# INTERNATIONAL RESEARCH AND STUDIES PROGRAM
## (84.017A)



**Fiscal Year 2004 New Grants**
**Summary and Abstracts**

**INTERNATIONAL EDUCATION PROGRAMS SERVICE**

| Grant Number and Applicant Information | Project Title | Type | Grant Totals FY 04 | FY 05 | FY 06 | TOTAL |
|---|---|---|---|---|---|---|
| P017A040004<br>University of Hawaii<br>2530 Dole Street<br>Sakamaki D-200<br>Honolulu, HI 96822-2463<br>Linda K. Menton | Materials on East Asia for High School: China, Japan and Korea (K-12) | IM | $126,834 | $165,755 | $163,732 | $456,321 |
| P017A040008<br>Center for Applied Linguistics<br>4646 40th Street, N.W., 2nd Floor<br>Washington, DC 20016-1859<br>Lynn Thompson | Student Oral Proficiency Assessment (K-12) | IM | $131,185 | $127,931 | | $259,116 |
| P017A040045<br>University of Florida<br>Research and Graduate Programs<br>P.O. Box 115500, 219 Grinter Hall<br>Gainesville, FL 32611- 5500<br>Elizabeth Lowe McCoy | The Aymara Language E-learning Project | IM | $174,898 | $170,243 | $123,241 | $468,382 |
| P017A040046<br>Social Science Research Council<br>810 7th Avenue, 31 Floor<br>New York, NY 10019<br>Craig J. Calhoun | Histories of Central Asia: On-line Teaching Resource Tool (TRT) | IM | $111,901 | $92,984 | $19,296 | $224,181 |
| P017A040050<br>Indiana University<br>P.O. Box 1847<br>Bloomington, IN 47402-1847<br>John A. Erickson | The Uzbek-English/English-Uzbek Dictionary | IM | $123,092 | $116,798 | $109,278 | $349,168 |
| P017A040075<br>Social Science Research Council<br>810 7th Avenue, 31 Floor<br>New York, NY 10019<br>Craig Calhoun | An evaluation of Title VI Middle East Studies Centers | RE | $86,622 | $83,802 | $48,463 | $218,887 |
| P017A040087<br>Glastonbury Public Schools<br>232 Williams Street<br>P.O. Box 191<br>Glastonbury, CT 01057-0191<br>Christine L. Brown | The Glastonbury Assessment Initiative (K-12) | RE | $152,259 | $160,215 | $160,464 | $472,938 |
| P017A040090<br>San Diego State University<br>5250 Campanille Drive<br>San Diego, CA 92183-1931<br>Roberts A. Clive | On-line Diagnostic Tests and Course Materials for Dialects of Arabic, Chinese and Persian | IM | $267,228 | $293,203 | $295,498 | $855,929 |

P017A040004
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ABSTRACT

This proposal requests funds for three years to help defray costs for the design, development, and evaluation of a thematically organized text for secondary students about East Asia. The curriculum package we are proposing will consist of a student book, a teacher's manual, and a compact disc with supplementary materials such as short stories, literary excerpts, poems, maps, art works and photos.

We believe these instructional materials will help students better understand the historical connections among the countries and cultures of East Asia, specifically the countries of China (including Hong Kong); Taiwan; Japan; and North and South Korea, more properly called the Republic of Korea and the Democratic People's Republic of Korea respectively.

We are requesting $490,463 for this project over three years. Funds totaling $343,641 are requested to defray the salaries and fringe benefits of two FTE area specialists or curriculum developers; an evaluator in each of the three years, and a graduate assistant evaluator at .25 FTE in years two and three; and a photo researcher or copyright researcher at .25 in years two and three. We are requesting a total of $12,000 for payment of copyright fees in years two and three; $1,000 for reference materials; and $1,200 to pay a small honorarium to our scholarly readers.

Our organization, the Curriculum Research & Development Group, has an enviable track record in its efforts to create historically accurate and pedagogically sound curriculum materials on the history and cultures of Asia. Our two publications, *China: Understanding Its Past,* and *The Rise of Modern Japan* both won national awards, from the American Historical Association and the Association for Asian Studies respectively. We believe these books, in a series of four, dealing with China, Japan, East Asia, and Southeast Asia, will significantly affect how world history, Asian history, and area studies are taught in American schools.

P017A040008
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The number of foreign language programs in elementary and middle schools in the United States has increased substantially in the last two decades. As a result, a growing number of teachers need tools for evaluating students' foreign language oral proficiency, and training in the use of those tools. To meet this need, in 1991, the Center for Applied Linguistics (CAL) developed the Student Oral Proficiency Assessment (SOPA). SOPA is now the most widely used speaking and listening test for children studying foreign languages in the United States. CAL staff has conducted SOPA familiarization workshops regularly over the past 10 years, but can no longer meet the demand for these workshops with the limited SOPA-trained personnel available.

In response, CAL proposes a two-year project to develop and deliver a Web-based SOPA course that will allow larger numbers of K–8 foreign language educators to access the training, thus complementing other such courses that are geared towards secondary and postsecondary educators. The Web-based SOPA course will be developed in conjunction with Iowa State University (ISU) and will provide familiarization with SOPA interviewing and rating procedures. Participants will learn how to assess students' oral language proficiency and listening comprehension skills based on nationally recognized rubrics that were developed by the American Council on the Teaching of Foreign Languages (ACTFL). At the end of the two-year project, CAL and ISU will have developed and implemented a two-part Web-based training course:

• The first part, in English, will be designed for teachers of all languages, and is to be used for general familiarization with the principles and methods of SOPA assessment,
• The second part, with sample practice interviews in English, French, German, Japanese, and Spanish to further clarify the rating process, will address the needs of teachers of those languages and will provide a template for development of similar training in other languages.

The proposed project will result in several outcomes:
• SOPA training will be available to a greater number of teachers than is possible with live workshops;
• K-8 teachers will have improved ability to assess students' oral proficiency;
• Foreign language instruction will be enhanced by an understanding of the assessment of speaking fluency and listening comprehension; and
• Teachers who have completed live SOPA training will have opportunities to refine their assessment skills through this course.

The SOPA training course, designed for teachers in all types of K–8 foreign language programs, will be field-tested with pre-service teachers at ISU and in-service teachers at selected sites. Project staff and field-test teachers will collaborate to ensure that the model meets high standards of professional development.

Although Web-based training on oral proficiency assessment is already being developed for high school teachers and college professors, it is not currently available for K–8 teachers. Due to scarce resources in many districts, live assessment training is often unavailable. Using the Internet to provide this training course will strengthen our national foreign language resources for elementary and middle school program.

P017A040045
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Aymara is the indigenous language spoken by some 3 million people in the Andes of Bolivia, Peru and Chile.  In the United States today, the Aymara language is taught regularly only at the University of Chicago and sporadically at just two or three other institutions.  The general purpose of the proposed project is to develop a high-quality instructional program for this least-commonly-taught language that is tailored to the needs of different audiences and easily accessed by users worldwide.

The specific objectives are to:  (1) develop and deliver an online, self-guided Aymara language learning program that can be accessed free of charge via the World Wide Web; (2) develop a self-contained learning module and dissemination tool in CD-Rom format to introduce Aymara language and culture in university-level classes in anthropology, linguistics and related fields; and (3) develop an object database capable of tailoring the content of the learning program to audiences with different interests and to individuals with varying degrees of language competency.

The Web-based instructional package represents the equivalent of a four-semester, university level language-learning track.  Users will have free access via the Web to accompanying cultural notes, language exercises, and self-administered tests.  The unique tri-lingual feature of the learning module and object database will allow the materials to be delivered in Aymara, English, and Spanish, thereby permitting direct access by users with no English proficiency.

The self-administered Web-based program, the CD-Rom and database will be derived from the products of forty years of linguistic teaching and research by Dr. M. J. Hardman, the world's foremost Aymara linguist, and her colleagues and students.  The project builds on a previous Title VI program at the University of Florida from 1969-1990 that funded the development of classroom-based Aymara teaching materials.  The proposed project updates the existing materials and converts them to a contemporary, electronic-delivery format to achieve maximum flexibility and accessibility.

The target audience for the program will be graduate students and faculty members whose research projects in the Andes require knowledge of Aymara, professional linguists interested in Andean languages, university students of linguistics and indigenous languages of the Andes region, as well as practitioners in the public and private sector in need of varying levels of Aymara competency.

Social Science Research Council
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Central Asia is home to five successor states of the former Soviet Union, and it is currently, as it has been historically, a central focus of geopolitics. In spite of the urgent need for learning and expertise on the region, only a handful of scholars and teachers possess an intimate knowledge of Central Asia, and only rarely does the university curriculum allow them to share their expertise with students. The creation of three teaching supplements on Central Asia, through the teaching resource tool (TRT): Histories of Central Asia project, addresses the current needs of higher education in the United States. The project will provide university teachers with essential materials that may easily be added to their existing lesson plans and course syllabi. Complimentary historiographic and bibliographic tools will allow teachers to further tailor materials to their existing courses, while also providing students with a basis from which to expand their own knowledge of the region through research and additional readings. The ease of electronic access will allow the TRT to reach a large audience and begin to affect change swiftly.

In the long-term, the introduction of course materials on Central Asia into existing lectures and discussions will foster knowledge of and growing interest in Central Asia among today's students and young scholars. The design of the course supplements is specifically tailored to account for the limitations inherent in university-wide curricula. While it may remain difficult to offer annual courses on Central Asia and the many related themes that arise from a study of the region, it is possible to offer students an introduction to the region within the existing academic structures and to provide students and teachers alike with the tools with which to pursue greater study of Central Asia on their own. This, in turn, will significantly benefit the American educational system and improve area studies programs in an efficient, manageable way.

Not only will TRT provide a needed pedagogical tool for university teachers, but the intellectual foundation of that tool will prove significant as well. Most bibliographies, historiographies and histories of Central Asia provide only one version of the region, some in greater breadth, others in greater detail. This project will rely upon research and expertise from both Russian/Eurasian and Middle Eastern area studies experts as well as scholars who focus specifically on Central Eurasia and/or related project themes. Sources in all relevant languages, whether Russian, Arabic, Kazakh, Uzbek, German or English, will be referenced, and the most relevant sources will be included in the bibliographic materials.

Indiana University
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This proposal seeks support for a three-year project to produce a comprehensive Uzbek-English/English-Uzbek dictionary that will enable English-speaking students to reach advanced levels of proficiency in Uzbek much faster than is currently possible with the dictionaries now available.

The recent war against terrorism in Afghanistan has highlighted the importance of Uzbekistan as a reliable, politically stable ally and especially the important place that the Uzbek language now holds for the interests of national security and the maintenance of regional stability in Central Asia, where the United States has maintained a growing political and military presence over the past two and a half years. With a total of about 24.5 million Uzbek speakers, including roughly 20 million in Uzbekistan proper and 4.5 million in the surrounding countries of Kazakstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Afghanistan, the need for numerous American experts proficient in the Uzbek language has increased dramatically, while adequate dictionaries urgently needed to train such experts have remained unavailable. This project aims to remedy this situation with the development of a new comprehensive Uzbek-English/English-Uzbek dictionary that can be used to train members of the United States foreign service and military, as well as members of non-government organizations, aid workers, and businessmen, who work throughout this important region, enabling them to reach advanced levels of proficiency in Uzbek much faster than is currently possible with the resources now available. The dictionary will also help to train Uzbeks to become proficient in English, thus serving to promote mutual understanding between Uzbeks and Americans.

The dictionary proposed in this project will contain at least 40,000 headwords in each of its Uzbek-English and English-Uzbek parts, making it the most comprehensive and useful Uzbek dictionary designed for English speakers to date. It will be based on a preliminary Uzbek-English dictionary of similar size, compiled primarily from Uzbek-Russian and Uzbek-Uzbek dictionaries published in the former Soviet Union, and used by students at the U.S. government's Medina Joint Language Center in San Antonio, Texas. The latter dictionary will be updated and expanded by a team of American and Uzbek linguists, lexicographers, and language instructors to include new lexicon and expressions that have come into existence since the late 1980s, as well as helpful information on grammatical usage, additional illustrative examples, and photographs of cultural objects that are difficult to explain in English translation. The dictionaries produced in this project will be compiled with an NSF-funded multimedia database system, called the "Indiana Dictionary Database," whose custom-design in Microsoft Visual FoxPro will allow for easy, cost-effective conversion between Uzbek-English and English-Uzbek dictionary formats.

Finally, because of the urgent need for new Uzbek dictionaries at this time, the two dictionaries produced by this project will be made available as needed for immediate use in the classrooms of Uzbek language programs throughout the United States, and especially in the three course levels of Uzbek taught at Indiana University and in those courses offered at the University of Wisconsin-Madison, where they will be extensively pretested for possible revisions before eventual publication in both book and searchable CD-ROM format.

Social Science Research Council (SSRC)
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This project has three main objectives:

• To evaluate the current performance of Middle East Studies Centers in comparison with other area studies centers in terms of meeting national needs for intercultural competence and international education by using data available from the Evaluation of Exchange, Language, International, and Area Studies (EELIAS), the Middle East Studies Association (MESA) database and pilot surveys conducted by the SSRC in 2001-02 and 2002-03.

• To evaluate the performance of Middle East Studies Centers in terms of one of the central purposes of area studies programs, namely achieving balance in disciplinary representation on U.S. campuses and enabling the interdisciplinary production of knowledge on the Middle East. The focus on the project will be on the strength of the crucial social science disciplines of economics, political science and sociology in Middle East studies.

• To produce analytical essays, educational policy briefs and project reports and to disseminate them by print and Web-based media to aid a variety of actors and agencies in programmatic planning in the area of Middle East studies.

The project will be guided by a steering committee of three prominent social scientists. SSRC staff and a project consultant will conduct secondary analysis of available data and gather new quantitative and qualitative primary data. Analysis, report preparation and Web-based dissemination will involve all participants as well as outside evaluators.

The project will evaluate the role that Title VI centers play, and potentially could enhance, in meeting the demands placed on the field of Middle East Studies in the United States. The project starts from a premise that these centers currently face two important challenges: (1) the academic challenge to area studies emerging out of the Post-Cold War context with its emphasis on globalization and de-emphasis of local and linguistic knowledge, and (2) the public challenge arising in the aftermath of 9/11 and the war on terror which has increased the workload of these centers in terms of student demand and public outreach as well as created a sense of heightened responsibility and accountability. The project will evaluate how these dynamics have affected the international capacity of the centers in terms of their networks and access to overseas resources, and hence their ability to provide in-depth training leading to intercultural competence. Secondly, the project will assess how the centers are dealing with, and countering, the declining presence of the crucial social science disciplines of economics, political science and sociology in the field of Middle East studies.

In light of these shifting contexts, the call by the Department of Education for proposals to conduct evaluations of Title VI programs is particularly important and timely regarding the centers, which specialize in the Middle East region. The Social Science Research Council is particularly well placed to conduct this study since it is an inter-university institution with strong links to academic communities, previous experience in conducting evaluations; yet is not a beneficiary or potential beneficiary of the funding programs under evaluation.

P017A040090
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We propose to create, and publish online materials (diagnostic language tests and authentic texts and media) for Modern Standard Arabic (MSA) Arabic, Arabic (Iraqi and Egyptian Dialects), Intermediate and Advanced Persian, and Advanced Chinese courses. This proposal builds on an existing funded project to create diagnostic speaking tests, to be administered online from any networked computer, and on the Digital Media Archive developed at the National Language Acquisition Research Center (LARC). The structures for both the test and the media archive are in place, as a result of a previous funded project, in collaboration with a consortium of five institutions (the American Council on the Teaching of Foreign Languages, Brigham Young University, the Center for Applied Linguistics, the Defense Language Institute, and San Diego State University).

In this proposal, we will populate the test and media databases with online digital materials, particularly designed to supplement interactive, in situ, and eventually, online courses for advanced language learners, including translation and interpreting. In so doing, we will add content-rich diagnostic and sustainment and enhancement materials available online for use across the nation in several critical languages, at levels that are needed but rarely found elsewhere. Within the United States, only two institutions of higher education are working with Iraqi dialect, and materials are not readily available, particularly in higher education institutions teaching at the high levels of Arabic and Persian. A slightly different situation exists for Chinese. Although Chinese materials have populated the Internet, there is a lack of systematic course materials at very high proficiency levels nationwide. Very few online materials exist for translating and interpreting.

Teams of test item writers and materials developers will produce materials in each language, focusing on Arabic (Iraqi and Egyptian dialect), Modern Standard Arabic, and Persian/Farsi, and Chinese/Mandarin, as well as interpreting skills.

The combination of diagnostic and teaching materials will greatly assist others in the nation attempting to teach or learn these critical languages at these high levels of proficiency. Materials will be field tested by Title VI Centers, to assist us in producing online resources in languages critically important to the constellation of intelligence, military, medical, and political issues which confront the nation today.