

# **LANGUAGE RESOURCE CENTERS PROGRAM (84.229A)**



## **Fiscal Year 2006 New Grants Summary and Abstracts**

International Education Programs Service  
U.S. Department of Education  
6th Floor, 1990 K Street, N.W.  
Washington, DC 20006-8521

Application Number, Applicant and Project Director	Funding Allocations			
	FY 2006	FY 2007	FY 2008	FY 2009
P229A060002 University of Hawaii <b>NFLRC</b> 2530 Dole Street, Sakamaki D-200 Honolulu, HI 96822 Richard Schmidt	\$330,000	\$330,000	\$330,000	\$330,000
P229A060003 Pennsylvania State University <b>CALPER</b> 5 Sparks Building University Park, PA 16802 James Lantolf	\$313,000	\$313,000	\$313,000	\$313,000
P229A060004 University of Wisconsin, Madison <b>NALRC</b> 4231 Humanities Building Madison, WI 53706 Antonia Schleicher	\$322,000	\$322,000	\$322,000	\$322,000
P229A060005 University of Oregon <b>CASLS</b> 5291 University of Oregon Eugene, OR 97403 Carl Falsgraf	\$326,000	\$326,000	\$326,000	\$326,000
P229A060006 University of Minnesota <b>CARLA</b> 450 McNamara Center Minneapolis, MN 55455 Elaine Tarone	\$328,000	\$328,000	\$328,000	\$328,000
P229A060008 University of California, Los Angeles <b>NLRC-HLE</b> Suite 1200, 10920 Wilshire Boulevard Los Angeles, CA 90024 Olga Kagan	\$326,000	\$326,000	\$326,000	\$326,000
P229A060009 University of Chicago <b>SALRC</b> Judd Hall 207, 5835 S. Kimbark Avenue Chicago, IL 60637 Steven Poulos	\$317,000	\$317,000	\$317,000	\$317,000
P229A060011 Michigan State University <b>CLEAR</b> A 712 Wells Hall East Lansing, MI 48824 Susan Gass	\$325,000	\$325,000	\$325,000	\$325,000

Application Number, Applicant and Project Director	Funding Allocations			
	FY 2006	FY 2007	FY 2008	FY 2009
P229A060013 Iowa State University <b>NK-12LRC</b> 1138 Pearson Hall Ames, IA 50011 Marcia Rosenbusch	\$326,000	\$326,000	\$326,000	\$326,000
P229A060014 San Diego State University <b>LARC</b> 5250 Campanile Drive San Diego, CA 92182 Mary Ann Lyman-Hager	\$303,000	\$303,000	\$303,000	\$303,000
P229A060015 Ohio State University <b>NEALRC</b> 100 Hagerty Hall, 1775 College Road Columbus, OH 43210 Galal Walker	\$301,000	\$301,000	\$301,000	\$301,000
P229A060016 Brigham Young University <b>NMELRC</b> 214 HRCB Provo, UT 84602 Kirk Belnap	\$320,000	\$320,000	\$320,000	\$320,000
P229A060017 Georgetown University <b>NCLRC</b> 37th & O Streets, N.W., Box 571168 Washington, DC 20057 James Alatis	\$326,000	\$326,000	\$326,000	\$326,000
P229A060020 Indiana University <b>CeLCAR</b> P.O. Box 1847 Bloomington, IN 47402 Paul Foster	\$328,000	\$328,000	\$328,000	\$328,000
P229A060024 University of Arizona <b>CERCLL</b> P.O. Box 3308 Tucson, AZ 85722 Linda Waugh	\$309,000	\$309,000	\$309,000	\$309,000

P229A060002  
University of Hawaii  
**National Foreign Language Resource Center (NFLRC)**  
2530 Dole Street, Sakamaki D-200  
Honolulu, HI 96822  
Richard Schmidt

The University of Hawai'i (UH), a Carnegie I research institution with outstanding faculty resources in second language acquisition and the languages of Asia and the Pacific, seeks four years of funding (2006-2010) to continue the National Foreign Language Resource Center (NFLRC) under the Language Resource Centers Program. The goal of the NFLRC is to serve as a resource to improve the nation's capacity to teach and learn foreign languages effectively through projects that focus on the languages of the Pacific Rim. The intended audience for NFLRC endeavors includes teachers and learners of those languages, the wider educational community concerned with language teaching and learning in general, area studies specialists, governmental agencies, and the general public.

Specific projects target all of the national languages of East Asia and Southeast Asia as well as several Pacific island languages. Projects are grouped under four general themes: (1) Language Documentation, enhancing the nation's capacity to learn and teach seldom-taught languages that are seriously under-documented in terms of such basics as dictionaries and reference grammars; (2) Foreign Language Program Evaluation; (3) Distance education projects for languages of Asia and the Pacific, including online certificate courses and language cafés; and (4) Dissemination of research results and materials nationally through conferences, workshops, summer institutes for professional development, a vigorous publications division, and sponsorship of three online journals: Language Learning & Technology; Reading in a Foreign Language; and Language Documentation.

P229A060003

Pennsylvania State University

**Center for Advanced Language Proficiency Education and Research (CALPER)**

5 Sparks Building

University Park, PA 16802

James Lantolf

The overall goal of the Center for Advanced Language Proficiency Education and Research (CALPER) is to develop materials and pedagogical practices that promote advanced levels of foreign language proficiency in spoken and written language with special focus on Chinese, Japanese, Korean, Russian, and Arabic. Specifically, CALPER's objectives are to: (1) significantly improve the environment of advanced-level FL learning and teaching; (2) provide teachers a means to articulate an epistemology of practice; (3) develop instruments and procedures to assess advanced proficiency; (4) situate advanced foreign language study within specific content areas and professional disciplines; (5) construct, maintain, and monitor an internet-based information and communication space; and (6) maximize technology to enhance language learning and assessment. While several of CALPER's projects address specific languages, others are more general in nature; yet all projects have components that inform the broader foreign language teaching community.

In the new cycle, CALPER's general theme is REUNITING LANGUAGE AND CULTURE. Special features informed by this framework include corpus-based pedagogical materials and assessment procedures; classroom-based dynamic assessment implemented; professional development materials for teachers of heritage language speakers; a program to enhance learner access to native-speaker communities during study abroad; bringing the figurative language of everyday communication into focus; use of Internet technologies and orientation to digital genres of communication; collaborative projects with two National Resource Centers and other National Foreign Language Resource Centers; and a national symposium on advanced proficiency.

P229A060004

University of Wisconsin, Madison

**National African Language Resource Center (NALRC)**

4231 Humanities Building

Madison, WI 53706

Antonia Schleicher

**Background:** This proposal seeks funding to continue to support the National African Language Resource Center (NALRC), which was designed to improve the nation's capacity for teaching and learning African languages and to strengthen the field as a profession. The funds will be used to continue the development of resources, both human and material, to provide access to African languages and for teaching, learning, and researching these languages in the United States. The NALRC will help not only in the learning and teaching of African languages but also with the learning and teaching of other less commonly taught languages.

**Resources:** The University of Wisconsin-Madison's (UM-Madison) strong institutional commitment to the field of less commonly taught languages, to field building, research, second language acquisition, methodology and materials development makes it a unique site for such a center. The fact that the UW-Madison houses the only Department of African Languages and Literature in the United States also speaks to its commitment to African language research, teaching and learning.

**Goals:** The goals of the center are to provide a national pre- and in-service training facility for teachers of African languages, to facilitate and support basic research on the teaching and learning of African languages, to develop materials, and to collect and disseminate information to the field and the general public about African languages.

**Purpose:** The NALRC has as its purpose and primary agenda the development of the teaching and learning of African languages in this country using the full expertise of the African language scholars, researchers, and instructors throughout this nation and not at a single academic institution. The national structure of the different advisory boards also speaks to the center's national focus. All activities and projects will truly reflect national needs and priorities.

**Evaluation:** The evaluation plan for the NALRC will focus on the two levels of the center's work during this funding cycle. The first level is to evaluate its role as a National Language Resource Center. Thus the design is to evaluate the impact of the center, the efficiency and effectiveness of its general plan of operation, and its productivity and relevance to potential clients. The second level is the evaluation of individual center projects. A specific evaluation plan will be part of the design of each individual center project, following general center guidelines for the inclusion of both formative and summative evaluation procedures, but adjusted to fit the size, length, and particular goals of each project. Results of the center's activities will be carefully and widely publicized not only among African language specialists but also among those who specialize in other less commonly taught languages.

**Intended Audience:** The concept of a National African Language Resource Center offers a fundamentally new approach to African language programming in the United States. It is all-encompassing in that it will address concerns of all sectors including traditional and nontraditional learners, scholars, researchers, instructors, government and non-government agencies, Americans of African descent (who are interested in African languages and cultures), heritage learners and high school and grade school teachers who are interested in introducing African languages and cultures into their curricula.

P229A060005  
University of Oregon  
**Center for Applied Second Language Studies (CASLS)**  
5291 University of Oregon  
Eugene, OR 97403  
Carl Falsgraf

The Center for Applied Second Language Studies (CASLS) is a K-16 language resource center dedicated to improving the performance of foreign language students. Over the four-year term of this proposal, CASLS will take a systemic approach and employ grassroots technology to solve problems common in K-16 schools nationwide. Three operational strategies ensure that CASLS will deliver on the ambitious agenda outlined in this proposal:

- Base-plus funding: For every dollar requested in this Language Resource Center (LRC) proposal, CASLS aims to raise an additional dollar from other sources.
- Partnerships: In order to maximize its resources and to enhance its expertise, CASLS will partner with six National Resource Centers and LRCs, four professional organizations, and one private enterprise.
- Dedicated staffing: With no competing appointments, CASLS' eleven full-time staff members will focus exclusively on the agenda outlined in this proposal.

Seven initiatives in the areas of curriculum, assessment, professional development, and research are integral to CASLS' proposal. These seven initiatives are: (1) STAMP 2.0, an enhanced version of the Standards-based Measurement of Proficiency, to extend its applicability to new age groups, proficiency levels, and 13 new tests for less commonly taught languages; (2) Assessment Summit II to focus national assessment policy; (3) Western Initiative for Language Leadership to mentor a cadre of young teachers in the rural West; (4) Workshops on Demand to dispatch foreign language experts around the country; (5) Educator Initiated Research: Ten Burning Questions to collaborate with educational organizations in studying major questions that teachers have about language learning; (6) Japanese Immersion Network and Flagship to build an articulated K-16 model to produce 12 superior speakers of Japanese annually; and (7) Virtual Language Labs in Rural Schools to provide multimedia language lab services to remote schools.

P229A060006  
University of Minnesota  
**Center for Advanced Research on Language Acquisition (CARLA)**  
450 McNamara Center  
Minneapolis, MN 55455  
Elaine Tarone

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, a U.S. Department of Education Title VI Language Resource Center since 1993, will add to its resources for language teachers at all levels of instruction. With continued LRC funding and substantial institutional support, CARLA will actively collaborate with programs within the university and across the country to work on the following projects:

**Less Commonly Taught Languages (LCTLs) Project** — To better assess and serve the nation's strategic needs for expertise in less commonly taught languages, project staff will expand CARLA's frequently-accessed database on where LCTLs are taught; develop an online LCTL teacher support center with links to LCTL teaching resources; add new LCTL listservs; and offer its popular yearly summer institute for LCTL teachers.

**Tandem LCTL Project** — To support advanced LCTL learning in postsecondary contexts, this project will augment an existing language partner (Tandem) program. An independent learning syllabus supporting third-year, content-based language learning will be developed online, with specialized resources for three LCTLs, and a framework for electronic portfolio development and assessment.

**Web-Based Strategy Instruction for Advanced Arabic** — To develop and evaluate a Web-based program for advanced Arabic, CARLA and its partner the National Middle Eastern Language Center will develop a strategy instruction Web site and research its impact on Brigham Young University students' development of advanced reading and speaking skills in Arabic.

**Language Immersion Project** — To deepen its support for language immersion educators, CARLA will expand the American Council on Immersion Education (ACIE) membership, publish its tri-yearly newsletter and maintain its listserv; offer two levels of intensive summer institutes for immersion teachers annually; and expand the immersion Web site, adding an instructional module for on-demand immersion teacher development.

**Language Assessment Project** — To expand professional development in classroom-based language assessment, CARLA will offer training on developing integrated performance assessment (IPA) units, specifically targeting K-12 LCTL teachers; create a Web-based version of the existing Contextualized Speaking Assessment (CoSA); offer annual summer institutes on assessment; and host an Assessment Summit of key national stakeholders in 2009 in collaboration with the Center for Applied Second Language Studies.

**Language Teacher Targeted Technology Training (LT4)** — To support K-12 language teachers' need for new technologies, LT4 staff will coordinate national and state language and technology organizations to deliver technology training workshops; develop a technology presenter database; enhance and expand online instructional modules for K-12 language teachers on uses of technology; and offer its annual summer institute on uses of technology.

**Language Teacher Education Conference** — To meet the needs of language teacher educators, CARLA will continue to sponsor the Language Teacher Education Conference. CARLA will offer the conference in May 2007 at the University of Minnesota and will assist the National Capital Language Resource Center in hosting the conference in spring 2009 in Washington, D.C.



P229A060008

University of California, Los Angeles

**National Language Resource Center for Heritage Language Education (NLRC-HLE)**

Suite 1200, 10920 Wilshire Boulevard

Los Angeles, CA 90024

Olga Kagan

The University of California, Los Angeles (UCLA) Center for World Languages (CWL) and the University of California Consortium for Language Learning & Teaching (Consortium) request funding from the U.S. Department of Education Title VI for the establishment of a National Language Resource Center for Heritage Language Education from September 2006 through August 2010.

A new center dedicated to heritage language education will professionalize this nascent but rapidly growing field. It will serve the interests of a vast number of academic institutions across the United States, from K-12 to community colleges to research universities, since heritage language learners constitute a growing number of enrollments in language programs each year. The Heritage Center's work will ensure the establishment of best practices for the teaching of heritage students who, with at least basic proficiency in their heritage or home language, have the potential of attaining advanced and superior levels of language competency if the best modes of instruction are developed to address their particular instructional needs.

Those modes of instruction, however, do not yet exist. Heritage language is the first new field in language education to emerge since ESL (English as a Second Language), and it now must develop to meet the needs resulting from the large number of heritage speakers in the United States (according to the 2000 U.S. Census, 17.8 percent of U.S. residents five years old and older, or 46,951,595 people, speak a language other than English) as well as the desire to meet the increasing demands for high language proficiency in the United States.

The research and materials development projects outlined in this proposal address both immediate and long-term curricular needs. The Heritage Center will have three primary, inter-related, and interdependent goals, each with a research base so as to terminate the phase of heritage language education that Valdés has characterized as "atheoretical" (1995, 1998, 2000): (a) to identify new, effective pedagogical approaches to teach heritage learners; (b) to design and produce instructional materials for heritage learners in a multiplicity of languages; and (c) to train teachers and future teachers in heritage language methodology.

The collaborative efforts of the CWL and the Consortium will infuse the proposed center with the vast linguistic resources of the University of California system. The commitment of support at the level of the University of California Office of the President guarantees the potential of this center to become an exemplar of collaboration among the University of California campuses. Cooperative efforts with other Language Resource Centers will result in a nationally cohesive approach to the teaching and learning of heritage languages that will have the urgently needed concrete and dramatic impact that sporadic and ad hoc meetings and projects have been unable to achieve. Finally, the fact that every prominent language practitioner and linguist working in the emerging heritage language field is associated with the proposed center assures that its work will be successful.

P229A060009  
University of Chicago  
**South Asia Language Resource Center (SALRC)**  
Judd Hall 207, 5835 S. Kimbark Avenue  
Chicago, IL 60637  
Steven Poulos

South Asia is one of the most linguistically diverse areas of the world with four language families comprised of more than 650 individual languages. Hindi ranks second and Bengali sixth in speakers of the top ten languages worldwide and many of the so-called minority languages are spoken by significantly greater populations than more widely taught European languages. Because of this astonishing linguistic diversity, no single United States university has the resources to address the demand for expertise.

The South Asia Language Resource Center (SALRC) was formed in 2002 by the South Asia National Resource Centers and several other concerned universities to attempt to fill this gap.

The goal of the SALRC is to meet the critical need for human and material resources supporting the teaching and learning of the languages of more than 25 percent of the world's population. All of these languages are less commonly taught languages (LCTLs).

The new language resource center has as its major themes: (1) creation and dissemination of new resources for teaching and research on South Asian languages, primarily via the World Wide Web; (2) support of a joint South Asia summer intensive language institute; (3) pedagogical support for faculty through workshops and Online materials; and (4) development of competency based testing.

Pursuing a process of distributed development to take advantage of faculty skills and interests nationwide, the SALRC started operations with a policy of grant competitions to encourage U.S. faculty to participate in the SALRC's work and to develop teaching materials themselves. In its first 2 full years of operation, the SALRC awarded 27 grants for materials development to 46 faculty members at 14 institutions and two individuals abroad. Thus, unlike other language resource centers, the University of Chicago, as the host of the SALRC does not itself benefit more significantly than other institutions joined together in the SALRC.

SALRC workshops have been attended by 207 participants from 54 institutions.

The SALRC is building upon and expanding the achievements of National Resource Centers, American Overseas Research Centers in South Asia, and other institutions with interests in the languages of the South Asian subcontinent. Nearly a half-century of federal funding for foreign language and area training has resulted in many print and audio resources for teaching the less commonly taught languages of South Asia, however these resources are not centrally available. One of our undertakings has been to refurbish and disseminate the best of those older resources in a way that will eliminate duplication and will augment the new tools being developed specifically for the changing environment of language instruction in the United States.

SALRC's current member universities have great strengths in the numbers of faculty who teach South Asian languages and their vast experience with current and previous programs and projects related to languages of the subcontinent. The broader institutional contexts are also extraordinarily strong, with language laboratories, linguistics programs, and other language pedagogy programs that are among the finest in the world. These strengths are a key component in the success of SALRC. Standing alone, the SALRC could never have such an array of resources as in fact we are able to call into play in this highly cooperative environment.

P229A060011  
Michigan State University  
**Center for Language Education and Research (CLEAR)**  
A 712 Wells Hall  
East Lansing, MI 48824  
Susan Gass and Pat Pausell

Michigan State University (MSU) seeks funding to continue the successful operation of its Title VI Language Resource Center, CLEAR (Center for Language Education and Research). CLEAR's efficient plan of operation, quality of key personnel, and level of institutional support have provided a firm foundation for nine productive years of operation. During this time, CLEAR's successes have been numerous in its main areas of focus: materials development, professional development, and research. CLEAR has developed a reputation as a locus of support for efforts to promote the efficient and effective teaching and learning of foreign languages.

In the current proposal, CLEAR intends to continue to function effectively from its strong institutional base to meet its goal of strengthening foreign language teaching in the United States by responding to national and strategic needs, promoting collaboration across disciplinary and institutional boundaries in research and teacher education, and developing cutting-edge language teaching materials, with a strong emphasis on less commonly taught languages (LCTLs). CLEAR will continue to function as a true national resource center by playing a leadership role in identifying and meeting national needs, and disseminating the results of its activities through publications and workshops nationwide.

CLEAR's main activities in this proposal include: (1) Web-Based Materials Development; (2) Professional Development; (3) Evaluation/Assessment; (4) Collaborative Projects; and (5) Research. CLEAR's strong tradition of technology-based projects, of focusing on strategic needs of the country, and of creating materials for and training teachers in the use of materials for LCTLs will be maintained. Given MSU's mission and history, CLEAR finds itself uniquely positioned to draw on the abundant human and material resources available at this large Association of American Universities/land grant institution in order to address national foreign language educational needs.

P229A060013  
Iowa State University  
**National K–12 Foreign Language Resource Center (NK-12LRC)**  
1138 Pearson Hall  
Ames, IA 50011  
Marcia Rosenbusch

The mission of the National K–12 Foreign Language Resource Center (NK-12LRC) at Iowa State University (ISU) is to improve the nation's capacity for teaching and learning languages at all levels by building a strong foundation in elementary and secondary schools. Collaborative efforts between the Departments of Curriculum and Instruction and Foreign Languages and Literatures and the Research Institute for Studies in Education (RISE) at ISU; the Center for Applied Linguistics in Washington, D.C.; Language Resource Centers; leaders of national language organizations and at state departments of education; and teachers from kindergarten through higher education empower the NK-12LRC's work.

Scientifically based research on new and improved methods for teaching foreign languages is a key element of the proposed work. The five proposed cutting-edge projects, the first three of which are research-based, are: (1) Chinese K–5 Curriculum and Program Development; (2) Two-way Spanish Immersion Curriculum and Program Development; (3) A Study of Exemplary K–12 Articulated Foreign Language Programs; (4) Partnership in the Development of an Online Elementary School Foreign Language Test; and (5) Reaching Out to K–8 Teachers: Web site and Listserv Resources and Institute. The broad dissemination of the rationale, methodology, and results of the research studies will clarify the feasibility and value of conducting scientifically based research in schools and will inform the profession about best practices. Other results, to be disseminated widely, will include a K–5 Chinese language framework, curriculum, and pilot program results; a two-way Spanish immersion K–5 framework, curriculum, and pilot program results; case studies of model K–12 articulated programs; an online upper elementary school proficiency-based test in Spanish, French, Japanese, and Chinese; and a summer methodology institute, a resource Web site, and a listserv for K–8 teachers and methods professors.

P229A060014  
San Diego State University  
**Language Acquisition Resource Center (LARC)**  
5250 Campanile Drive  
San Diego, CA 92182  
Mary Ann Lyman-Hager

America currently faces significant challenges in a number of complex international, global arenas. Stronger educational programs, at every level, will better prepare us cross-culturally to understand this complexity. We need a citizenry with high levels of language competency and in-depth knowledge of the world's regions to meet these challenges, which may also be domestic in nature. San Diego State University (SDSU) is the lead institution in the 23-campus California State University (CSU), the world's largest system of higher education. It responds to community, regional and national needs with practical, interdisciplinary-focused programs and is a leader in internationally-focused teacher education and study abroad programs for undergraduates in a number of innovative, interdisciplinary disciplines. The CSU system educates the majority of California teachers who daily address multiculturalism in their classrooms. New teacher credentialing programs, particularly in languages of critical importance to domestic and international security, are sorely needed.

The Language Acquisition Resource Center (LARC) at SDSU draws from institutional strengths and collaborates with such programs as Homeland Security, International Security and Conflict Resolution, and the Center for Islamic and Arabic Studies, among others. It works extensively with other Title VI Centers to strengthen language expertise and knowledge of world cultures.

LARC's mission is:

To increase the numbers of highly competent speakers with knowledge of languages, cultures, and world regions, beginning with youth and focusing particularly on languages critical to international and domestic security and conflict resolution:

- To provide multiple pathways to language study for professional purposes, credentialing and certifying teachers, particularly in less commonly taught languages;
- To enhance our ability to assess, diagnose, and predict oral language competency and performance through innovative, low-cost testing solutions; and
- To conduct research and create technology-enabled, interdisciplinary, system-wide approaches for language teaching and learning.

LARC's four primary thematic areas of inquiry are: (1) Community Outreach and K-12 Credentialing; (2) Intensive Training for Professional Proficiency; (3) Language Testing and Evaluation; and (4) Interdisciplinary Distributed Learning.

The sixteen individual projects encompassed within them operationalize the LARC mission and respond to our nation's need for competency in language and culture.

P229A060015  
Ohio State University  
**National East Asian Languages Resource Center (NEALRC)**  
100 Hagerty Hall, 1775 College Road  
Columbus, OH 43210  
Galal Walker

In recent years the global influence of East Asian societies has burgeoned to the point where nearly every educated American and every American educational institution sees the need to train Americans to become proficient in East Asian languages and cultures. This is especially true for Chinese. Building on its past accomplishments and recognizing present circumstances, the National East Asian Languages Resource Center (NEALRC) intends to focus on mainstreaming Chinese language study and expanding access to Japanese, Korean and other languages of East Asia. This is the time to move one East Asian language to a new level.

Projects proposed for this grant focus on K-12 language study, teacher training, advanced language study, testing and evaluation, and expanding accessibility to materials and programs. K-12 project partner with the Chinese Language Association of Secondary-Elementary Schools (CLASS). Continuing a relationship with this premier organization of K-12 teachers of Chinese, we will expand its teaching resources and create new professional relationships based on current technology. Teacher training continues our support for the Summer Programs East Asian Concentration (SPEAC) teacher-training institute and presents online examples of effective teaching. Advanced language study includes extensive resources for Americans studying in East Asia, materials for advanced-level learners including those seeking to maintain their language skills, and research based on performance portfolios of advanced learners. Evaluation and testing includes creating online testing capacities and working with East Asian NRC's to develop standard evaluation procedures for East Asian language programs. Expanding accessibility to Chinese/Japanese/Korean language courses is the main goal of our individualized/distance instruction projects and the East Asian Course Exchange project in cooperation with East Asian National Resource Center's. FLPubs, our dissemination agent, will continue to distribute books and instructional materials and will add the management of Online testing to its duties.

P229A060016  
Brigham Young University  
**National Middle East Language Resource Center (NMELRC)**  
214 HRCB  
Provo, UT 84602  
Kirk Belnap

In order to strengthen the nation's capacity to teach and learn the languages of the Middle East, Brigham Young University, in collaboration with a number of other key institutions, requests funding to continue operation of the National Middle East Language Resource Center (NMELRC). NMELRC immediate partners include over twenty of the strongest ME language programs in the country. The country's best Middle East (ME) language professionals, assisted by top second language acquisition (SLA) and other specialists are poised to work with each other to transform their fields.

These scholars, master teachers, and materials developers bonded together in 2002 realizing that what was needed was a coordinated, cooperative effort to move their fields forward. NMELRC headquarters at Brigham Young University indeed became a development and research center, but more importantly a window to a much larger web of dedicated and innovative language specialists and quality resources. NMELRC has become a true National Language Resource Center: "a coordinated concentration of educational research and training resources for improving the capacity to teach and learn foreign languages." It has significantly leveraged Department of Education funding to improve local ME language-learning opportunities but also to assess the big picture of national ME language needs, to develop effective strategies to address those needs. NMELRC's proposed plans for the 2006-2009 funding cycle therefore represents the result of a great deal of research and careful planning and proposes strategic projects that are calculated to transform ME language learning and thereby assist thousands of students to achieve the functional language proficiency they desire.

P229A060017  
Georgetown University  
**National Capital Language Resource Center (NCLRC)**  
37th & O Streets, N.W., Box 571168  
Washington, DC 20057  
James Alatis

Georgetown University (GU), in collaboration with The George Washington University (GWU) and the Center for Applied Linguistics (CAL) proposes to continue operating the National Capital Language Resource Center (NCLRC). This collaborative effort combines the strengths of three institutions, one nationally recognized university with an undergraduate college and graduate school in Arts and Sciences unparalleled in languages and linguistics; a Graduate School of Education and Human Development with a strong teacher preparation program in language education; and a professional not-for-profit organization uniquely designed to conduct research, training, and dissemination in applied linguistics and less commonly taught languages (LCTLs). Each NCLRC institution contributes an extensive network of foreign language educators combined with rich institutional resources. The NCLRC builds on expertise gained from fifteen years of operation and collaboration to increase its contribution in serving as a nationally recognized resource in improving the teaching and learning of foreign languages through the development of resources for LCTLs and professional development for language teachers. Six major types of activities are proposed.

1. Dissemination Activities to Strengthen Teacher Expertise will build on our effective dissemination network by continuing the monthly e-newsletter, adding a special section for LCTL teachers, and increasing its current circulation of 12,276 foreign language educators; maintaining and expanding the NCLRC Web site, the Arabic K-12 Web site, and the Culture Club with additional useful resources for teachers; and responding to information requests.
2. Research into Practice will focus on activities immediately useful to foreign language teachers, including research on the learning strategies of students of LCTLs, research on the motivation of students studying LCTLs and of students who persist in a LCTL, and a survey of Arabic K-12 schools .
3. Materials and Methods to Strengthen Teacher Expertise will develop materials that support and enhance effective instruction, with a particular focus on LCTLs, including Arabic and two dialects (Iraqi and Syrian); WebCasts of listening comprehension materials for Russian, Arabic, and Chinese; teacher resource guides and student handbooks for LCTL learning strategies; original lessons and activities disseminated through the e-newsletter, Web site, and Culture Club.
4. Teacher Professional Development is integrated into all NCLRC activities through workshops, mentoring, and 12 to 15 institutes each year for foreign language teachers. We will host the fifth International Conference on Language Teacher Education.
5. Strengthening Teacher Expertise through Assessment activities will create an online guide to oral proficiency for Spanish and Arabic, develop a multimedia rater training kit in Arabic, support the East Coast Organization of Language Testers, and develop a guide to e-portfolio assessment for foreign language teachers.
6. Outreach and Collaboration initiatives will include other Language Resource Centers, National Resource Centers, professional foreign language organizations including American Council on the Teaching of Foreign Languages, the Interagency Language Roundtable, the 4-H Club, the Embassies of France and Spain, and the International Project on Language Learner Strategies.



P229A060020  
Indiana University  
**Center for Languages of the Central Asian Region (CeLCAR)**  
P.O. Box 1847  
Bloomington, IN 47402  
Paul Foster

Indiana University (IU) requests support from the U.S. Department of Education under Title VI of the Higher Education Act of 1965 to fund a language resource center for Central Asian languages (Center for Languages of the Central Asian Region, CeLCAR) for the four-year academic year period starting August 17, 2006 to August 17, 2010.

IU established CeLCAR in 2002 with financial support from the Title VI program with the goal of enhancing the nation's capacity for teaching and learning the languages of Central Asia, a region critical to the strategic interest of the United States. Central Asian languages have traditionally been underrepresented in the language offerings of United States universities, with the notable exception of Indiana University. These courses have had to rely on out-of-date pedagogical materials that use the grammar-based approach to language learning common to the cold war era when access to the living language and the speakers of these languages was severely restricted. In this proposal, CeLCAR proposes to produce a new generation of materials by applying contemporary second language acquisition methodologies and technologies to the Central Asian languages.

During the initial four years of CeLCAR's operation, IU developed introductory-level textbooks, exercises, and accompanying CD/DVDs as well as a solid foundation of experience in Central Asian language materials development. In this proposal, we will put forth several new initiatives that will build upon the work of the previous four years and dramatically extend the reach, quality and quantity of the services provided through CeLCAR. The primary languages will be Pashto, Tajik, Turkmen, Uighur, and Uzbek.

P229A060024

University of Arizona

**Center for Educational Resources in Culture, Language and Literacy (CERCLL)**

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The University of Arizona (UA) proposes to develop the Center for Educational Resources in Culture, Language and Literacy (CERCLL) as one of the National Foreign Language Resources Centers sponsored by the U.S. Department of Education, Title VI. This initiative at UA is being spearheaded by the nationally and internationally recognized interdisciplinary doctoral program in Second Language Acquisition and Teaching (SLAT), one of the best programs in second language acquisition and applied linguistics in the nation. The co-directors of CERCLL will be Professor Renate A. Schulz, German Studies, and Professor Linda Waugh, Director, SLAT Program. CERCLL will be housed and supported by the Learning Technology Center (LTC) at UA, which has many resources for innovative approaches to pedagogy, especially those that involve technology. It has provided much assistance in the writing of this proposal and will continue to provide extensive assistance to CERCLL, including office space; budget, technical and evaluation personnel; and other resources.

CERCLL will build on the strengths of a number of different colleges, departments and programs at the University of Arizona. Included are the College of Humanities (COH), the College of Social and Behavioral Sciences (SBS) and the College of Education (Ed). The faculty members who will be participating in CERCLL come from the departments of East Asian Studies, English, French & Italian, German Studies, and Spanish & Portuguese in COH, the departments of Anthropology, Linguistics and Near Eastern Studies in SBS, and the Department of Language, Reading and Culture in Ed. Some faculty members are also affiliated with the two Title VI National Resource Centers on campus: the Center for Middle Eastern Studies (CMES) and the Center for Latin American Studies (CLAS), with whom we are collaborating on a number of projects. In addition, faculty and staff in the Center for Study of English as a Second Language (CESL), the American Indian Language Development Institute (AILDI), the Critical Languages Program (CLP), and Partnerships Across Languages (PAL) are participants.

We also are collaborating with the National Middle East Language Resource Center (NMELRC) at Brigham Young University, and the Center for Advanced Language Proficiency Education and Research (CALPER) at Penn State University. The primary function of CERCLL will be to meet national needs for strengthening the teaching and learning of foreign languages, with an emphasis on the less and least commonly taught languages (LCTLs), including strategic languages of various parts of the world and indigenous languages of ever-increasing importance.

The 20 projects of CERCLL will address the interrelatedness of language, culture and literacy in language learning, focusing on the area of literacy development and the integration of culture into language learning. The projects to be carried out are divided into four types: Innovative Pedagogy for LCTLs; Learning Tools for LCTLs; Literacy: New Approaches for LCTLs; and Community Collaborations. They will result in materials of various sorts: workshops, publications, conferences hosted and conference presentations. Our plan is that all of the products will be disseminated electronically and available on the CERCLL and other Web sites.

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