	6,048	6,199	0	0	12,247
Fringe					
<u>Category I @ 36.50%</u>	32,903	37,385	29,277	33,854	133,419
University Participation F&A					
<u>F&A Rate: 8.00%</u>	9,845	11,185	8,759	10,127	39,916
Total University Participation	132,892	150,993	118,246	136,727	538,858
Total Project Costs	242,505	331,384	278,705	303,585	1,156,179

Proposal: 21741

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

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

Name of Institution/Organization

PENNSYLVANIA STATE UNIVERSITY-UNIV PARK

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	48,981.00	88,776.00	81,820.00	86,443.00		306,020.00
2. Fringe Benefits	15,618.00	30,144.00	27,601.00	29,290.00		102,653.00
3. Travel	4,436.00	7,394.00	7,144.00	6,554.00		25,528.00
4. Equipment						
5. Supplies	2,309.00	3,059.00	2,309.00	2,459.00		10,136.00
6. Contractual						
7. Construction						
8. Other	30,150.00	37,650.00	29,700.00	29,750.00		127,250.00
9. Total Direct Costs (lines 1-8)	101,494.00	167,023.00	148,574.00	154,496.00		571,587.00
10. Indirect Costs*	8,119.00	13,368.00	11,885.00	12,362.00		45,734.00
11. Training Stipends						
12. Total Costs (lines 9-11)	109,613.00	180,391.00	160,459.00	166,858.00		617,321.00

***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: 2013-07-01-04 To: 2014-06-30-04 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Office of Naval Research

The Indirect Cost Rate is 49.50 %.

(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 PENNSYLVANIA STATE UNIVERSITY-UNIV PARK	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	90,144.00	102,423.00	80,210.00	92,746.00		365,523.00
2. Fringe Benefits	32,903.00	37,385.00	29,277.00	33,854.00		133,419.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	123,047.00	139,808.00	109,487.00	126,600.00		498,942.00
10. Indirect Costs	9,845.00	11,185.00	8,759.00	10,127.00		39,916.00
11. Training Stipends						
12. Total Costs (lines 9-11)	132,892.00	150,993.00	118,246.00	136,727.00		538,858.00

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	James		Lantolf	

Address:

Street1:	305 Sparks Building
Street2:	
City:	University Park
County:	
State:	PA: Pennsylvania
Zip Code:	16802-0000
Country:	USA: UNITED STATES

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

Email Address:

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

Protection_of_Human_Subjects_Justification101120	Add Attachment	Delete Attachment	View Attachment
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Protection of Human Subjects Justification:

During the first and second funding cycles, all CALPER projects received approval from the Office for Research Protection at The Pennsylvania State University for the use of human subjects. In the new funding cycle, protection of human subjects approval will be sought and no project will use human subjects until official approval has been received from Penn State's Office of Research Protection.