

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180009

Grants.gov Tracking#: GRANT12659722

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180009

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
Attachment - 1 (GEPA_Statement1022885062)	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
Attachment - 1 (CALPER_Abstract1022885082)	e16
9. Project Narrative Form	e17
Attachment - 1 (Proposal_Narrative1022885075)	e18
10. Other Narrative Form	e71
Attachment - 1 (APPENDIX_1_CALPER_CVs_Bios1022885057)	e72
Attachment - 2 (APPENDIX_2_SupportLetters1022885060)	e124
Attachment - 3 (Appendix3_LRC_Project_Performance_Measure_Form1022885094)	e137
11. Budget Narrative Form	e142
Attachment - 1 (BUDGET_NARRATIVE1022885068)	e143

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="PENNSYLVANIA STATE UNIVERSITY-UNIV PARK"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="246000376"/>	* c. Organizational DUNS: <input type="text" value="003403953"/>	
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 - LA"/>	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="Rocco"/>	
Middle Name: <input type="text" value="A"/>		
* Last Name: <input type="text" value="Zinobile"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director, Grants and Contracts"/>		
Organizational Affiliation: <input type="text" value="PENNSYLVANIA STATE UNIVERSITY-UNIV PARK"/>		
* Telephone Number: <input type="text" value="814-863-6475"/>	Fax Number: <input type="text" value="814-863-2085"/>	
* Email: <input type="text" value="raz11@psu.edu"/>		

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 Institute of Hig

*** 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-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

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

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.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="661,449.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* 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="661,449.00"/>

*** 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

Add Attachment

Delete Attachment

View Attachment

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:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

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	51,814.00	52,030.00	52,245.00	52,463.00		208,552.00
2. Fringe Benefits	13,213.00	13,295.00	13,379.00	13,465.00		53,352.00
3. Travel	9,956.00	13,148.00	17,756.00	16,856.00		57,716.00
4. Equipment						
5. Supplies	7,950.00	7,750.00	8,150.00	8,200.00		32,050.00
6. Contractual	29,540.00	30,427.00	36,738.00	37,680.00		134,385.00
7. Construction						
8. Other	33,000.00	33,000.00	34,500.00	34,000.00		134,500.00
9. Total Direct Costs (lines 1-8)	145,473.00	149,650.00	162,768.00	162,664.00		620,555.00
10. Indirect Costs*	11,275.00	9,538.00	10,082.00	9,999.00		40,894.00
11. Training Stipends						
12. Total Costs (lines 9-11)	156,748.00	159,188.00	172,850.00	172,663.00		661,449.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): ONR

The Indirect Cost Rate is 8.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) 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%.
PR/Award # P229A180009

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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>John W. Hanold</p>	<p>TITLE</p> <p>Associate VP for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>PENNSYLVANIA STATE UNIVERSITY-UNIV PARK</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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
4040-0013

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
--	--	--

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"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

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:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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_Statement1022885062.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		
PENNSYLVANIA STATE UNIVERSITY-UNIV PARK		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: John	Middle Name: W.
* Last Name: Hanold	Suffix:	
* Title: Associate VP for Research		
* SIGNATURE: John W. Hanold	* DATE: 06/25/2018	

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

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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) #: 1 2 3 4 5 6

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.

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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.]

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* Attachment:

CALPER: Improving Advanced Language Proficiency through High-Leverage Teaching Practices

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). CALPER's mission is to contribute to the LRC program as a resource for improving the nation's capacity for teaching and learning world languages, with a particular focus on advanced levels of language learning and teacher professional development of less-commonly-taught languages. The current proposal significantly extends CALPER's sixteen-year track record in two important ways. First, it frames nine new language teaching and learning projects within the concept of High Leverage Teaching Practices. Second, it expands CALPER into a Consortium relationship with the University of Pittsburgh.

The main goals of CALPER for the proposed cycle are (1) to prepare teachers in four High-Leverage Teaching Practices in order to maximize student learning, (2) to create pedagogical modules for use by world languages instructors on Chinese pragmatics, Arabic writing, Chinese, Korean, and Russian vocabulary, and Chinese and Spanish dual-enrollment content-based curricula, (3) to create pedagogical guides for world languages instructors, administrators and students on concept-based language instruction, strategies for effective L1 use in world language classrooms, and study abroad for heritage speakers, (4) to document and evaluate language instruction and teacher training needs in underserved urban school districts, (5) to develop and implement a dual-enrollment content-based curriculum at secondary and post-secondary levels, and (6) to create open education resources to inform effective teacher preparation and enhancement.

Individual projects in the current proposal focus on (a) development of instructional materials and teachers' guides that link high-quality explicit knowledge of the target language, including LCTLs (Arabic, Chinese, Korean, Russian) with practical communicative activities, (b) formulating a new content-based curriculum in L2 Chinese for dual-language enrollment courses, (c) working with underserved urban school districts to identify instructional needs and support activities to enhance language instruction, (d) documenting teachers' first language and target language use in the world language classroom and developing evidence-based best practices for first language use, and (e) creating study abroad guides for heritage speakers and program administrators to maximize language learning opportunities during study abroad.

All of CALPER's proposed projects include activities that focus on less-commonly taught languages: Arabic, Chinese, Korean, and Russian. Two projects include significant collaborations with minority-serving institutions: California State University, Channel Islands, and Delaware State University.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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**CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION
AND RESEARCH
The Pennsylvania State University
The University of Pittsburgh**

TABLE OF CONTENTS

1. <u>Plan of Operation</u>	[3]
a. Design of Project	[3]
b. Management Plan	[5]
c. Objectives and Purpose	[7]
d. Plan to Achieve Objectives	[8]
1. Teachers’ Guide to Concept-Based Language Instruction	[8]
2. Concept-Based Language Instruction in L2 Chinese	[11]
3. Content-Based Instruction for Dual-Enrollment Courses	[13]
4. Guide for Heritage-Speaker Study Abroad Programs	[14]
5. Genre-Based Instructional Material for Writing in L2 Arabic	[15]
6. High-Leverage Teaching Practices--Underserved Urban Schools	[17]
7. L1 Use in World Language Classrooms	[18]
8. Usage-Based Vocabulary Modules in Chinese, Korean, Russian	[20]
9. Dissemination & Outreach	[22]
10. Collaborative Project with NFLRC—Hawaii	[24]
11. Collaborative Project with CERCLL—Arizona	[25]
e. Equal Access to Minority Groups	[25]
2. <u>Quality of Key Personnel</u>	[26]
a. Director	[26]
b. Co-director—Penn State	[27]
c. Co-director—Pittsburgh	[27]
d. Associate Director	[28]
e. Project coordinators	[28]
f. Non-discriminatory Employment Practices	[31]
g. Relevant Experience of Key Personnel	[32]
3. <u>Budget Narrative</u>	[32]
1)	
a. Personnel—Penn State	[32]
Project PI (Director)	[32]
Co-director	[33]
Associate director	[33]
b. Wages hires	[33]
2) Fringe Benefits: Salaries and Wages	[33]
3) Travel	[34]
4) Equipment	[34]
5) Supplies	[34]
6) Contractual (University of Pittsburgh)	[35]
7) Construction (NA)	[35]
8) Other	[35]

4. <u>Evaluation Plan</u>	[36]
5. <u>Adequacy of Resources</u>	[37]
a. Facilities	[37]
b. Equipment and Supplies	[38]
6. <u>Need and Potential Impact</u>	[38]
7. <u>Likelihood of Achieving Results</u>	[41]
8. <u>Final Form of Results</u>	[45]
a. Teacher’s Guide to CBLI	[45]
b. Chinese CBLI	[45]
c. Content-based Dual-enrolled curriculum	[46]
d. Guide for Heritage Speaker Study Abroad Programs	[46]
e. Genre-based Instruction Material for Writing in L2 Arabic	[46]
f. Hight-Leverage Teaching Practices—Underserved Urban Schools	[47]
g. L2 Use in World Language Classrooms	[47]
h. Usage-based Vocabulary Modules in Chinese, Korean, Russian	[47]
i. Collaborative Project with NFLRC—Hawaii	[48]
j. Collaborative Project with CERCLL—Arizona	[48]
9. <u>Competitive Preference Priority #1: LCTLs Focus</u>	[48]
10. <u>Competitive Preference Priority #2: Minority Serving Institutions</u>	[49]
11. <u>References</u>	[49]
12. Figures 1 and 2: Sample SCOBAs	[52]
13. List of Abbreviations	[53]

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 and in some of the commonly taught languages. During its sixteen years of operation, a defining feature of CALPER’s projects is that all are informed by cutting-edge research on the learning and teaching of languages and all instructional materials are evidence-based. The current proposal significantly extends this track-record in two ways. First, it frames its eleven new language teaching and learning projects, either directly or indirectly, within the concept of *High Leverage Teaching Practices* (Glisan & Donato, 2017). Second, it expands CALPER into a Consortium relationship with the University of Pittsburgh College of Education (through collaboration with Richard Donato).

High-leverage teaching practices (HLTPs) are the “tasks and activities that are *essential* for all teachers to understand, take responsibility for, and be prepared to carry out in order to enact their core instructional responsibilities” (Ball & Forzani, 2009, p. 504). The proposed projects are designed to develop materials and engage teachers in professional development on a well-defined set of practices deemed essential to world languages teaching across various contexts of instruction, including those that traditionally serve minority students. The curricular and professional development work supported by CALPER is necessary for at least five reasons: HLTPs are (1) complex, (2) difficult to perceive through observation, (3) need to be unpacked and deconstructed into pedagogical moves to be made visible, (4) are not easily enacted solely on the basis of theoretical descriptions, and (5) require specific forms of concrete materials and practices to be implemented successfully (see Glisan & Donato, 2017). HLTPs are powerful

ways to advance student learning and have been shown to be key drivers of language development (Hlas & Hlas, 2012).

The proposed projects will focus on four HLTPs presented in Glisan and Donato (2017): (1) provide systematic feedback to students during speaking tasks, (2) integrate authentic materials and high-quality conceptual knowledge of target language features to promote production, discussion and interpretation of spoken and written texts, (3) build a discourse community in the classroom through teacher-student and student-student spoken and written activities, (4) increase teachers' target language comprehensibility and interaction during instruction.

Each project will address one or more of these four essential core practices for effective classroom interaction, the development and implementation of materials, and curriculum design. For example, the project Concept-Based Language Instruction (described below), includes a component on Dynamic Assessment that directly addresses HLTP (1): providing systematic feedback to student during oral performance in ways that promote reflection, analysis, and reformulation of the target language. The Arabic project on genre-based approaches to presentational communication in writing is designed to increase students' comprehension and production of purposeful cultural texts by unpacking the subtle ways that various genres are constructed in authentic written Arabic, including historical texts, recounts, narratives, etc. Designing a post-secondary-level, content-based curriculum for students that emerge from elementary, middle-school and secondary-school dual language programs in Chinese and Spanish is a project that aims to build a classroom discourse community (a) by increasing target language comprehensibility through use of authentic materials and (b) by providing dynamic feedback on students target language use. When coupled with the project on strategic use of the

L1 to support L2 learning (a central feature of dual language instructional programs), this project will greatly enhance the likelihood of successful and improved learning outcomes at advanced levels of proficiency. The projects that develop materials for vocabulary instruction in Russian, Chinese and Korean all rely on the use of relevant language corpora comprised of authentic spoken and written language samples to develop their approach to vocabulary instruction and learning.

Grounded in the findings of CALPER IV that investigated the knowledge and performance of Spanish heritage speakers prior to, during, and following a study abroad sojourn. the Guide for Heritage Language Study Abroad project aims to serve program administrators as well as heritage learners and will address HLTP (2) by providing heritage learners and study abroad program administrators with evidence-based recommendations and activities to maximize learners' exposure to authentic language during study abroad. The guidelines and recommendations that emerge from this project will significantly benefit heritage learners of any world language.

In sum, these CALPER projects will develop materials and practices on a set of four HLTPs understood to be essential to post-secondary and secondary world language education. Each project will address at least one core practice for effective classroom interaction and as such will develop materials and procedures for effectively implementing the practice in various contexts.

b. Management Plan. The proposal establishes Penn State as the primary unit and the University of Pittsburgh as the secondary (i.e., subcontracted) unit for CALPER. The management plan therefore is designed to ensure the efficient and effective operation of this new dual-site structure. The director (Lantolf) and first co-director (McManus) are located at Penn

State along with CALPER's associate director (Appel). The second co-director (Donato) is located at the University of Pittsburgh. Each site already has in place the appropriate support staff provided by the relevant institution. Each individual project is headed up by a coordinator, or coordinators, responsible for the day-to-conduct of each project.

James P. Lantolf (Director of the Center for Language Acquisition and Greer Professor in Language Acquisition and Applied Linguistics at Penn State) will serve as overall director of CALPER. Kevin McManus (Associate Director of the Center for Language Acquisition and Gil Watz Early Career Professor in Language and Linguistics at Penn State) will serve as co-director of CALPER. Richard Donato (Professor and Chair of the Department of Instruction and Learning at Pittsburgh) will serve as co-director of CALPER. Gabriela Appel (associate research professor in applied linguistics and German) will serve as associate director of CALPER.

The director, co-directors and associate director will serve as CALPER's internal management team (IMT) responsible for its, including budget and personnel matters, and will ensure that all individual projects remain on schedule to meet CALPER's project goals (see CALPER Performance Measure Form in Appendix). The project coordinators will submit semi-annual and annual reports on the progress of each project. The IMT will be supplemented by an external **Advisory Board (AB)** comprised of six scholars and educators with considerable expertise in CALPER's proposed projects. The AB will receive yearly reports on the status of each project that will include materials developed in and dissemination activities conducted during the appropriate time frame. The AB will first meet together and then with CALPER's IMT each year via Zoom (video conferencing). The AB will provide feedback and recommendations, as necessary, to ensure that goals of each individual project are being met in a timely fashion. The members of the AB are: G. Richard Tucker, Paul Mellon University

Professor of Applied Linguistics Emeritus, Carnegie Mellon University; Dana Thompson Dorsay, Associate Director of the Center for Urban Education, University of Pittsburgh; Eileen Glisan, Distinguished University Professor of Spanish, Indiana University of Pennsylvania; Alan Juffs, Professor of Linguistics, University of Pittsburgh; Steven G. McCafferty, Professor of Educational Psychology and Higher Education, University of Nevada, Las Vegas; Leo van Cleve, Assistant Vice Chancellor for International Programs, California State University System All have agreed to serve as AB members for the full life of the project (short bios are provided in Appendix).

To summarize the management plan: the daily operation of CALPER, including monitoring of projects for progress and timeline compliance, budget oversight, dissemination, and outreach will be managed by the director in conjunction with the IMT. The six-member AB will receive and evaluate yearly progress reports on all CALPER projects. They will meet together and then with the IMT annually via ZOOM and will provide feedback and recommendations on the progress and quality of each project. The IMT and the AB together will assess the status and progress of the projects relative to the CALPER Performance Measurement Form (see Appendix).

c. Center Objectives and Purpose of CALPER's 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 world languages instruction, including of less-commonly-taught languages at institutions that traditionally serve minority students. Our specific goals relate to materials and practices that primarily, although not exclusively, promote advanced proficiency (as defined on the ACTFL scale). The major objective of the current proposal is to prepare teachers in four HLTPs in order to maximize student learning, outlined in (1a) above. In addition, each project as described in the following

subsection (1d) incorporates one or more objectives linked to one or more HLTP.

d. Plan to Use Resources and Personnel to Achieve Objectives. The proposed projects realize the goals outlined in (1) above. For each project we give its working title, coordinator(s), its objectives as linked to relevant HLTPs, its compliance with the Competitive Preference Priorities, and a description of the materials and/or activities it includes.

1. TEACHER'S GUIDE TO CONCEPT-BASED LANGUAGE INSTRUCTION. *Coordinator*: James P. Lantolf (Penn State). *Objectives*: to produce a guide designed to help teachers develop and implement lessons grounded in principles of Concept-Based Language Instruction (CBLI). *HLTP*: (1) provide systematic feedback to students during speaking tasks, (2) provide robust models of language derived from authentic language use. *Competitive Preference Priority #1*: The project includes extensive examples of CBLI based on L2 Chinese instruction, among other languages.

CBLI is grounded in L. S. Vygotsky's theory of educational psychology (Vygotsky, 1978), according to which two types of mediation are necessary for successful developmental outcomes: (1) mediation through social interaction between teachers and learners; (2) mediation of learners by high quality conceptual knowledge. In a previous cycle, Lantolf and Poehner (2011) focused on mediation through social interaction in their highly successful *Teacher's Guide to dynamic assessment (DA)* that explained and demonstrated how to carry out formal and classroom assessments based on Vygotsky's concept of the Zone of Proximal Development (ZPD). The guide first explained the psychological principles on which DA procedures are based and then provided exercises and activities that carefully, and in a stepwise way, familiarized teachers with how to adapt and implement the procedures in their own instructional context. Finally, it presented an extensive set of video clips of one-on-one DA with advanced learners of

an L2 as well as an elementary school language teacher implementing her version of DA in a classroom setting.

The current project, which uses the general framework formulated in the DA Teacher's Guide, addresses the second type of mediation—high-quality conceptual knowledge. Over the past 15 years we have been carrying out research on how best to provide language learners with conceptual knowledge in a comprehensible and memorable way that is then effectively linked with spoken and written communicative activities. While the principles of Concept-Based Instruction have been implemented in a wide variety of subject matter (e.g., math, history, physics, etc.) in various parts of the world, Penn State has been the leader in adapting the principles to Concept-Based *Language* Instruction (CBLI). Our Center for Language Acquisition has carried out some twenty real-world classroom studies framed within CBLI (see Lantolf & Poehner, 2014). Within the past several years researchers and educators in other locations around the world have conducted studies on the implementation of CBLI in their particular educational contexts. Many of these studies have appeared in the journal *Language and Sociocultural Theory* (<https://journals.equinoxpub.com/index.php/LST/index>), edited by CALPER director James P. Lantolf.

The core principle of CBLI is that in order to achieve higher levels of proficiency in the classroom setting, learners need access to useable high-quality explicit knowledge about the language, most especially when dealing with complex grammatical features (e.g., verbal aspect and mood in Romance languages, word order in Chinese, etc), pragmatics (e.g., identity, indexicality, expressing emotion, complaining, persuading), discourse features (e.g., lexical and syntactic cohesion, hedging, rhetorical style), figurative language (e.g., sarcasm, metaphor, metonymy, fictive motion), and lexis (e.g., motion events, emotion words, directional prefixes in

Russian motion verbs). CBLI has also been used in L2 reading and writing instruction (see Buescher, 2015; Ferreira, 2005). Effective conceptual knowledge must be based on construing language as meaning rather than form or structure and must be derived from theoretical and empirical research in linguistic science. Our work has relied primarily on usage-based theories of language, most especially Cognitive Linguistics and Systemic Functional Linguistics.

CBLI normally covers five phases of instruction. The first converts the findings of linguistic research into pedagogically useful knowledge. The second makes this knowledge memorable for learners through use of visual images, or SCOBAs (Schema for Orienting Bases of Action), that holistically capture the meaning of a concept. Figures 1 and 2 (p. 53) illustrate how linguistic meaning is represented in imagistic SCOBAs. Figure 1 captures the meaning of the English particle *out* that collocates with verbs such as “pick out”, “grow out”, “move out”, and “take out”, which are notoriously difficult for L2 English learners to understand and learn short of rote memorization. Figure 2 represents how manipulation of cuisenaire rods is used to teach topicalization in Chinese. The third and fourth phases engage learners in verbalizing, or *linguaging* (Swain, 2006) their understanding and use of the relevant concepts first to others (I ~ You dialogue) and then to the self (I ~ Me private speech). This process is important because it provokes learner control over the relevant concepts and is linked closely to the fifth phase, which engages learners in various spoken and written communicative activities to provide them opportunities to practice and eventually automatize their ability to functionally access the relevant knowledge.

While some theories of instructed language acquisition suggest that explicit knowledge might not be particularly viable for developing language proficiency, CBLI reflects the arguments of neuroscience research (Paradis, 2009) that explicit (i.e. Declarative) knowledge can

be automatized as a result of practice to a sufficient degree to enable users to access the knowledge with sufficient speed to be effective communicators (see also DeKeyser, 2015).

Following the model of the *DA Teacher's Guide*, the CBLI guide will first explain the theoretical rationale for the approach, it will then discuss in some detail, including learning outcomes, several of the projects already completed in the current iteration of CALPER that include Chinese resultative verbs, French pragmatics, and Spanish tense/aspect, mood, copula verbs, and motion verbs along with studies reported on in the journal *Language and Sociocultural Theory*. It will next provide guidance on how to select language features that are likely to be problematic and complex for learners to understand and use and on how to develop functional imagistic representations of these features. Finally, it will present videos of lessons taught using CBLI pedagogy that will illustrate how the various components of the methodology are carried out and integrate with each other.

Two additional aspects of this project make it especially useful for teachers. In conjunction with the Language Acquisition Resource Center (LARC) at San Diego State University, the project will develop a website to provide guidance on how teachers can take advantage of the affordances offered by technology to formulate digital SCOBAs for language features of interest to their particular instructional environment. The site will also enable teachers to submit their SCOBAs for critique and revision by the project coordinator (letter of support from LARC director, Mat Schultze, in appendix).

In order for teachers to fully benefit from this particular project it will be important to connect mediation via conceptual knowledge to mediation through social interaction, as formulated in the *DA Teacher's Guide*. This will present the full picture of how Sociocultural Theory understands and implements classroom instruction. Consequently, in the workshops

carried out for CBLI project, teachers will also be trained to integrate CBLI with DA in order to maximally promote language development. That is, social interaction that promotes development in the ZPD must be about something (language concepts linked to communicative activities) and knowledge and use of language concepts can only be mastered if teachers understand how to guide learners through social interaction to develop their own agency in making use of the knowledge. Lantolf will dedicate 10% time to the project.

2. CONCEPT-BASED LANGUAGE INSTRUCTION IN L2 CHINESE. *Coordinator*: Jie Zhang (University of Oklahoma). *Objectives*: to develop and pilot CBLI lessons for teaching pragmatics and L2 complex grammatical features in L2 Chinese. *HLTP objectives*: (1) systematic feedback on spoken language; (2) provide robust models of language and high quality conceptual knowledge and (3) authentic materials. *Competitive Preference Priority #1*: The project includes focus on L2 Chinese. The materials developed and piloted for this project will be integrated into the CBLI Teacher's Guide described in project (1) above.

The Chinese component of the Teacher's Guide we will first critically review mainstream instruction in Chinese as a second language (CSL). It will explain how CBLI differs conceptually and practically from traditional CSL teaching and what CBLI has to offer the field of CSL. The project will specifically address how to materialize grammatical and pragmatic concepts as pedagogically effective SCOBAs (see project (1), above) in CSL classrooms.

The current project significantly extends the Chinese project in CALPER IV, which focused on spatial expressions and tense; *ba*-construction; nominal clauses, resultative verbs and discourse connectors) and will develop lessons on pragmatics, including requests, complaints, and apologies as well as the semantics of Chinese compound verbs. The project will use samples of authentic Chinese drawn from spoken and written corpora. Implementation of the lessons will

be video-recorded and analyzed in order to provide teachers with illustrations leading to a better understanding of how the five stages of CBLI can be realized. The videos will be integrated into the *CBLI Teacher's Guide*. During workshops, Chinese instructors will be given training in use of DA in the classroom setting. Zhang will dedicate 10% time to the project.

3. CONTENT-BASED INSTRUCTION FOR DUAL-ENROLLMENT COURSES. *Coordinators*: Brody Bluemel (Delaware State University); Gabriela Appel (Penn State). *Objectives*: to formulate a viable content-based curriculum at the secondary and post-secondary level for dual-enrollment language courses. *HLTP objectives*: (3) authentic materials; (4) teacher target-language comprehensibility and interaction. *Competitive Preference Priority #1*: the project encompasses the formulation of a new content-based curriculum in L2 Chinese. *Competitive Preference Priority #2*: Delaware State University (DSU) is a government-recognized minority serving institution.

The State of Delaware offers a robust state-wide program in Chinese and Spanish dual-language immersion. It is anticipated that when these students reach high school within the next three years they will likely surpass Advanced Placement (AP) level standards. Consequently, the school districts will be unable to provide further opportunities for students to continue their language study. Several of the school districts are seeking to collaborate with DSU to create dual-enrollment courses offered by the university for which students will receive both high school and university credit. These courses will be content-based courses focusing on such areas as business and history taught in Chinese or Spanish. DSU will partner with CALPER in order to design and implement the dual-enrollment content-based courses. An essential component of the initiative will be faculty development workshops to prepare the faculty to offer effective content-based courses in the two languages. The workshops will be specifically designed for DSU as

well as high-school faculty and will be designed in conjunction with DSU and high-school faculty with subsequent workshops focusing on topics and issues that emerge from the initial offers of content-based courses in the respective languages. Bluemel will dedicate 10% and Appel will dedicate 5% time to the project.

4. HERITAGE SPEAKERS IN STUDY ABROAD PROGRAMS: A GUIDE FOR ADMINISTRATORS AND STUDENTS. *Coordinator*: Antonio Jiménez-Jiménez (California State University, Channel Islands). *Objective*: to produce a functional guide for administrators and heritage-speaking learners to maximize student language learning during the study abroad experience. *HLTP*: (3) integrate authentic language into pedagogical programs; *Competitive Preference Priority #2*: Cal State Channel Islands is a government-recognized minority serving institution; moreover, the project will impact the study abroad curriculum at a system-wide level, which encompasses and additional 14 Hispanic-serving institutions.

The objective of this project is to enhance Spanish heritage speakers' language learning experiences during study abroad. Studying abroad has been identified as a high-impact learning practice (see Glisan & Donato, 2017). However, SA programs do not normally take into account the specific linguistic needs of Spanish heritage speakers, a student population that is progressively increasing in universities across the country, especially in those states with a high presence of Spanish speakers. For this purpose, the guide will have two principal components: one for program administrators and one for students. The administrator component will help study abroad program administrators better understand the heritage-speaker population so that they can implement initiatives in their programs that can more effectively foster language development and cultural adjustment. The student component will contain activities and strategies to enable heritage speakers to maximize their study abroad experience. The guide is

grounded in the empirical findings of the SA project carried out in CALPER IV. Examples of topics to be included in the Guide are: understanding linguistic history, cultural background and motivations for heritage speakers to study abroad; how to foster language development of heritage speakers during SA and ways of sustaining language development after study abroad; appreciating the importance of language varieties; fostering learner cultural adjustment, managing their perceptions and expectations of the host-country experience; service learning, volunteer work and internships. Jiménez-Jiménez will dedicate 10% of his time to the project.

5. GENRE-BASED INSTRUCTIONAL MATERIAL FOR TEACHING WRITING IN L2 ARABIC. *Coordinator*: Myriam Abdel-Malek (University of Pittsburgh). *Objectives*: Develop four Arabic genre-based pedagogical modules for explicitly teaching the writing of culturally informed texts (i.e., genres). *HLTPs*: (2) authentic materials, (3) discourse community. *Competitive Preference Priority #1*: Arabic.

The majority of the pedagogical publications for teaching L2 Arabic are largely based on vocabulary lists, grammatical explanations, and mechanical drills isolated from the social context of language use. Little if any of the published materials focuses explicitly on teaching presentational forms of communication in written texts (National Standards Collaborative Board, 2015). However, research has shown that writing provides an optimal activity for language learning because it allows students to engage in meaning-making activity for real communicative purposes by drawing on, and consolidating, their previous knowledge of form and meaning (e.g., de Oliveira & Lan, 2014; Yasuda, 2011). Therefore, a need exists for carefully designed instructional material to support the teaching of writing in Arabic for all levels of proficiency, in various purposeful genres, and in ways that are culturally appropriate to the social context in which the language occurs. To fulfill this need, four genre-based pedagogical modules informed

by the genre theory of the Sydney School of Systemic Functional Linguistics (Rose & Martin, 2012; Halliday & Matthiessen, 2014) will be designed. Genre in this pedagogical approach is defined as a socio-cultural purposeful text that includes probabilistic stages—for example, a cooking recipe, the purpose of which is to guide someone in the preparation of a particular dish (Martin & Rose, 2008).

Genre analysis, informed by SFL, is a social theory of language that describes language in relation to the context in which it occurs. SFL hypothesizes three meanings that interplay in any genre: *ideational*, concerned with how experiences are presented; *interpersonal*, concerned with the relationship between the writer and reader as well as how attitudes, judgments, and feelings are expressed; *textual*, concerned with the organization of the spoken or written text. The three meanings generally recur in culturally accepted configurations and are seen as realizations of these meaningful features of a particular genre. Thus, the goal of genre-based pedagogy is to make these features visible to students. This pedagogy was extensively researched in the teaching of Arabic recounts (Abdel-Malek, 2017), and findings of this research showed support for this approach in improving students' potential to mean when writing recounts.

The four genre-based pedagogical modules to be developed in this project will describe the overall purpose(s) of the genre, the purpose of each stage in the genre, and the typical lexicogrammatical features that realize the three above-mentioned meanings in the genre, and will include several activities for students to practice the relevant discourse features. The pedagogical modules will be piloted in post-secondary Arabic classrooms in order to update and refine them. The modules will then be disseminated to the Arabic teaching community nation-wide as Open Education Resources (OER) on CALPER's website. The project coordinator will also conduct workshops for Arabic teachers on genre-based pedagogy and on the implementation of the

pedagogical modules. Proposals to conduct workshops at various conferences (e.g., ACTFL, NCOLCTL) will also be submitted. Abdel-Malek will dedicate 10% of her time to the project.

6. HLTPS FOR UNDERSERVED URBAN SCHOOL DISTRICTS. *Coordinator*: Richard Donato.

Objectives: in consultation with the Center for Urban Education (CUE) at the University of Pittsburgh (see letter from AB member Dorsey Thompson, Appendix), to identify underserved school districts in the greater Pittsburgh metropolitan area, to work with language teachers in these districts to identify specific instructional needs and support activities necessary to enhance culturally responsive pedagogical practices, and to develop, with teacher input, concrete procedures, including workshops, mini-courses, etc. to improve language instruction. *HLTPs*: all four objectives are relevant for this project. *Competitive preference priority #1*: this CPP may be met depending on whether or not LCTLs are among the languages identified by the relevant districts as needing attention.

The coordinator will first consult with CUE to identify relevant school districts. Once identified, the coordinator will contact the appropriate individuals responsible for the L2 language curriculum. He will interview these individuals, including classroom instructors, to develop a needs profile for the district. Then in consultation with CUE and the district, the coordinator will plan out a series of in-service workshops and mini-courses designed to meet their specific needs regarding materials development and classroom practice. He will conduct focus groups to determine if and how the needs have been met and, where necessary, will make adjustments to the program design. The workshop materials, procedures and recommendations developed for this project will be made available to any interested urban school district as OERs on CALPER's webpage. Donato will dedicate 10% time to the project

7. L1 USE IN WORLD LANGUAGE CLASSROOMS. *Coordinator*: Kevin McManus (Penn State).

Objectives: document world language teachers' use of learners' first language, target language, and other languages in world languages classrooms; develop best practices for first language and target language use based on research evidence. *HLTPs*: (1) effective feedback, (2) in part—through cross-language comparisons, provide learners with high-quality knowledge of complex features of the target language. *Competitive Preference Priority #1*: Arabic, Chinese, Korean, Russian.

Although first language (L1) use in world language classrooms has traditionally been considered a controversial topic (ACTFL 2010), research shows that principled use of the L1 can significantly improve learning, especially for grammar; moreover, awareness of L1-L2 differences can improve the comprehension and production of the L2 by reducing the effects of cross-linguistic influence (Ammar et al., 2010; McManus & Marsden 2017; Spada & Lightbown, 2005). Additionally, the World-Readiness Standards for Learning Languages (National Standards in Foreign Language Education Project, 2015) also advocates for language comparisons in order to promote awareness of learners' native language(s). However, despite increasing evidence that L1 use and awareness can play an important role in L2 development, very little is understood about teachers' use of the L1 beyond frequency of use (e.g., Duff & Polio 1990). At the level of policy, although ACTFL advocates 90% plus target language use in the world language classroom, no guidance is provided for other language use, including L1 . Although some research has examined functions of L1 use (e.g., Campa & Nassaji, 2009, Nakatsukasa & Loewen, 2015), these have been small-scale studies that have limited generalizability. The current project addresses these gaps in previous research.

This four-year project will document teachers' use of L1, target language, and other languages in world languages classrooms. Using this evidence, the project will develop best practices for L1 and target language use, thus contributing significantly to both research and policy on L1 and target language use in world language classrooms. Teachers' use of different languages will be audio-recorded and then orthographically transcribed for analysis, following CHAT conventions (MacWhinney, 2000). Classroom transcripts will be made publicly available to researchers and teachers on the CALPER website and will be used in the development of professional development workshops and webinars. This follows the successful model used by McManus and colleagues in the open sharing of language data that can be used to inform language teaching and professional development, see <http://langsnap.soton.ac.uk/>

The classroom corpus will comprise five different language groupings: Arabic, Chinese, French, Korean, and Russian. Each language grouping (e.g., Arabic classrooms) will include audio-recordings from three different levels of post-secondary instruction (elementary 1, elementary 2, and intermediate 1) at three points in time (semester beginning, middle, and end). Four teachers will be recruited per language and per level. For example, four Arabic teachers in elementary 1, four in elementary 2, and four in intermediate 1. Data will be collected at both Penn State and Pittsburgh. This will result in a language classroom corpus of 180 classroom observations, across five languages, and three levels of instruction. No comparable corpus exists.

This study design will allow us to examine three main questions: (1) what are the proportions, functions and frequencies of L1, L2, and other language use in world language classrooms? (2) how do these proportions, functions, and frequencies of language use change over time and across instructional levels; and (3) how do the proportions, functions, and frequencies of language use compare across Arabic, Chinese, French, Korean, and Russian? As a

result, this project will make an important contribution to knowledge about teachers' language use in world language classrooms, and inform language teacher professional development in terms of (a) evidence-based guidelines for effective L1 use in world language classrooms practice; (b) professional development workshops for language teachers on effective L1 use. McManus will dedicate 10% time to the project.

8. USAGE-BASED, CORPUS-DRIVEN VOCABULARY MODULES IN CHINESE, KOREAN, AND RUSSIAN.

Because of a shared focus, set of goals, and a common research approach, we treat this as a single project with three subprojects addressing each of the three languages respectively.

Coordinators: each subproject has its own coordinator—Chinese, Haiyang Ai (University of Cincinnati); Korean, Susan Strauss (Penn State) & Jongoh Eun (Defense Language Institute Foreign Language Center); Russian, Edie Furniss (University of Pittsburgh). *Objectives:* develop vocabulary pedagogical modules for intermediate/advanced learners in Chinese, Korean, and Russian. The pedagogical modules are based on authentic samples of spoken and written corpus data. *HLTP:* (2) use of authentic language to develop pedagogical effective materials; *Competitive Preference Priority #1:* Chinese, Korean, and Russian.

Currently, there are no corpus-based materials published in the U.S. that focus explicitly on vocabulary instruction in Chinese, Korean, and Russian. Existing materials typically consist of decontextualized word lists based on themes included in textbook units. Despite the fact that achieving advanced levels of proficiency requires the ability to recognize, understand, and use vocabulary features such as polysemy and collocational profiles of a wide range of lexical items, including multi-word units, extensive explicit instruction focused on vocabulary knowledge and use is not common in traditional approaches to LCTL instruction. In short, without an expansive vocabulary, interpreting spoken and written language is virtually out of reach of any learner.

Corpora are ideally suited data sources for identifying core and peripheral vocabulary used in a given language, as determined by frequency of use across modalities and genres, text types, and content areas, as well as teasing out polysemous meanings and collocational patterns. Corpus data provide examples of authentic language that illustrate vocabulary use, which can form the basis for creating materials for explicit instruction. The relevant corpora to be accessed in the subprojects are: *Chinese*—Lancaster Corpus of Mandarin, UCLA Corpus of Written Chinese, New York Times English-Chinese Parallel Corpus; *Korean*—the KAIST-Corpus and the Sejong Corpus; *Russian*—Russian National Corpus and the Russian Internet Corpus.

The goals of each subproject are (1) to create vocabulary-focused OER instructional pedagogical modules that increase the lexical knowledge of intermediate/advanced learners and (2) to enhance students' abilities to use this knowledge in spoken and written communicative activities. Topics and lexical selection to be included in the pedagogical modules will be informed by corpus-based frequency dictionaries (e.g., Xiao, Rayson & McEnery 2009); language corpora in the three LCTLs, and surveys administered to teachers and learners of the languages targeting challenging areas of vocabulary instruction and learning.

Each subproject will create the following materials: (1) pedagogical modules focused on topics that link *textual elements* (e.g., time, condition, cause, reason, contrast, etc); items that express *semantic notions* (e.g., movement, possession, success, probability, etc.); items that express *emotions* (e.g., love, happiness, sadness, surprise, annoyance, joy, etc.), items that express *belief and opinion*; items that occur in high-frequency fixed expresses (e.g., 'As I was saying...', 'That reminds me...', etc.), items that are in *contrast and pose* difficulties for learners (e.g., Korean and Russian motion verbs, Chinese direction and spatial words and particles, etc.), (2) a website for each language that will make the pedagogical modules available to teachers and

learners as OERs. Coordinators of the subprojects will conduct workshops in years 3 and 4 of the cycle on how to optimally integrate corpus-based vocabulary modules into existing curricula. Proposals to conduct sessions at professional conferences will be submitted to ACTFL, American Association of Teachers of Slavic and East European Languages (AATSEEL), American Association of Teachers of Korean (AATK) and the Chinese Language Teachers Association (CLTA).

9. DISSEMINATION & OUTREACH. *Coordination*: director, co-directors and associate director.

Objective: disseminate the outcomes of all projects to K-16 language educators and administrators as OERs. The dissemination strategies will include a robust set of workshops and institutes to be conducted at Penn State, University of Pittsburgh, Delaware State University, and on one of the minority-serving campuses of the Cal State System. In years three and four we will sponsor a Conference on HLTPs to be held in Pittsburgh.

Each of the projects (1-8) is designed produce a concrete deliverable or set of deliverables framed within one or more of the four HLTPs described in (1a). All products will be made freely available through CALPER's webpage. Project 1 will produce an extensive CBLI Teacher's Guide designed to help teachers formulate and implement instructional practices based on CBLI principles. Through its collaboration with LARC it will also make available to teachers the opportunity to generate digital SCOBAs. Project 2, the Chinese component of the CBLI Teacher's Guide, will develop a series of lessons on Chinese pragmatics and complex grammatical features that will be available as stand-alone modules for Chinese teachers to adopt and adapt for their particular instructional setting. Project 3 will design and implement a content-based curriculum for dual-enrolled language classes that awards both high-school and university credit. Project 4 will produce for both program administrators and heritage-speaking learners a

Study Abroad Guide to maximize opportunities for language learning. Project 5 will produce four pedagogical modules for writing instruction in L2 Arabic at the post-secondary level. Project 6 will develop a set of recommendations and procedures grounded in HLTPs to enhance language instruction at underserved urban school districts. Project 7 will generate a freely available corpus of teachers' language use (L1, L2, other) in world language classrooms for use in teacher preparation and enhancement workshops, and will provide recommendations and guidelines for effective use of the L1 in world language classrooms. Project 8 will produce eight pedagogical modules on effective vocabulary learning and teaching in Chinese, Korean, and Russian.

Each of the projects (1-8) will also conduct a series of workshops for language educators. These workshops will either be for a general audience—Project 1 (CBLI Teacher's Guide), Project 7 (L1 use in world language classrooms)—or for a more language-focused audience—Project 2 (Chinese CBLI), Project 5 (Arabic writing), Project 8 (Chinese, Korean, Russian vocabulary). In addition, other workshops will have a specific needs-based focus, including Project 3 (content-based dual-enrollment), Project 4 (study abroad guide for heritage learners and program administrators), Project 6 (underserved urban language programs). Several of the workshops will be scheduled as pre-conference workshops prior to the HLTP conferences to be held in years 3 and 4 of the cycle.

We will additionally invite language educators who participate in our workshops or who provide instruction on the relevant campus or campuses (Penn State, Pittsburgh, Cal State System, DSU) to pilot the deliverables proposed by each project as they are in progress. Teacher feedback will be used to modify the materials as needed. Project coordinators will also submit presentations to professional conferences (such as ACTFL, NECTFL, the various AATs and

their regional affiliates, the Heritage Language Research Institute conducted by the NHLRC at UCLA, NCOLTCL as well as the two HLTPs conferences sponsored by CALPER). We will also exhibit our materials and products at national, regional, and state annual conferences, and connect with language educators who attend these conferences. CALPER's workshops that focus on Arabic, Chinese, Korean and Russian will be supported by funds from Penn State's Title VI NRC on Global Studies (see letter of support in Appendix).

Additional 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. These efforts draw on CALPER's dissemination resources built up and strengthened over the last sixteen years since its inception in 2002. CALPER also provides funding to support the participation of three K-16 teachers in the bi-annual conference on Intercultural Communication organized by CERCLL at the University of Arizona.

10. COLLABORATIVE PROJECT WITH NFLRC-HAWAII: *TEDTalk-Style Event hosted at ACTFL*.

CALPER will participate in a project shared by NFLRC-Hawaii and other LRCs, the Language Flagships Technology Innovation Center (LFTIC) at the University of Hawaii, and ACTFL. The project focuses on holding a *TEDTalk*-style event at the annual ACTFL conference. Invited speakers will address the value of learning languages and linguistic diversity from various perspectives, such as language conservation, neuroscience, the economics of language, etc. The deliverables for this project include professional-grade recordings of the presentations, to be made publicly available on a shared website. The recordings will constitute a source of general interest information on the importance of world languages, and also serve as an open resource for

use in world language education settings. ACTFL pledged to contribute the venue and publicize the no-cost event, while the LFTIC and the NFLRC-Hawaii will provide logistical support (recordings, organization, resource website). CALPER will provide funds for one invited speaker at ACTFL 2020.

11. COLLABORATIVE PROJECT WITH CERCLL AT UNIVERSITY OF ARIZONA: *International Conference on the Development and Assessment of Intercultural Competence (IC-conference)*. A biennial series of conferences (2020, 2022) organized by CERCLL (AZ), intended to enhance teachers' intercultural effectiveness in the classroom as they prepare students to become interculturally competent global citizens. CALPER will provide modest funding in form of stipends to support teachers to participate in this high-quality professional event. We will make every effort to support potential participants from Pennsylvania and/or the Northeast region who teach at minority-serving institutions.

e. Equal Access to Minority Groups. Project 3 (content-based instruction for dual-enrollment courses) and project 4 (Study abroad guide for administrators and heritage-speaking students) involve faculty at government-recognized minority serving institutions: Delaware State University and California State University, Channel Islands. Both projects also aim at enhancing aspects of the language curriculum at each of these universities. Moreover, the *Guide to Heritage Learner Study Abroad* will at a minimum serve 14 other California State campuses recognized as minority serving institutions. In addition, given the location of the two primary institutions involved in CALPER's consortium, Penn State and Pittsburgh, we will seek to draw language educators from regional minority serving institutions to our workshops, conferences and other outreach activities that emanate from our website and online presence on social networks. In particular, we will target minority serving institutions in Pennsylvania (Cheney State University,

Lincoln University), Maryland (Howard University, Morgan State University, Bowie State University, Coppin State University), Ohio (Central State University) to appraise teachers of the materials, activities and events included in our proposal, especially our summer workshops. Although all of the institutions mentioned offer French and Spanish programs at some level, some offer courses in LCTLs that are within CALPER's scope—Morgan State University (Arabic, Russian), Lincoln University (Arabic, Chinese), Central State University (Chinese). CALPER will earmark funds (see budget narrative) to encourage participation of language educators from minority-serving institutions in workshops and other outreach activities, including the HLTP Conferences scheduled for years 3 and 4. We will also provide financial support to minority-serving institutions as needed to encourage use of the materials and practices developed in the grant cycle.

2. QUALITY OF KEY PERSONNEL. The following is a brief description of the background and qualifications of the director, co-directors, associate director, and individual project coordinators. Brief CVs for each named individual are provided in the Appendix.

a. Director. James P. Lantolf, George & Jane Greer Professor in Language Acquisition & Applied Linguistics and Director of the Center for Language Acquisition at Penn State. He has published over 140 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* and is founding editor of the journal *Language and Sociocultural Theory*. He was program chair of the Annual Conference of AAAL and President of AAAL. He organized four international summer institutes in applied linguistics at Cornell and at Penn State. He has been co-PI on six Title VI grant projects, including four previous LRC grants, and two IRS grants (telecollaboration and L2 learning; computerized dynamic assessment in Chinese, French,

and Russian). He holds the Yangtze River (Changjiang) professorship in applied linguistics in the School of Foreign Studies at Xi'an JiaoTong University in Xi'an, China. He is recipient of the 2016 Distinguished Scholarship and Service Award of AAAL and co-recipient of the MLA Mildener Prize for his co-authored book *Sociocultural Theory and the Pedagogical Imperative*. He has taught courses in Spanish language, applied linguistics, sociocultural theory and language teaching, second language acquisition, and has supervised 47 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, metaphor instruction in Chinese, Korean, Russian, and Spanish, use of corpus-based assessment in language classrooms, and three projects on Concept-Based Language Instruction. He will devote 10% of his time to CALPER.

b. Co-director. Kevin McManus, Gil Watz Early Career Professor in Language and Linguistics and Associate Director of the Center for Language Acquisition at Penn State. He was a British Academy Postdoctoral Fellow at the University of York, UK. He has co-authored the monograph, *Anglophone students abroad: Identity, social relationships and language learning* (Routledge, 2017) and has co-edited two additional volumes and a journal special issue on topics relating to L2 learning, L2 identity and study abroad. He has authored or co-authored eleven journal articles and chapters on various aspects of language learning and teaching, including the effective use of L1 in the L2 classroom and measuring L2 oral proficiency through elicited imitation. He has co-authored two successful IRS grants: one on dual- language immersion and one on the careers of language study abroad alumni. He will dedicate 10% of his time to CALPER.

c. Co-director. Richard Donato, Professor and Chair of the Department of Instruction and Learning, University of Pittsburgh. His research focuses on early world language learning,

language program assessment, sociocultural theory and second language acquisition, the discourse of classroom collaboration, world language teacher education, and HLTPs. He is two-time recipient of the *Modern Language Journal/ American Council on the Teaching of Foreign Languages* Paul Pimsleur award in 1997 and 2006 and received the Northeast Conference Freeman Award (2004) and the French Institute of Washington Award (2003) for his work on dialogic grammar instruction in world language classes. He has been co-recipient of six Title VI IRS grants for work on early classroom language learning. He has co-authored two books, including one on High-Leverage Teaching Practices and has authored and co-authored over sixty journal articles and book chapters. He teaches courses on sociocultural theory and second language learning and teaching, cognitive and systemic functional linguistics, research in applied linguistics, methods of world language instruction and has supervised 47 doctoral dissertations on various aspects of L2 learning and teaching. He will dedicate 10% of his time CALPER.

d. Associate Director. Gabriela Appel, research associate professor in applied linguistics and German at Penn State. She served for 14 years on the editorial board of the *Modern Language Journal* and as associate editor of *News and Notes*. Her areas of specialization include language teaching methodology, content-based language instruction, L2 literacy, vocabulary learning, and corpus linguistics. She has taught courses in German language at all levels of proficiency, second language reading, and classroom assessment. While on the faculty at Cornell University in the 1990s, she co-authored a curriculum revision that integrated content-based courses into the German language program. She has been a member of several dissertation committees in applied linguistics. She served as CALPER's associate director since 2002. She will dedicate 100% of her time to CALPER.

e. Project Coordinators

Myriam Abdel-Malek, holds a PhD in Language, Literacy and Culture and is Instructor in Arabic at the University of Pittsburgh. She established the curriculum in Standard and Modern Egyptian Arabic in the Department of Modern Languages at Pittsburgh. She also teaches courses on world language testing and assessment, and discourse analysis. Her areas of specialization include genre-based teaching of world languages and systemic functional linguistics. She has presented papers on the teaching of Arabic writing, practice-based teacher preparation, and Arabic reading at AAAL, National Conference on Less Commonly Taught Languages (NCOLCTL), and ACTFL. She will dedicate 10% of her time to CALPER.

Haiyang Ai, Assistant professor in literacy and second language studies, School of Education at the University of Cincinnati. He specializes in corpus linguistics and L2 acquisition, including writing and reading, and has taught L2 Chinese and developed a computerized approach to teaching Chinese *ba*-constructions to L1 English speakers. He has published several articles on corpus-based approaches to L2 teaching and learning, including on stance in Chinese, syntactic complexity measures, computerized dynamic assessment, metaphor identification in Chinese, and semantic and lexical processing in Chinese-English bilinguals. He has extensive experience in software programming for corpus analysis and language pedagogy. He will dedicate 10% of his time to CALPER.

Brody Bluemel, Assistant Professor in the Department of English and Foreign Languages at Delaware State University. He has expertise in applied linguistics, Chinese and German. He conducted research on the use of corpora in language pedagogy. He is currently co-director of a dual-enrollment Title VI IRS project in Spanish and Chinese in the elementary and middle schools of the state of Delaware. He will dedicate 10% of his time CALPER.

Jongoh 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 5% of his time to CALPER.

Edie Furniss, Director of the Russian language program and lecturer in the Department of Slavic Languages and Literatures at the University of Pittsburgh. She has extensive experience teaching Russian in various venues, including in the intensive summer Russian program at the Middlebury Institute for International Studies and has experience as an instructional designer. She has co-authored a first-year Russian textbook published by Yale University Press as well as articles and book chapters on corpus-based approaches to developing materials for teaching Russian. She will dedicate 10% of her time to CALPER.

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 recently published a textbook on English-Spanish translation. 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% of his time to CALPER.

Susan Strauss, associate professor of applied linguistics and Asian studies at Penn State. She specializes in cognitive linguistics, discourse analysis, pedagogical grammar, and the linguistic 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 past 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 and Korean news discourse. She will dedicate 5% of her time to CALPER.

Jie Zhang, associate professor of Chinese pedagogy and applied linguistics and coordinator of the Chinese language program at the 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 was coordinator of the Chinese CBLI project in the previous cycle of CALPER and will serve as coordinator for the new pragmatics component of this project. She will dedicate 10% of her time to CALPER.

f. Non-discriminatory Employment Practices of the Applicant. As two of the three major public research universities of the Commonwealth of Pennsylvania, The Pennsylvania State University and The University of Pittsburgh provide equal opportunity in all terms and conditions of employment, for all persons. The universities are 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 universities do 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 respective universities. The academic departments from which the internal management team for CALPER is drawn are primarily comprised of non-Caucasian male faculty. Of 17 full-time positions in Penn State's Department of Applied Linguistics, 9 are women and minority faculty, 3 are Asian males and 5 are Caucasian males. Of the twenty-seven tenure-line positions in Pittsburgh's Department of Instruction and Learning, 19 are women, 1 is an Asian male, and 7 are Caucasian males.

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 that provide additional evidence of the relevant experience of the key personnel, all of whom have significant graduate level preparation and work experience in applied linguistics, language teaching, and materials development. In addition, the internal management team responsible for designing, implementing and overseeing the projects in the current proposal has a record of co-authoring a combined total of fourteen successful Title VI grant proposals.

3. BUDGET NARRATIVE. Narrative follows the sequence of items in the line-item budget.

1a. Personnel (Penn State).

Project PI. The principal investigator James P. Lantolf, who will be the director of CALPER, is employed by Penn State as a full-time 10-month faculty member. Lantolf will take primary responsibility for oversight of CALPER activities, he will chair IMT meetings as well as the meetings of the IMT with the Advisory Board, without additional compensation, and will be coordinator of the CBLI Teacher's Guide project. He will dedicate a minimum of 10% of his time to CALPER administration and the project.

Co-director, Kevin McManus, will serve as co-director of CALPER, is employed by Penn State as a full-time 9-month faculty member. McManus will serve on the IMT and will share oversight responsibility with the director, the co-director from Pittsburgh, and the associate director. He will serve as project coordinator for the project on use of L1 in world language classrooms and will dedicate a minimum of 10% of his time to administration and to the project.

Associate director, Gabriela Appel, will conduct the day-to-day operation of CALPER at no cost for the proposed budget. She is on a nine-months contract with the Pennsylvania State University, she will receive compensation of \$3,000 per year for planning, organizing, and running workshops and intensive institutes. She is also a coordinator of the "Dual-language curriculum" project, a collaboration with the Delaware State University (MSI). She will dedicate 100% of her time (9 months) to CALPER administration, and 5% of her time during the summer months to the dual-language project. Susan Strauss will lead the Korean vocabulary project for which she will receive an annual compensation of \$4,000.

1b. Wage hires. CALPER will hire several graduate students on wages, who will assist with information gathering, web research, material annotations in the LCTLs and provide support for the project coordinators in four projects (Vocabulary, UUSD, Dual, L1inL2). Anticipated are 240 hours in each year at the rate of \$15 per hour (\$3,600 per project; \$14,400 total). CALPER will also hire a programmer/instructional designer on wages to prepare some of the teaching materials developed for online presentation for 200 hours a year (\$8,000 per year) throughout the cycle.

2. Fringe Benefits-Salaries and Wages. Benefits have been calculated at the current rate of 38.97% for salary at the Pennsylvania State University (Lantolf, McManus, Appel, Strauss). Benefits for graduate student assistants and instructional designer have been calculated at the current rate of 7.81% for wages.

3. Travel: a. b. c. To connect with language instructors, disseminate our materials, and publicize our professional development program (workshops, institute, and HLTP conferences), it will be necessary to attend, present, and exhibit at professional conferences. We identified the annual conferences of ACTFL (national level), NECTFL (regional level), and PSMLA (state level) as venues to meet with language educators. We budgeted for three CALPER faculty to attend ACTFL and NECTFL (Director, Co-director, Associate Director) and one person (Associate Director) to attend PSMLA. At ACTFL, the core staff will also meet with the directors of the other LRCs. **d.** While most of the communication between coordinators and teachers in the "dual-language" project will happen virtually, we budgeted for one face-to-face meeting annually (\$818). **e.** CALPER will collaborate with the NFLRC-Hawaii in the TED-style talk series and committed to fund the travel of one speaker for ACTFL 2020 (\$2,500). **f.** CALPER will collaborate with CERCLL-Arizona and committed to support teachers to attend the Intercultural Conference (\$600 in Y2 and \$600 in Y4). **g. h.** CALPER will increase its support for teachers, especially those from MISs, to attend CALPER workshops and institutes to defray some of the costs that language educators accrue to participate in summer professional development events. We budgeted \$4,000 to fund 10-15 teachers each year, and earmarked \$1,000 to fund teachers to attend the HLTP Conferences in Y3 and Y4.

4. Equipment. No cost.

5. Supplies. The line item for supplies includes phone lines, in-house printing, off-site printing, and a fee for a survey tool. In addition, we included rental fees of booth and furniture (ACTFL, NECTFL, PSMLA), which are based on previous fees (\$4,850 per year) when CALPER exhibited at these venues. Supplies include costs for shipping exhibit materials to and from the ACTFL sites; both NECTFL and PSMLA will be reached by car, therefore no shipping costs will

arise. We estimated a small amount of \$300 per year to distribute materials in development to instructors for feedback. While files can be shared electronically, we need to provide paper copies, when teachers trial the teaching units in their actual classrooms.

6. Contractual. The *consortium partnership* with the University of Pittsburgh will be in form of a subaward. Richard Donato, who will be conducting one project for CALPER, and overseeing two others, will also serve as a co-director on the IMT. In this capacity, he will organize summer institutes and workshops, and the HLTP conference in Y3 and Y4. He will also coordinate the project on HLTPs for UUSDs. He will devote 10% of his time to CALPER. Two project coordinators Edie Furniss (Russian vocabulary) and Myriam Abdel-Malek (Arabic genre-based writing) will be compensated with a salary supplement. We estimate the cost for holding the HLTP conferences at the University of Pittsburgh at \$5,000 in Y3 and Y4.

7. Construction. Not applicable.

8. Other. The largest portion of the budget in this category will be used to compensate individual specialists (Haiyang Ai, Brody Bluemel, Jongoh Eun, Antonio Jiménez-Jiménez, and Jie Zhang) to conduct five CALPER projects, all of which meet the priorities (line item **8.e**). To reduce costs, each project coordinator will receive a flat fee of \$4,000 annually in return for a minimum of 10% of their time each year of the grant (total per year \$20,000). We budgeted a small fee for teacher consultants for their collaboration in five projects (\$500 x 2 teachers, total \$4,000; line item **8.g**). We will invite experts to conduct some of our institutes and workshops and budgeted \$4000 per year for a small honorarium (line item **8.c**). CALPER will provide a modest honorarium for each of the six members of the advisory board. They will evaluate progress in the various projects and provide feedback (total \$3,000; line item **8.f**) throughout the cycle. Additional speaker fees are \$500 for the collaborative project with NFLRC-Hawaii for the TED-

style talk event (Y3 \$500, line item **8.b**) and two speakers for the CALPER HLTP conference in Y3 (\$2,000) and Y4 (\$2,000) (line item **8.d**). For conducting a working meeting with teachers for the dual-language project with MSI Delaware State University, we budgeted \$1,000 annually. Lastly, we included a fee of \$1,000 in Y1 and Y2 (line item **8.a**) for the creation and printing of the common LRC brochure and maintenance of the common LRC website.

4. EVALUATION PLAN. The overall goal of CALPER's proposal is to engage in the development of materials and practices that reflect directly, or indirectly, the four HLTPs outlined in the Plan of Operation (PO). Each individual project described in the PO addresses one or more of these HLTPs, especially as they can be brought to bear on CALPER's primary, though not exclusive, focus on promoting and assessing advanced levels of language proficiency. CALPER's evaluation plan takes account of the four HLTPs that frame our proposed projects, especially, though not exclusively, as they relate to the four LCTLs incorporated into the proposal: Arabic, Chinese, Korean, and Russian. With this in mind, we propose an evaluation framework that includes both qualitative and quantitative procedures that reflect each of the four HLTPs. The procedures outlined in this section of the narrative are linked to the PMFs presented in the Appendix.

The qualitative evaluation of the project will be carried out by the IMT and the external AB. The director, co-directors, and associate director will collect the semi-annual and annual reports produced by the coordinators of each project. These reports will indicate progress made toward meeting the stated objectives for each project. The semi-annual reports will be evaluated against the objectives and where necessary the coordinators will be asked to modify and/or accelerate their work in order to ensure that, by the end of the year, the objectives are met. The yearly reports will be distributed to the AB. In addition, for each project that includes piloting the

components of the project as they are developed, feedback from teachers and students will be collected using relevant on-line surveys in a Likert-Scale format. Also, in line with previous iterations, CALPER will develop and administer quantitative evaluation surveys for all of its workshops. All the information collected at year end will be distributed to the AB which will evaluate it against the project objectives as well as against the PMFs. The AB will then produce a written report of their evaluation as well as, where necessary, recommendations for modifying and/or accelerating the work of each project coordinator. The AB will then discuss its report with the IMT via Zoom.

All evaluations, including items included in surveys, seek to capture the 3 GPRA measures—quality, usefulness, and relevance as follows: “Which specific materials/practices were used?” “How often were the materials/practices used?” “What is your expert opinion of the quality and effectiveness of the materials/practices?” “How did students respond to the materials/practices?” “What do you like best about the materials/practices?” “What aspects might need improvement or significant modification?” “Suppose you had to explain to your colleagues the advantages and disadvantages of the materials/practices, what would you say?”

5. ADEQUACY OF RESOURCES. As a long-standing LRC with sixteen active years of operation, CALPER has already established a solid infrastructure, including necessary personnel, supplies and equipment for all of its activities.

a. Facilities: The main office of CALPER at Penn State is located in a designated suite of five offices which houses the director, associate director, and research technologist. The Center for Language Acquisition (CLA), in which CALPER is embedded, and the affiliated Department of Applied Linguistics provide additional resources that CALPER draws on. These include staff assistants that work with the director, co-director, and associate director on budget matters. The

CLA also has four permanently funded graduate assistant GA lines with appropriate language abilities that support the projects as needed. The GAs, 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. The Department of Instruction and Learning at the University of Pittsburgh has a robust support staff that includes four individuals assigned to work on various educational and development projects, including those relating to the current proposal. The support staff also includes a graphics designer who will work with the projects as needed. In addition to the infrastructure support provided by the primary and secondary units, two of the project coordinators, Haiyang Ai and Edie Furniss (see Key Personnel) have technology expertise that will also support the various projects as necessary. Finally, the College of the Liberal Arts at Penn State has also recently established a Media Commons Center that provides support to the digital needs of centers and other units in the College.

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 Department of Instruction and Learning at Pittsburgh also has a robust inventory of equipment that will be available for CALPER designated projects.

6. NEED AND POTENTIAL IMPACT OF THE PROJECT. Jackson and Malone (2009, p. 18) argue that “*The single most important factor in whether language is learned or not is the competence and skill of the teacher*” [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.” Certainly no one would seriously dispute the importance of the

language proficiency of teachers for effective pedagogical practice, but as suggested by Jackson and Malone, this capacity alone is not sufficient to ensure positive learning outcomes. Clearly, again as these authors note, cultural and “professional knowledge and ability” are equally important. In our view, professional knowledge must include the kind of knowledge and ability encapsulated in HLTPs. Indeed, as Hlas & Hlas (2012, p. s78) state, HLTPs are “teaching practices in which the proficient enactment by a teacher is likely to lead to comparatively large advances in student learning.” We believe that attempting to address all nineteen HLTPs generally agreed upon by the educational community would be far too ambitious an undertaking for any LRC given the budgetary and temporal constraints of the Title VI program. Consequently, we have decided to focus on the four practices outlined in the plan of operation. While all HLTPs are important, ultimately interrelated, and mutually support each other, we believe the four HLTPs selected for the proposal cohere around the idea that mediation provided by social interaction and high-quality explicit teacher knowledge of the L2 are indispensable attributes of effective instruction.

All HLTPs require conscious attention to the complex moves of specific pedagogical practices and to explicit knowledge of language instruction. We of course appreciate that some educators and researchers in applied linguistics disagree about the relevance of explicit knowledge for successful learning outcomes and that some continue to argue for virtually exclusive use of the L2 (without explicit knowledge) in classroom contexts. We believe that the research our team has carried out over the past 15 years supports the effectiveness and indeed the necessity of providing learners with high-quality knowledge of complex grammatical, pragmatic, discourse, and lexical features of an L2. Indeed, DeKeyser (2015), working in a different theoretical model nevertheless, has convincingly shown that exposure to comprehensible input

alone is not sufficient to promote the development of high levels of learner proficiency, even in cases of immersion typical of study abroad sojourns. Many of the relevant features that need to be mastered by learners to achieve advanced levels of proficiency (e.g., word order variation, lexical polysemy, discourse features, the range of options available in a language to request, complain, apologize while also at the same time showing sensitivity to the social status of interlocutors, etc.) are quite subtle and not easily detected in the input, especially considering the amount of exposure adult L2 learners usually have access to. Moreover, as we have mentioned, some researchers in cognitive-neuroscience have made a convincing case that explicit (i.e., declarative) knowledge through appropriate practice can be automatized with sufficient speed to enable L2 learners to function as effective communicators in the L2.

With the above background then, the individual projects included in the proposal provide teachers with materials and practices that emanate from the four HLTPs and that will in turn enable them to effectively integrate high-quality knowledge of L2s and to provide learners with effective mediation to help them gain communicative control over this knowledge. It is important to mention here that use of authentic language samples called for in several of the projects (i.e., the guide for heritage speaker study abroad, the three LCTL lexical projects, the dual-enrollment content-based language project, and the Chinese CBLI project) are designed to maximize the way in which teachers can help learners to focus on specific language features encoded in the authentic language. In other words, exposure alone without guidance and focus is insufficient to promote language development. An important component of the practice of exposing learners to explicit knowledge of an L2 is the need to maximize the use of the L1, as is proposed in project # 7. As acknowledged in research evidence and language education policy, L1 use in the world language classroom is important for two reasons: (1) comparing the L1 to the L2 as a starting

point for instruction; (2) ensuring that learners fully understand the knowledge as explained by the teacher. The L1 must be used strategically (e.g., not for classroom management) and not in lieu of L2 practice activities. The Teacher's Guide to CBLI ties many of the threads of the projects and HLTPs together to the extent that it carefully guides teachers through procedures for integrating high-quality explicit knowledge into their classroom practice, regardless of the focus of that knowledge (grammar, vocabulary, discourse, pragmatics). The guide also incorporates several examples of explicit knowledge that teachers can be used in teaching Chinese grammar and pragmatics, Spanish grammar and figurative language, French pragmatics. The project also links to the previously produced *Teacher's Guide to Dynamic Assessment* and as such offers teachers guidance on provided systematic feedback to learner performance that at the same time promotes learner development.

To maximize wide adoption of this project's materials and pedagogical high leverage practices, CALPER will carry out a robust dissemination and outreach program, as described in the plan of operation. It will also establish contacts with minority-serving institutions, most especially in the region immediately served by CALPER. This includes the Hispanic serving institutions of the Cal State System with regard to the Guide for Heritage Learner study abroad. Finally, the relevant outcomes of CALPER's evaluation plan, especially with regard to teacher feedback regarding the effectiveness of its materials and teaching practices as described above, will be made available on CALPER's webpage.

7. LIKELIHOOD OF ACHIEVING RESULTS. The director, co-directors, and associate director are experienced managers of various projects and units within academia. Lantolf served as director or co-director of CALPER since 2002. He has also been director of the Center for Language Acquisition at Penn State since 2000. In this capacity, he organized three successful

international summer institutes in applied linguistics, established a highly successful invited speaker series, played a leading role in establishing a robust faculty and graduate student exchange program between the Department of Applied Linguistics at Penn State and the School of Foreign Studies at Xi'an JiaoTong University, China. He was also co-PI on two previous Title VI IRS grants. While on the faculty at Cornell University he served as Associate Chair of the Department of Modern Languages and Linguistics and as such coordinated instruction for approximately over twenty different language programs. Donato has been Chair of the Department of Instruction and Learning at Pittsburgh since 2008. In this capacity he oversees 26 tenure-line faculty, 4 adjunct faculty, 107 instructors, a support staff of 12 and 25 graduate assistants, research associates, and teaching fellows. McManus is currently co-director of two IRS funded projects and is associate director of the Center for Language Acquisition. Appel has been administrative coordinator and associate director of CALPER since its inception in 2002 and has been responsible for the day-to-day operation of the unit. She has extensive experience working with the project coordinators and has been responsible for organizing and formatting the appearance of the relevant deliverables produced by the projects. She has also been responsible for organizing the summer workshops and working with the other LRCs in organizing our exhibits at ACTFL and NECTFL.

In keeping with the notion that HLTPs require extensive and intensive knowledge of the relevant subject matter, all project coordinators have advanced graduate degrees in applied linguistics and have high-quality knowledge of the grammatical, lexical, pragmatic and discourse concepts of the relevant language. They have carried out and published research in the relevant language and have developed teaching materials or have implemented instructional practices grounded in this research.

The Chinese, Korean, and Russian vocabulary projects rely on authentic examples of language as collected in spoken and written corpora. All three project directors have strong backgrounds in generating and working with large language databases, including language corpora. They have used these resources to produce viable pedagogical materials. Strauss and Eun, for instance, have collected and analyzed large samples of authentic spoken Korean from news broadcasts and telecasts that were the basis for CALPER materials designed for advanced instruction in Korean discourse. Similarly, Ai has used spoken and written corpora of authentic Chinese to analyze how complex *ba*-constructions are used in the language and then developed digital lessons for advanced L1 English learners of the language. Furniss used the Russian national corpus as the basis of the lessons included in her recent co-authored textbook. She also developed corpus-based lessons on Russian conversational pragmatics delivered via the web. She is also currently coordinator of the Russian language program at Pittsburgh. Abdel-Malek has extensive preparation in Systemic Functional Linguistics and genre analysis and has brought this preparation to bear on the development of materials for teaching Arabic, including writing. She has presented on the topic at various national conferences and has developed the instructional curriculum in Arabic at Pittsburgh.

Zhang has already developed six pedagogical modules in Chinese grammar based on CBLI principles. She has published several papers reporting on this work and has recently presented an intensive workshop on CBLI for Chinese in China. Importantly, her pedagogical research draws on analysis of authentic language as collected in large L1 and L2 Chinese corpora. As director of the heritage learner study abroad program at Cal State, Channel Islands, Jiménez-Jiménez has extensive experience working with the relevant student population as well as with program administrators at other campuses of the Cal State System. In the previous cycle

of CALPER he was co-coordinator of our heritage learner study abroad project and as such he developed and piloted activities and procedures to enhance the experience of learners before, during, and after their sojourn abroad. The outcome of the project will be organized into a coherent guide for heritage learners and program administrators anywhere in the country. Jiménez-Jiménez is an acknowledged leader in heritage learner study abroad program development.

McManus has already completed a number of projects demonstrating that systematic strategic use of L1 in language instruction results in enhanced development of a small set of grammatical features in French. This work needs to be expanded to other language features and to other languages, including LCTLs, the primary focus of the project. McManus will work with a cadre of international graduate student GAs pursuing doctoral degrees in applied linguistics with considerable linguistic expertise in the languages under study as well as with CALPER's coordinators (e.g., Abdel-Malek for Arabic, Furniss for Russian, and Strauss for Korean). Bluemel is an applied linguist with expertise in Chinese and Chinese language instruction. He is currently on a dual-language immersion project in Chinese and Spanish in the state of Delaware. He will carry out the content-based project for dual-enrollment students with Appel, who has extensive experience developing and implementing post-secondary content-based instructional programs. Furthermore, Donato has experience as a secondary school language teacher which prepares him well to work with language instructors in underserved school districts. He also has conducted numerous workshops for language teachers that have included teachers from underserved districts. To carry out the project Donato will work closely with AB member Thompson Dorsey, who represents the interests of, and has experience working with, the relevant school settings. As for the Teacher's Guide to CBLI project, Lantolf is the acknowledged leader

in this area of research and practice. He has already co-authored the *Teacher's Guide to Dynamic Assessment* and has published books and articles in this area. Donato is a recognized leader in bringing HLTPs into the language teaching field. He has co-authored the most important text on this area (published by ACTFL) and has conducted numerous workshops and presentations on the topic.

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

a. Teacher's Guide to Concept-Based Language Instruction. An extensive text delivered in PDF format that also includes a video component illustrating how the pedagogical approach can be implemented in a real-world classroom setting. The text will encompass four main components: explanation of the psychological principles that underlie and support the approach; detailed survey of exemplary studies carried out using CBLI in various languages, including, Chinese, Spanish, French and English. Each of the phases of the approach will be discussed and illustrated—explanation of the relevant language concepts, SCOBAs that represent the visualization of the concepts, *linguaging* activities—social dialogue and private speech, linking the concepts to communicative practice; stepwise activities designed for teachers to gain experience developing adequate conceptual explanations of language features and SCOBAs visualizing the explanations, including digital SCOBA formats; web-based submission of SCOBAs for expert feedback; video component.

b. Chinese CBLI for pragmatics and compound verbs. Five pedagogical modules will be developed and piloted in postsecondary Chinese classrooms at University of Oklahoma. Focus is on three pragmatic features of Chinese—requests, complaints, apologies, and two different types of compound verbs. These pragmatic modules will complement the six grammatical modules

developed in the previous cycle of CALPER. The modules will be integrated into the *CBLI Teacher's Guide* along with illustrative videos on classroom implementation of CBLI.

c. Content-based Dual-enrolled curriculum. At least two pedagogical modules, one focused on business and the other on history, will be developed and piloted respectively in Chinese and Spanish. These will serve as models for additional content-based courses as well as the basis for workshops designed for postsecondary and secondary level teachers of the two languages.

d. Guide for Heritage Learner Study Abroad Programs. The Guide will have two general components, one designed for program administrators that will address what it means to be a heritage speaking learner of a language, their history and cultural background, how optimally to prepare heritage speakers for study abroad, and how to best serve these students when they return from their sojourn abroad; one designed for learners that will include appropriate cultural and linguistic activities to prepare heritage speakers for study abroad, cultural and language activities for heritage speakers to carry out while abroad in order to maximize their language learning experiences, and activities to engage in when they return from the sojourn in order to maintain their language and cultural development benefits from studying abroad.

e. Genre-based instruction material for writing in L2 Arabic. Four genre-based pedagogical modules for writing instruction will be produced. They will be piloted and modified as required. Each module will focus on a specific genre type (e.g., explanations) and will include authentic texts that illustrate the genre, explanations of the relevant lexico-grammatical features that express the three necessary components (ideational, interpersonal and textual) of the genre, and a robust set of activities that will enable students to practice producing texts that manifest the genre.

f. HLTPs for Underserved Urban School Districts. This project will produce a series of recommendations, reports, and workshops to be posted on CALPER's webpage. The scope of these materials will be on both the process of working with UUSD language programs to help improve the delivery of language instruction as well as the product outcomes of the consultations with language teachers from the appropriate school districts. The products will incorporate feedback and commentary from language educators on the nature and potential value of the consultation. The materials are expected to serve as models for future work and consultations with UUSDs.

g. L1 use in world language classrooms. The project will generate (1) a freely available corpus of language use in world language classrooms and (2) two specific set of materials as well as a series of workshops. Teachers' language use in world language classrooms (Arabic, Chinese, French, Korean, and Russian) will be transcribed and made freely available to the language education community to inform research and policy on language use in world language classrooms. In terms of materials, the first set will comprise a series of written reports with linked audio describing the proportions, functions, and frequencies of L1 use in Arabic, Chinese, French, Japanese, Korean, and Russian elementary and intermediate level world language classrooms. These reports will lead to a series of evidence-based guidelines for teachers' strategic use of the L1 to maximize L2 learning (thus complementing ACTFL's "Going for 90% plus" recommendation). The second set of materials will be a series of workshops designed to help teachers efficiently and effectively integrate these guidelines into their own instructional practices. The information provided in the workshops will be available on CALPER's webpage.

h. Usage-based and corpus-driven vocabulary modules in Chinese, Korean, and Russian. Each subproject will create the following materials: six pedagogical modules focused on vocabulary

relating the features mentioned in the Plan of Operation above (e.g., *textual elements, semantic notions, emotions, polysemy, collocational profiles, etc.*). Each module will include spoken and written examples of words in authentic contexts that illustrate the relevant meanings and collocational profiles and it will link this knowledge to appropriate conversational and written communicative activities. The modules will be available as OERs on CALPER's webpage.

Coordinators of the subprojects will conduct workshops in years 3 and 4 of the cycle on how to optimally integrate corpus-based vocabulary pedagogical modules into existing curricula.

Proposals to conduct sessions at professional conferences will be submitted to ACTFL, AATSEEL, AATK, and CLTA.

i. Collaborative project with NFLRC-Hawaii. This project will generate a series of recordings of invited speakers on various topics relating to relevance of language in the contemporary world. The recordings will be available on a shared webpage housed at NFLRC-Hawaii.

j. Collaborative project with CERCLL (AZ). CALPER's contribution to the annual conference organized by CERCLL will provide monetary support for teacher attendance at the conference.

9. COMPETITIVE PREFERENCE PRIORITY #1. ACTIVITIES WITH SIGNIFICANT FOCUS ON LCTLs. Seven of the eleven projects include activities that focus on LCTLs. Those represented in a significant way in the proposal are *Arabic*: Project 5—Genre-based approach to L2 Arabic writing, Project 7—*L1 use in world language classrooms*; *Chinese*: Project 1—Teacher's Guide to CBLI, Project 2—CBLI and Chinese pragmatics and compound verbs, Project 3—dual-enrolled content-based curriculum for post-secondary and secondary instruction, Project 7—*L1 use in world language classrooms*, Project 8a—vocabulary modules; *Korean*: Project 7—*L1 use in world language classrooms*, Project 8b—vocabulary modules; *Russian*: Project 7—*L1 use in world language classrooms*, Project 8c—vocabulary modules.

10. COMPETITIVE PREFERENCE PRIORITY #2. COLLABORATION WITH MINORITY SERVING INSTITUTIONS. Two projects include significant collaborations with minority serving institutions. Project 3: Content-based Dual-enrolled language curriculum—Delaware State University; Project 4: Guide for Heritage Speakers Study Abroad—California State University, Channel Islands and the other 14 Hispanic-serving campus of the Cal State System.

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Sample SCOBAs for CBLI Projects

SCOBAs for Particle OUT

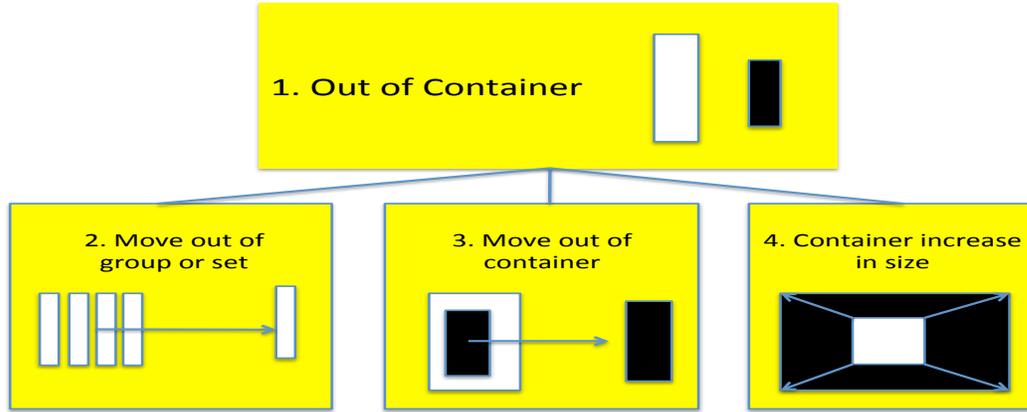


Figure 1. Project 1—Illustration of SCOBAs: Meaning of English Particle “Out”

Materialization of Grammar in Support of WM

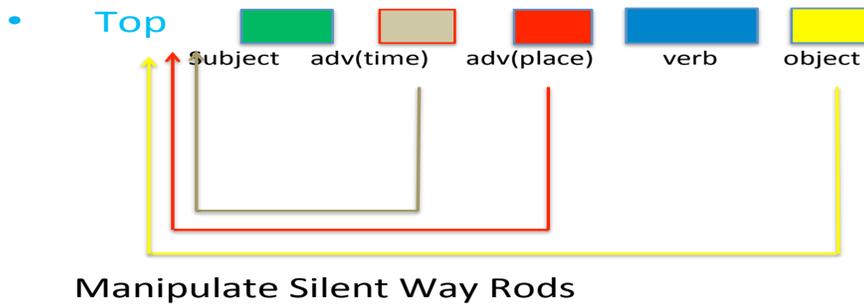


Figure 2. Project 1—Illustration of SCOBAs: Topicalization in Chinese

List of Abbreviations

1. AAAL	American Association for Applied Linguistics
2. AATK	American Association of Teachers of Korean
3. AATSEEL	American Association of Teachers of Slavic and East European Languages
4. AB	Advisory Board
5. ACTFL	American Council for the Teaching of Foreign Languages
6. AP	Advanced Placement
7. CALPER	Center for Advanced Language Proficiency Education and Research
8. CBLI	Concept Based Language Instruction
9. CERCLL	Center for Educational Resources in Language, Literacy, and Culture (U of Arizona)
10. CHAT	CHILDES (database) Analysis Tools
11. CLA	Center for Language Acquisition (Penn State)
12. CLTA	Chinese Language Teachers Association
13. CSL	Chinese as a Second Language
14. CUE	Center for Urban Education (University of Pittsburgh)
15. DA	Dynamic Assessment
16. DSU	Delaware State University
17. GAs	Graduate Assistants
18. GPRA	Government Performance and Results Act
19. HL	Heritage Learner
20. HLTPs	High Leverage Teaching Practices
21. IMT	Internal Management Team
22. IRS	International Research Studies (Title VI Program)
23. KAIST	Korean Advanced Institute of Science and Technology (Corpus)
24. LARC	Language Acquisition Resource Center
25. LCTL	Less Commonly Taught Language
26. LFTIC	Language Flagships Technology Innovation Center
27. NCOLCTL	National Council on Less Commonly Taught Languages
28. NECTFL	Northeast Council for Teachers of Foreign Languages
29. NFLRC—Hawaii	National Foreign Language Resource Center
30. NHLRC	National Heritage Language Resource Center
31. OER	Open Education Resource
32. PMFs	Performance Measurement Forms
33. SA	Study Abroad
34. SCOBA	Schema for the Orienting Basis of Action
35. SFL	Systemic Functional Linguistics
36. SLA	Second Language Acquisition
37. UUSD	Urban Underserved School Districts
38. ZPD	Zone of Proximal Development

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

APPENDIX 1: Curriculum Vitae and Bio Statements

KEY PERSONNEL

1. **Director and PI:** James P. Lantolf (The Pennsylvania State University)
2. **Co-director:** Kevin McManus (The Pennsylvania State University)
3. **Co-director:** Richard Donato (University of Pittsburgh)
4. **Associate Director:** Gabriela Appel (The Pennsylvania State University)
5. **Project Coordinators** (in alphabetical order)
 - a. Myriam Abdel-Malek (University of Pittsburgh)
 - b. Haiyang Ai (University of Cincinnati)
 - c. Brody Bluemel (Delaware State University)
 - d. Jongoh Eun (Defense Language Institute Foreign Language Center)
 - e. Edie Furniss (University of Pittsburgh)
 - f. Antonio Jiménez-Jiménez (California State University, Channel Islands)
 - g. Susan Strauss (The Pennsylvania State University)
 - h. Jie Zhang (University of Oklahoma)
6. **Advisory Board** (in alphabetical order)
 - a. Dana Thompson Dorsey (University of Pittsburgh)
 - b. Eileen Glisan (Indiana University of Pennsylvania)
 - c. Alan Juffs (University of Pittsburgh)
 - d. G. Richard Tucker (Carnegie Mellon University)
 - e. Leo van Cleve (California State University)

1. Director and PI

James P. Lantolf

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EDUCATION

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

PROFESSIONAL EXPERIENCE

Academic Positions

- George and Jane Greer Professor in Language Acquisition and Applied Linguistics: Penn State University 2005 to present
Professor of Applied Linguistics: Penn State University 1999 to 2005
Professor of Linguistics and Romance Studies: Cornell University 1991 - 1999
Professor of Applied Linguistics: University of Delaware 1989 - 1991
Associate Professor of Applied Linguistics: University of Delaware 1980 - 1991
Assistant Professor of Spanish/Bilingual Studies: University of Texas at San Antonio 1977 - 1980
Assistant Professor of Spanish: State University of New York College at Geneseo 1974 - 1977

Administration

- Director of the Center for Language Acquisition, Penn State University 1999 - present
Co-director of the Penn State National Foreign Language Resource Center -- CALPER [Center for Advanced Language Proficiency Education and Research] 2002 - present
Associate Chair, Department of Modern Languages, Cornell University 1995 - 1998
Associate Chair, Department of Modern Languages and Linguistics. Cornell University 1991 - 1995
Director of Graduate Studies, Department of Linguistics. University of Delaware 1986 - 1991

Chair, Department of Linguistics. University of Delaware 1985 -1987
Director of Foreign Language Teacher Education Program. University of Delaware
1980 -1986
Director of Foreign Language Instruction. University of Texas at San Antonio 1977 - 1980

Guest Professorships, International Teaching Positions (from 2000)

Yangtze River (Changjiang) Professor of Applied Linguistics. School of Foreign Studies. Xi'an
JiaoTong University. Appointed in 2016
Professorial Visiting Fellow, University of New South Wales, College of Education
January 10-23, 2011
Intensive seminar on sociocultural theory and second language instruction. International
University of Andalucia. Huelva, Spain July 24-25, 2008
Temple University Japan, Distinguished Lecturer. Offered two intensive seminars on
sociocultural theory and second language learning
Tokyo--May 17-18, 2008; Osaka--May 24-25, 2008
Visiting Scholar, Faculty of Education, University of Hong Kong May 25 – June 4, 2007
Professor, Australian Applied Linguistics Institute, University of Melbourne July 2000

PROFESSIONAL ACTIVITIES (from 2000)

President of the American Association for Applied Linguistics 2004-2005
First Vice President & Program Chair of the American Association for Applied Linguistics
2003-2004
Second Vice President of the American Association for Applied Linguistics 2002-2003

HONORS AND AWARDS

Lantolf Research Center for Second Language Studies. Established May 19, 2017, School of
Foreign Studies. Xi'an Jiaotong University.
Distinguished Scholarship & Service Award. American Association for Applied Linguistics
(2016).

Modern Language Association of America *Kenneth Mildener Prize* for outstanding publication, in language, culture, and literacy with application to teaching of languages other than English (2013—2014).

SIGNIFICANT EDITORIAL POSITIONS (appointment dates)

Founding editor: *Language and Sociocultural Theory* Equinox Press, 2013
Co-editor: *Applied Linguistics* Oxford University Press, 1993-1998
Editorial Board, *The Modern Language Journal* 1997
Editorial Board, *Journal of Spanish Language Teaching*, 2013
Editorial Board, *Vigo International Journal of Applied Linguistics*, 2012
Advisory Board, *Iranian Journal of Language Teaching Research*, 2012
Editorial Board of the *Australian Review of Applied Linguistics*, 2011
Editorial Board of the *International Journal of Language Studies*, 2011
International Advisory Board: *Journal of Second Language Teaching and Research*, 2010
Editorial Panel, *Journal of Applied Linguistics*, 2002
Editorial Board, *Spanish in Context*, 2002
Editorial Board, *Critical Inquiry in Language Studies: An International Journal*, 2002
Editorial Board, *Revista Electrónica de la Lengua Española*, 2001
Editorial Board *Asian EFL Journal*, 2005

GRANTS

National Foreign Language Resource Center. CALPER (Center for Advanced Language Proficiency, Education and Research). Funded by the U. S. Department of Education Title VI Program (2014-2018). Funded (\$520,000).

Language Assessment Research Network. Collaborative project to build an international network for language assessment. With Bristol University, University of Western Australia, Auckland University, University of Sydney, Chinese University of Hong Kong, Zhejiang University. Penn State faculty participants: J. P. Lantolf & M. E. Poehner. Matching grant from World University Network. Funded \$70,000.

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

National Foreign 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). \$785,842. Co-PIs – J. P. Lantolf & K. E. Johnson.

National Foreign 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.

National Foreign 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.

INVITED LECTURES, PLENARIES, COLLOQUIA (2015 to present)

- Perezhivanie*: The cognitive-emotive dialectic within the social situation of development.
Keynote address, Conference on Sociocultural Theory and Second Language Learning. Xi'an JiaoTong University. May 20, 2018
- Dynamic systems theory, sociocultural theory and second language developmental education.
Keynote address, Conference on Foreign Language Learning, Dalian University of Foreign Languages. Dalian, China. June 4, 2017
- On evidence of second language development from a sociocultural theoretic perspective. Dalian University of Technology. Dalian, China. June 2, 2017
- The value of explicit instruction for the language classroom. Inaugural lecture on the occasion of the establishment of the *Lantolf Center for Research in Second Language Studies*. School of Foreign Studies, Xi'an Jiaotong University. May 19, 2017
- Pre-conference workshop on Sociocultural and Dynamic Systems Theories in SLA (with K. deBot). American Association for Applied Linguistics. Portland, OR. March 2017
- Concept-based instruction and teacher education (with O. Esteve). Tenth International Conference on Language Teacher Education. UCLA. February 4, 2017
- Sociocultural theory and post-secondary language programs. Applied Linguistics SIG, Modern Language Association of America annual convention. Philadelphia. January 6, 2017
- Teaching English through Concept-based instruction. Nanjing Agricultural University. Nanjing, China. June 4, 2016
- Developmental education. Explicit instruction for L2 development. Temple University. January 27, 2016
- Systemic theoretical instruction and the unnecessary separation of theory and practice. Symposium on Sociocultural Approaches to Additional Language Learning/Teaching, Research and Teacher Education: Bridging the Gap between Practice and Theory. University of Pompeu Fabra. Barcelona. October 14, 2015
- The role of the “social other” in sociocultural approaches to second language development. Symposium on Interlocutor Individual Differences in Cognition and SLA. Indiana University. Bloomington, IN. October 1-2, 2015
- The relevance of high-quality explicit instruction for classroom second language development. Department of Modern Languages & Literatures. Case Western Reserve University. Cleveland. April 24, 2015
- The methodology of sociocultural theory. *Language Learning* Round Table Colloquium. American Association for Applied Linguistics. Toronto. March 21, 2015

PUBLICATIONS

Books

- 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. & S. L. Thorne. (2006) *Sociocultural theory and the genesis of second language development*. Oxford University Press.

Books edited

- Lantolf, J. P. & M. E. Poehner (with M. Swain). (2018). *Routledge handbook of sociocultural theory and second language development*. New York: Routledge.
- Lantolf, J. P. & M. E. Poehner (2008). *Sociocultural theory and the teaching of second languages*. London: Equinox Press.
- Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

CALPER Publication

- Lantolf, J. P. & M. E. Poehner. (2011). *Dynamic assessment in the foreign language classroom: A teacher's guide*. CALPER: University Park, PA. [149pp. & Video DVD: version 1.0]

Journal Articles (from 2010)

- Kim, J. & J. P. Lantolf (2018). Developing conceptual understanding of sarcasm in L2 English through explicit instruction. *Language Teaching Research*, 22, 208-229.
- Kinginger, C., M. E. Poehner, R. A. van Compernelle, & J. P. Lantolf. (2017). Pursuing Vygotsky's dialectical pedagogy and development: A response to David Kellogg. *Applied Linguistics*.
- Lantolf, J. P., L. Kurtz, & O. Kisselev. (2017). Understanding the revolutionary character of L2 development in the ZPD: Why levels of mediation matter. *Language and Sociocultural Theory*, 3.2, 153-171.
- Multiple Authors from the Douglas Fir Group (2016). A transdisciplinary framework for SLA in a multilingual world. *Modern Language Journal*, 100 (supplement), 19-47.
- Lantolf, J. P. & X. Zhang (2015). Response to Pienemann's critique of Zhang and Lantolf (2015). *Language Learning*, 65, 752-760.
- Zhang, X. & J. P. Lantolf (2015). Natural or artificial: Is the route of second language development teachable? *Language Learning*, 65 (1), 152-180. DOI: 10.1111/lang.12094.
- Lantolf, J. P. & L. Bobrova. (2014). Metaphor instruction in the L2 Spanish classroom: Theoretical argument and pedagogical program. *Journal of Spanish Language Teaching* 1: 46-61.
- Lantolf, J. P. (2014). A bridge not needed: The sociocultural perspective. *Studies in Second Language Acquisition* (pp. 8-14). doi:10.1017/S0272263114000035.
- 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. & M. Swain (2012). Jumping to conclusions? Commentary on “Effectiveness of guided inductive versus a deductive approach on the learning of grammar in the intermediate-level college French classroom.” *Foreign Language Annals* 45: 168-169.
- Lantolf, J. P. & L. Bobrova. (2012). Happiness is drinking beer: A cross-cultural analysis of multimodel 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.

Chapters in Refereed Volumes (from 2010)

- Lantolf, J. P. & M-H. Tsai. (2018). Systemic theoretical instruction in the second language classroom. The case of English verb+ noun collocations. In L. Ortega & A. Tyler (eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 30-54). Amsterdam: John Benjamins.
- Lantolf, J. P. (2017). Materialist dialectics in Vygotsky’s methodological framework: Implications for second language education research. In C. Ratner & D. N. Henrique Silva (eds.), *Vygotsky, Marx, and psychology: Marxist concepts in Vygotskian research* (pp. 173-189). New York: Routledge.
- Lantolf, J. P. & X. Zhang (2017). Sociocultural theory and concept-based instruction. In S. Loewen & M. Sato (eds.), *The Routledge handbook of instructed second language acquisition* (pp. 146-165). New York: Routledge.
- Poehner, M. E., K. Davin, J. P. Lantolf (2016). Dynamic assessment. In E. Shohamy et al (eds.), *Language testing and assessment*. Encyclopedia of Language and Education. 2nd ed. Berlin: Springer [doi:10.1007/978-3-319-02326-7_18-1](https://doi.org/10.1007/978-3-319-02326-7_18-1).
- Lantolf, J. P., S. L. Thorne, & M. E. Poehner. (2015). Sociocultural theory and second language development. In B. vanPatten & J. Williams (eds.). *Theories of second language acquisition*. 2nd ed. (pp. 207-226). New York: Routledge.
- Lantolf, J. P. (2014). Integrational linguistics and L2 proficiency. In S. Spolsky, O. Inbar, & M. Tannenbaum (eds.), *Challenges for language education and policy: Making space for people* (pp. 309-322). 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 DIRECTED & EXAMINED

- Director of 47 dissertations at the following institutions: The Pennsylvania State University, Cornell University, University of Delaware, Sophia University, Xi'an JiaoTong University.
- External examiner for 14 dissertations, including University of Hong Kong, Hong Kong Polytechnic University, University of Melbourne, Monash University, and the University of Toronto, and the University of British Columbia, University of Jyväskylä.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- American Association for Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)

LANGUAGES

English (native), Spanish (near native), German (advanced), Italian, Portuguese (intermediate)

2. Co-director

Kevin McManus

Department of Applied Linguistics
The Pennsylvania State University
209 Sparks Building, University Park, PA 16802
Email: kmcmanus@psu.edu

CURRENT POSITIONS

Since 2016 **Gil Watz Early Career Professor in Language and Linguistics.** The Pennsylvania State University, Department of Applied Linguistics, USA

Associate Director, Center for Language Acquisition. The Pennsylvania State University, College of the Liberal Arts, USA

Assistant Professor of Applied Linguistics. The Pennsylvania State University, Department of Applied Linguistics, USA

EDUCATION

2011 **Ph.D. in Second Language Acquisition.** Newcastle University, School of Modern Languages, UK

2008 **M.A. in Applied Linguistics: Corpus Linguistics.** Aston University, School of Languages and Social Sciences, UK

2006 **B.Sc. (Hons) in Modern Languages: French and German.** Aston University, School of Languages and Social Sciences, UK

EMPLOYMENT BACKGROUND

2013-16 **British Academy Postdoctoral Fellow.** University of York, Department of Education, UK

2011-13 **Research Fellow in French Applied Linguistics.** University of Southampton, Department of Modern Languages, UK

ACADEMIC AWARDS AND HONORS

2016-19 Gil Watz Early Career Professorship in Language and Linguistics

2013-16 British Academy Postdoctoral Fellowship

SELECTED RESEARCH SUPPORT AND GRANTS

2017-20 **International Research and Studies Program, U.S. Department of Education**
Project title: "Instructional practices, proficiency assessment and language development in dual-language immersion classrooms: A longitudinal

- study". Role: Co-PI. PI: Brody Bluemel (Delaware State), Consultant: Jim Lantolf (Penn State). Amount: \$246,600 for 36 months
- 2017-20 **International Research and Studies Program, U.S. Department of Education**
 Project title: "The Careers of Language Study Abroad Alumni: A Comprehensive Investigation". Role: Co-PI. PI: Celeste Kinginger (Penn State), Co-Investigator: Robert Schrauf (Penn State). Amount: \$254,550 for 36 months
- 2013-16 **Postdoctoral Fellowship, The British Academy**
 Project title: "The Role of Explicit Information in Remapping Meaning in a Second Language: An Experimental Intervention Study". Role: PI. Mentor: Emma Marsden (York). Amount: £226,207 (\$323,285) for 36 months

SELECTED PUBLICATIONS

- Porte, G. & **McManus, K.** (in press). *Doing Replication Research in Applied Linguistics*. New York: Routledge
- McManus, K.** & Marsden, E. (2018). Online and offline effects of L1 practice in L2 grammar learning. A partial replication. *Studies in Second Language Acquisition*
- Mitchell, R.F., Tracy-Ventura, N., & **McManus, K.** (2017). *Anglophone Students Abroad: Identity, Social Relationships and Language Learning*. New York: Routledge
- McManus, K.**, Vanek, N., Leclercq, P., & Roberts, L. (2017). Tense, Aspect, and Modality in L2 (TAML2). Special Issue, *International Review of Applied Linguistics in Language Teaching*, 55(3), 221-345
- McManus, K.** & Marsden, E. (2017). L1 explicit instruction can improve L2 online and offline performance. *Studies in Second Language Acquisition*, 39(3), 459-492
- McManus, K.** (2015). L1-L2 differences in the acquisition of form-meaning pairings: A comparison of English and German learners of French. *Canadian Modern Language Review*, 71(2), 51-77
- McManus, K.** & Mitchell, R.F. (2015). Subjunctive use and development in L2 French: A longitudinal study. *Language, Interaction and Acquisition*, 6(1), 42-73
- McManus, K.**, Mitchell, R.F., & Tracy-Ventura, N. (2014). Understanding insertion and integration in a study abroad context: The case of English-speaking sojourners in France. *Revue française de linguistique appliquée*, 14(2), 97-116
- McManus, K.**, Tracy-Ventura, N., Mitchell, R.F., Richard, L., & Romero de Mills, P. (2014). Exploring the acquisition of the French subjunctive: local syntactic context or oral proficiency? In Leclercq, P., Hilton, H., & Edmonds, A. (Eds.). *Measuring L2 Proficiency: Perspectives from SLA* (pp 167-190). Bristol: Multilingual Matters.
- McManus, K.** (2013). Prototypical influence in second language acquisition: what now for the Aspect Hypothesis? *International Review of Applied Linguistics in Language Teaching*, 51(3), 299-322

SELECTED PRESENTATIONS AND WORKSHOPS

- McManus, K.** (2018). Evidence-based grammar teaching. A Two-day professional development summer workshop for language teachers, *Center for Advanced Language Proficiency Education and Research (CALPER)*, The Pennsylvania State University, PA, USA.
- McManus, K.** (2018). L2 learners' longitudinal morphosyntactic development. A usage-based approach. Paper presented, *American Association for Applied Linguistics*, Chicago, IL, USA
- McManus, K.** (2018). Invited discussant for the colloquium *Social Network Analysis and Language Teaching: Insights and Future Directions*, American Association for Applied Linguistics, Chicago, IL, USA
- McManus, K.** (2017). Awareness about L1 form-meaning mappings can benefit L2 grammatical development, online and offline. Paper presented, *American Association for Applied Linguistics*, Portland, OR, USA
- McManus, K.** (2017). L1 use in the foreign language classroom. A Two-day professional development summer workshop for language teachers, *Center for Advanced Language Proficiency Education and Research (CALPER)*, The Pennsylvania State University, PA, USA.
- McManus, K. & Mitchell, R.F.** (2017). A longitudinal study of L2 French learners' grammatical development. Paper presented, *Association for French Language Studies annual conference*, York University, Canada
- McManus, K. & Mitchell, R.F.** (2017). L2 French learners' longitudinal morphosyntactic development: A conceptual replication. Paper presented, *4th Learner Corpus Research Conference*, Bolzano, Italy
- McManus, K.** (2016). Explicit instruction about the L1 significantly benefits L2 learning, offline and online. Invited talk, The University of Memphis, TN, USA.
- McManus, K. & Marsden, E.** (2016). Examining the advantages of teaching about the L1 for L2 grammar learning, with on- and offline measures. Invited colloquium contribution, *Reconciling methodological demands and pedagogical applicability in SLA research*, American Association for Applied Linguistics, Orlando, USA.
- McManus, K.** (2016). Examining the effectiveness of explicit instruction about the L1 in L2 grammar learning: Evidence from offline and online measures. Paper presented, *American Association for Applied Linguistics*, Orlando, FL, USA
- McManus, K. & Marsden, E.** (2016). Explicit instruction about the L1 significantly benefits L2 learning, online and offline. Evidence from French aspectual morphology. Paper presented, *Tense, Aspect, and Modality in L2*, University of York, UK
- McManus, K., Tracy-Ventura, N. & Mitchell, R.F.** (2016). L2 linguistic development before, during, and after a nine-month sojourn: Evidence from L2 French and Spanish. Paper presented, *Second Language Research Forum*, Teachers College, Columbia University, New York, USA
- McManus, K.** (2015). The role of explicit instruction about the L1 for the learning and teaching of complex meanings: The case of the French *Imparfait*. Invited talk, *Engaging with Meaning in Language Learning*, University of York, UK
- McManus, K. & Marsden, E.** (2015). L1 language awareness significantly advantages L2 grammar learning, on- and offline. Paper presented, *British Association for Applied Linguistics' Language Learning and Teaching Special Interest Group*, University of Edinburgh, UK

- McManus, K.** & Marsden E. (2015). When L1 use in the classroom significantly advantages L2 grammar learning. Paper presented, *Second Language Research Forum*, Georgia State University, USA
- McManus, K.** (2014). Examining L1-L2 similarities and differences for L2 grammar learning in the classroom. Invited talk, Department of World Languages, University of South Florida, USA
- McManus, K.** (2013). Atelier « outils »: Présentation du logiciel CHAT et CLAN. Pre-Conference Workshop, *Séjour linguistique et socialisation: questions d'input et d'accès aux langues*. Université de Perpignan Via Domitia, France

PROFESSIONAL SERVICE

Editing

- Co-editor, Special Issue of *IRAL – International Review of Applied Linguistics in Language Teaching* (2017)
- Assistant Editor, *EUROSLA Monographs Series* (2013-17)
- Co-editor, *Cahiers de l'AFLS: The Association for French Language Studies' e-journal* (2009-11)

Reviewer for Journals

Applied Linguistics (2015); EUROSLA Year Book (2013-15); International Journal of Corpus Linguistics (2013); International Journal of Learner Corpus Research (2017); International Review of Applied Linguistics in Language Teaching (2011-16); Journal of French Language Studies (2012-13); Language Awareness (2018); Language Learning (2013-16); Language Teaching (2018); Language Teaching Research (2016-17); Second Language Research (2015-17); Studies in Second Language Acquisition (2016-17); System (2017); The Modern Language Journal (2015-17)

Conference Organization

Co-organizer (with Janet van Hell and Carrie Jackson) of *Cognitive Approaches to Second Language Acquisition*, Pennsylvania State University, USA, October 2018

Co-organizer (with Norbert Vanek) of *Tense, Aspect and Modality in L2 (TAML2)*, University of York, UK, July 2016

Organizing committee member of *EUROSLA 24*, University of York, UK, September 2014

Co-organizer (with Rosamond Mitchell and Nicole Tracy-Ventura) of *Residence Abroad, Social Networks and Second Language Learning*, University of Southampton, UK, April 2013

TEACHING

The Pennsylvania State University, USA

Discourse Functional Grammar (APLNG 484), graduate; Usage-based Approaches to Second Language Learning and Teaching (APLNG 597), graduate; Experimental Research on Language (APLNG 593), graduate; Second Language Acquisition (APLNG 591), graduate; Proseminar in Applied Linguistics (APLNG 580), graduate

University of York, UK

Cross-linguistic Influences in Second Language Acquisition (EDU00048M), graduate (Fall 2014, 2015); Developmental Psycholinguistics (EDU00047M), graduate (Spring 2016); Introduction to Language Acquisition (L08I), undergraduate (Fall 2009); Learning and Teaching Grammar in a Second Language (EDU00050M), graduate (Spring 2014, 2015); Second Language Syntax (L15H), undergraduate (Spring 2010)

SUPERVISION OF STUDENT RESEARCH

Doctoral Committee Chair

Bayas, Kelly (Penn State University, Dept. of Applied Linguistics), Ph.D. (2018 – present)
Magnuson, Alex (Penn State University, Dept. of Applied Linguistics), Ph.D. (2017 – present)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
Association for French Language Studies
Study Abroad and Language Learning AILA Research Network

LANGUAGES

English (native), French (near-native), German (advanced), Spanish (reading ability), Chinese (elementary)

3. Co-director

Richard Donato

Department of Instruction and Learning
5105 Posvar Hall
University of Pittsburgh
Pittsburgh, PA 15260
Email: donato@pitt.edu

EDUCATION

- 1988 Ph.D. University of Delaware, Department of Linguistics
- 1982 M.A. University of Delaware, Department of Foreign Languages and Literatures,
French Literature
- 1972 B.A. University of Delaware, Department of Foreign Languages and Literatures,
French and Foreign Language Education

PROFESSIONAL EXPERIENCE

- 2014 Professor, Department of Instruction and Learning; with a secondary appointment
in Department of French and Italian Department of Linguistics, Department of
Hispanic Languages and Literatures
- 2008-present *Chair*, Department of Instruction and Learning, University of Pittsburgh

HONORS AND AWARDS

- 2016 *Provost's Award for Excellence in Research Mentoring* University of
Pittsburgh
- 2006 & 1997 *The American Council on the Teaching of Foreign Languages/ Modern
Language Journal Paul Pimsleur Award* for research in foreign language
education (two-time winner).
- 2004 *Freeman Award* for best article published in 2002 on foreign language
teaching.

GRANTS (selection)

Donato, R. (Co-principal investigator with G. R. Tucker). *Language, Literacy and the Early Foreign Language Learner: Foundations for Advancing Proficiency*. US Department of Education, Title VI International Research and Studies Program, July 1, 2005-June 30, 2007, \$119,250.00.

Donato, R. (Co-principal investigator with G. R. Tucker). *Literacy and Early Language Learning: Acquisition and Assessment*. US Department of Education, Title VI International Research and Studies Program, July 2002-June 2004, \$91,925.00.

Donato, R. (Co-principal investigator with G. R. Tucker). Assessing a Japanese FLES Program in Light of the Foreign Language National Standards: Ambiance and Achievement. US Department of Education, Title VI International Research and Studies Program, July 1997-June 1999, \$58,063.00.

Donato, R. (Co-director of project with T. Fall and R. Gaal). Teaching Authentic Children's Francophone West African Literature in a Cultural Context. The National Endowment for the Humanities, 1992, \$100,000.00 award to Pittsburgh Public Schools.

PROFESSIONAL SERVICE (selection)

2013 – present	Co-chair, ACTFL Research Priorities Task Force.
2011 & 2012	National Foreign Language Center, StarTalk, task force member.
2011	Common Core Standards-Foreign Language Standards crosswalk, (external reviewer)
2010-2013	ACTFL Research Priorities Task Force, member
2010	Keys to language assessment, ACTFL Guide for Professional Language Educators, consultant to author.
2010 & 2005	Modern Language Journal, editor search committee, member of selection committee.
2009-present	Middle States Assessment of learning outcomes for foreign language general education requirement, project coordinator, School of Arts and Sciences, University of Pittsburgh.
2005	Foreign Language in the Elementary School Test Development Project, reviewer, Center for Applied Linguistics, Washington, DC.
2003-2004	WGBH Educational Foundation/Annenberg/CPB, foreign language professional development video series (8 videos), academic advisor.
2003	Collaborative Research Network, consultant & presenter, Thailand.

2002	Praxis Licensure Examination for Foreign Languages, reviewer.
2000-2003	INTASC, Council of Chief State School Officers, standards for initial foreign language teacher certification, 4-member development and writing committee.
2000	National Board of Professional Teaching Standards, foreign language teacher standards, consultant and reviewer.
1997-1998	Northeast Conference on the Teaching of Foreign Languages, conference chair.
1996	National standards for foreign language learning: Preparing for the 21st century, reviewer.
1996	Pennsylvania Department of Education, foreign language standards task force, committee member.
1994-1996	Improving Education Quality in Mali, in-country consultant for research and curriculum development, The Institute for International Research, Washington, DC.
1995-1997	Northeast Conference on the Teaching of Foreign Languages, executive committee member.
1991-1995	Pennsylvania State Modern Language Association, executive committee member.
1992-1995	Northeast Conference on Language Teaching, elected member of board of directors.

PUBLICATIONS (selection)

Books

- Glisan, E. & Donato, R. (2017). *Enacting the work of language teaching: High leverage teaching practices*. Alexandria, VA: ACTFL.
- Donato, R., & Tucker, G. R. (2010). *A tale of two schools: Developing sustainable foreign language programs*. Clevedon, UK: Multilingual Matters.

Articles

- Donato, R. & Davin, K. (in press). History-in-Person: Ontogenesis and the professional formation of language teachers. In J. P. Lantolf, M. E. Poehner, & M. Swain (Eds.), *Handbook of Sociocultural Theory and Second Language Learning*. New York, NY: Routledge, Taylor and Francis Group.
- Davin, K.J., Chavoshan, I., & Donato, R. (2018). All your teachers are there when you teach. *System*, 72, 139-150. <https://doi.org/10.1016/j.system.2017.12.001>
- Glisan, E. & Donato, R. (2017). Content knowledge--broaden or compensate?: A response to Kissau and Algozzine, *Foreign Language Annals*. Advance online publication. doi: 10.1111/flan.12290

- Donato, R. & Davin, K. (2017). The Genesis of classroom discursive practices as history- in-person processes, *Language Teaching Research*. Advance online publication. doi: 10.1177/1362168817702672.
- Donato, R. (2017). Foreign language teacher development: What's does identity have to do with it? In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 24-30). New York, NY: Routledge, Taylor & Francis Group.
- Donato, R. (2016). Sociocultural theory and content-based foreign language instruction: Theoretical insights on the challenge of integration. In L. Cammarata (Ed.), *Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills* (pp. 25-50). New York: Routledge.
- Curtain, H., Donato R., & Gilbert V. (2016). Elementary school foreign language programs in the United States:. In S. Berbeco (Ed.), *Foreign language education in America: Perspectives from K-12, university, government, and international learning* (pp. 19-41). London: Palgrave Macmillan.
- Donato, R., & Adair-Hauck, B (2016). PACE: A story-based approach for dialogic inquiry about form and meaning. In J. Shrum & E. Glisan (Authors), *Teacher's handbook: Contextualized foreign language instruction* 5th ed. (pp. 206 – 230). Boston, MA: Cengage Learning.
- Troyan, F., Davin, K., & Donato, R. (2013). Exploring a practice-based approach to teacher education: A work in progress. *Canadian Modern Language Review*, 69(2), 154-180.
- Davin, K., & Donato, R. (2013). Student collaboration and teacher-directed classroom dynamic assessment: A complementary pairing. *Foreign Language Annals*, 46(1), 5-22.
- Donato, R. (2009). Teacher education in the age of standards of professional practice. *Modern Language Journal*, 93(2), 267-270.
- Donato, R., & Tucker, G. R. (2007) K-12 language learning and foreign language education policy: A school-based perspective. *Modern Language Journal*, 91(2), 256-258
- Donato, R. (2004). Aspects of collaboration in pedagogical discourse. In M. McGroarty (Ed.), *Annual review of applied linguistics: Advances in language pedagogy* (pp. 284-302). West Nyack, NY: Cambridge University Press.
- Donato, R., & Brooks, F. (2004). Literary discussion and advanced speaking functions: Researching the (dis)connection. *Foreign Language Annals*, 37(2), 183-199.
*Recipient of the MLJ/ACTFL Paul Pimsleur award for research in foreign language education.

Edited Journal

Glisan, E., & Donato, R. (Guest Eds.). (July, 2012). Special issue of *Foreign Language Annals*, Research Priorities in Foreign Language Education.

MEDIA

Donato, R. (2004). Teaching foreign languages K-12 workshop: Connecting standards, research, and practice. [Roundtable discussion leader for 8 video sessions]. WGBH Educational Foundation/Annenberg/CPB.
Retrieved from: <http://www.learner.org/workshops/tfl/>

PRESENTATIONS (selection)

- Donato, R. (January 28, 2017). *High leverage teaching practices in world language education*. Boston Public Schools, Institute for Learning, University of Pittsburgh.
- Donato, R. (November 19, 2016). *Research Plenary Session*. American Council on the Teaching of Foreign Language, Boston, MA. Teaching of Foreign Languages, Boston, MA.
- Glisan, E. & Donato, R. (November 17, 2016). *Implementing High Leverage teaching practices in Foreign Language Education, Pre-conference 6-hour session*, American Council on the Teaching of Foreign Language Education, Boston, MA.
- Donato, R. (March 15, 2016). *Researching Learning and Teaching in Foreign Language Classrooms*, Mahidol University, Bangkok, Thailand.
- Donato, R & Davin, K. (2014, August). The genesis of classroom discourse practices and history-in-person processes. In R. F. Young (chair), *Personal moments of classroom language learning in the history of persons*. Symposium conducted at the World Conference of Applied Linguistics, Brisbane, Australia.
- Donato, R. (Oct 14-16, 2011). *Research insights into early language learning: Do we share common ground?* (plenary address) Hyogo University International Conference on Early Language Learning and Teacher Education, Kobe, Japan.
- Donato, R., & Riamliw, J. (August 9, 2009) Teachers' concepts of literacy and the relationship to classroom practice. Asia TEFL, Bangkok, Thailand.
- Donato, R. (June 25, 2004). Aspects of collaboration in pedagogical contexts (plenary address). The Korean Association of Teachers of English, Seoul, Korea.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
Pennsylvania State Foreign Language Association (PSMLA)

LANGUAGES

English (native), French (near-native), Spanish (advanced), Italian, Thai (elementary)

4. Associate Director

Gabriela Appel

Associate Research Professor
Department of Applied Linguistics
305 Sparks Building
The Pennsylvania State University, University Park PA 16802
Email: gxa9@psu.edu

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 (Title: Program Coordinator 2002-2012), Center for Advanced Language Proficiency Education and Research, The Pennsylvania State University
- 2002-present Senior Lecturer in Applied Linguistics and German (Title: Associate Research Professor since 2017), Department of Applied Linguistics, The Pennsylvania State University
- 1999-2002 Senior Lecturer in German, Department of Germanic and Slavic Languages and Literatures, 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,

TEACHING EXPERIENCE

1) TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS (SELECTION)

- Project Work in Language Courses, CALPER Summer Workshop Series
- L2 Vocabulary Teaching and Learning, CALPER Summer Workshop Series
- Language Program Evaluation, Franklin and Marshall College
- Language e-Portfolios, CALPER Summer Workshop Series, (co-presenter)
- Language Portfolios, Pennsylvania State Modern Language Association (PSMLA) Annual Pre-conference workshop (co-presenter)

Projects in Foreign Language Classrooms, Berks County Intermediate Unit
Projects in Foreign Language Courses, CALPER Summer Workshop Series
Language Portfolios, State College Area School District
Culture, Projects, and the Second Language Classroom, University of Miami
Projects and Content-based Learning, CALPER Summer Workshop Series, (co-presenter)

2) COURSES

Second Language Reading · Second Language Literacy · Second Language Vocabulary
Learning and Teaching · Methods of Teaching College German · Psycholinguistics · Text
Production and Comprehension · all levels of College German · Business German · Introduction
to Linguistics · Reading German for Academic Purposes

OUTREACH AND PROFESSIONAL DEVELOPMENT ORGANIZATION (SELECTION)

2002 – present	American Council on the Teaching of Foreign Languages, exhibit
2003 – present	CALPER Summer Workshop Series for Language Educators
2004 – present	Pennsylvania State Modern Language Association, exhibit
2008 - present	Northeast Conference on the Teaching of Foreign Languages, exhibit
2008 - 2011	Indiana University of Pennsylvania Spring Methodology Conference, exhibit
2009	Institute in Applied Linguistics, Penn State
2006, 2012, 2018	Title VI National Foreign Language Resource Center, group exhibit at the annual convention of ACTFL

PROFESSIONAL SERVICE

DEPARTMENT AND COLLEGE (SELECTION)

- Information Dissemination, Applied Linguistics, Penn State, 2009-present
- Search Committee, Intensive English Program Director position, Penn State, 2012
- Curriculum Committee, Applied Linguistics, Penn State, 2006
- Coordinator of Beginning and Intermediate German, Germanic and Slavic Languages and Literatures, Penn State, 2000-2001 (sabbatical replacement)
- Languages Across the Curriculum, Cornell, 1996-1998 (sponsored project by the American Council on Education; appointed)
- Consortium for Language Teaching and Learning, Cornell, 1993-1995
- Director of Summer Teaching Assistant Training Program (Six-week program), Modern Languages, Cornell University, 1993, (Co-director, 1992)
- Executive Committee, English and Romance Studies, University of Kassel, 1986-1989 (elected)

TO THE PROFESSION (SELECTION)

- Executive Council Member, Pennsylvania State Modern Language Association, 2018 – 2021 (elected)
- Berks County Asian Studies Collaborative, Advisory Board Member, 2009-2014
- American Association of Teachers of German (AATG) Study Trip Awards, Central New York Chapter, 1991-1999
- **MANUSCRIPT REVIEWS FOR:** *Language Learning* · *The Modern Language Journal* · *NECTFL Review* · *Studies in Second Language Acquisition* · Wiley-Blackwell · Holt, Rinehart and Winston · Houghton Mifflin

EDITORIAL EXPERIENCE

- General Editor, CALPER Publications, 2007-present
- Associate Editor, *The Modern Language Journal*, 1999-2014
- 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.

PUBLICATIONS

- Salaberri, M. S., & Appel, G. (2003). Assessment and diversity: Development of persona; identities through portfolios. In M. J. Raya & T. Lamb. (Eds.), *Differentiation in the modern languages classroom* (pp. 211-229). Frankfurt: Peter Lang.
- Appel, G., & Lantolf, J. P. (1994). Speaking as mediation: A study of L1 and L2 text recall tasks. *The Modern Language Journal*, 78, 437-452.
- Lantolf, J. P., & Appel, G. (1994). *Vygotskian approaches to second language research*. Norwood, NJ: Ablex.
- Appel, G., & Dechert, H. W. (1991). *A case for psycholinguistic cases*. Amsterdam: John Benjamins.
- Appel, G. (1984). Improving second language production. In H. W. Dechert, Moehle, D., & M. Raupach (Eds.), *Second language productions* (pp. 186-210). Tübingen: Gunter Narr.
- Appel, G., & Goldberg, M. (1984). Referential choice in second language narrative production." In H. W. Dechert, D. Moehle, & M. Raupach (Eds.), *Second language productions* (pp. 138-155). Tübingen: Gunter Narr.
- Appel, G., Dechert, H. W., & Raupach M. (1980). *A selected bibliography on temporal variables in speech*. Tübingen: Gunter Narr.

Teacher Professional Development Materials:

Electronic Portfolios. (in progress). CALPER Online Resource, <http://sites.psu.edu/calpereportfolios>, (co-writer)

Language Advocacy. (on going). CALPER Online Resource, <http://sites.psu.edu/calperadvocacy>, (sole compiler)

CLTNet of PA. (on going). CALPER Online Resource, <http://sites.psu.edu/calpercltnet>, sole compiler

Corpus Portal. (2017). CALPER Online Resource, <http://sites.psu.edu/calpercorpusportal>, 2015-2017 (co-writer)

Language Assessment. (2015). CALPER Online Resource, <http://sites.psu.edu/calperlanguageassessment>, (co-writer)

Appel, G. (2010). Helping students understand a presentation. University Park, PA: CALPER Pedagogical Materials.

Appel, G. (2003). 13 Jahre Deutsche Vereinigung: A sample project for advanced learners of German. University Park, PA: CALPER Pedagogical Materials

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)

American Association of Teachers of German (AATG)

American Council on the Teaching of Foreign Languages (ACTFL)

Pennsylvania State Modern Language Association (PSMLA)

LANGUAGES

German (native), English (near native), French (working knowledge)

5.a. Project Coordinator

Myriam Abdel-Malek

Instructor of Arabic
Less Commonly Taught Languages Center
2816 Cathedral of Learning
University of Pittsburgh, PA
Email: maal20@pitt.edu

EDUCATION

Ph.D., Language, Literacy, and Culture March 2017
University of Pittsburgh, Pittsburgh, PA

M.Ed., Foreign Language Education April 2012
University of Pittsburgh, Pittsburgh, PA

B.Sc. Computer Science
University of Jordan, Amman, Jordan
Distinctions: with high honors

TEACHING AND RESEARCH EXPERIENCE

University of Pittsburgh, Pittsburgh, PA Sep 2017- present
Instructor of Arabic

- *Conducted faculty professional development and curriculum development*
- *Designed syllabi and assessments for*
 - Arabic 0101: Modern Standard and Egyptian Arabic I
 - Arabic 0102: Modern Standard and Egyptian Arabic II
 - Arabic 0103: Modern Standard and Egyptian Arabic III
 - Arabic 0104: Modern Standard and Egyptian Arabic IV
- *Created a new course based on genre-based approach to writing*
 - Arabic 0126: Modern standard and Levantine VI

Graduate Research Assistant Aug. 2015–April 2017

High School University Supervisor Aug. 2014–April 2015

- Mentored and supervised four pre-service and in-service foreign language teachers placed in urban and suburban high schools

Teaching Fellow, School of Education Aug. 2012–April 2015
Courses Taught:

- IL 2253: Principles and Practices of Foreign Language Testing and Assessment
- IL 2252 :Introduction to Foreign Language Education
- IL 2256: Issues in Foreign Language Education
- IL 2702: Special Project -Foreign Language Education MS

Regular Part Time Instructor, Linguistics Department Aug. 2007–April 2012
Courses Taught:

- *Designed syllabi and assessments based on integrated performance assessments*
 - Ling 1524: Readings in Arabic
- *Designed syllabi and assessments for*
 - Ling 0131: Modern Standard Arabic I
 - Ling 0132: Modern Standard Arabic II
 - Ling 0134: Modern Standard Arabic 1V

Carnegie Mellon University, Pittsburgh, PA

Adjunct Faculty, Department of Modern Languages

Fall 2009–Spring 2010

Courses Taught:

- *Designed syllabi and assessments for first time offered courses*
 - Elementary Arabic I
 - Elementary Arabic II

La Roche College, Pittsburgh, PA

Adjunct Faculty, Department of Modern Languages

Spring 2006–Spring 2008

Courses Taught:

- *Designed syllabi and assessments for the first time offered courses*
 - Arabic I
 - Arabic II
 - Arabic III
 - Arabic IV

PUBLICATIONS

Abdel-Malek, M. (2013). Arabic, advance level: Freedom. In *Implementing integrated performance assessment* (pp. 95 -101). Alexandria, VA: American Council on the Teaching of Foreign Languages

PRESENTATIONS (selection)

Abdel-Malek, M. & Attia, A. (December, 2017). Teaching content in Arabic as a foreign language: a genre-based approach. Arabic language and linguistics conference at the American University in Cairo, Cairo, Egypt.

Abdel-Malek, M. (March, 2017). *The Genre-based approach informed by systemic functional linguistics to teaching writing in Arabic*. Paper presented at the Conference of the American Association of Applied Linguistics, Portland, OR.

Abdel-Malek, M. (November, 2016). *Investigating the Genre-based approach to teaching writing in Arabic*. Sociocultural Theory and Second Language Learning Working Group 20th Annual Meeting, Tampa, FL.

Fernandez, L., **Abdel-Malek, M.** Korpella, S., & Chavoshan, I. (September, 2016). *Let's get social: SCT and SFL complementary theories for ISLA*. Second Language Research Forum, New York City

Abdel-Malek, M & Attia, A. (2016, April). *Teaching Arabic writing at the intermediate level: A genre-based approach*. National Conference for Less Commonly Taught Languages (NCOLCTL) conference, Atlanta, GA

- Abdel-Malek, M.** Sardegna, V., Fernandez, L. (2016, April). *A genre-based pedagogy to teaching writing*. American Association for Applied Linguistics, Orlando, FL.
- Abdel-Malek, M.**, Sardegna, V., Fernandez, L., (2016, April). *Using formative assessment to guide instruction for emergent bilinguals*. TESOL International conference, Baltimore, MD
- Abdel-Malek, M.** (2014, November). *A practice-based approach to teacher preparation: What do student teachers say?*. American Council on the Teaching of Foreign Languages, San Antonio, TX.
- Abdel-Malek, M.** & Attia, A (2013, November). *Mind the gap: Building the bridge between assisted and independent reading in Arabic*. American Council on the Teaching of Foreign Languages, Orlando, FL.

WORKSHOP PRESENTED

Troyan, F.J. & **Abdel-Malek, M.** (2012, November). *Using Comprehensible Input in the K-16 Arabic Classroom*. Workshop presented for Arabic teachers at the annual meeting of the American Council on the Teaching of Foreign Languages, Philadelphia, PA.

SELECTED ACADEMIC AWARDS, FELLOWSHIPS, AND GRANTS

National Federation of Modern Language Teachers Association

Fall 2017

- travel support grant

National Council of Less Commonly Taught Languages

Spring 2016

- Research Award

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)

LANGUAGES

Arabic (native). English (near native), French (advanced)

5.b. Project Coordinator

Haiyang Ai

Assistant Professor
Literacy & Second Language Studies
School of Education
615P Teachers College
University of Cincinnati
Email: haiyang.ai@cu.edu

EDUCATION

- 2015 Ph.D. Applied Linguistics, The Pennsylvania State University
2006 M.A. Linguistics and Applied Linguistics, University of Chinese Academy of Sciences
2003 B.A. English Education, Shaanxi Normal University, Xi'an, China, 2003

PROFESSIONAL APPOINTMENTS

Assistant Professor, Literacy & Second Language Studies, School of Education, University of Cincinnati, *August 2015-present*
University Lecturer, Foreign Languages Department, University of Chinese Academy of Sciences, Beijing, China, *2006-2009*

PUBLICATIONS

- Wang, B. P.-Y., Lu, X., Hsu, C., Lin, E. P.-C., & **Ai, H.** (Forthcoming). Linguistic metaphor identification in Chinese. In *MIPVU in multiple languages*. Amsterdam: John Benjamins.
- Ma, F., **Ai, H.**, & Guo, T. (2018). Semantic and lexical processing of words across two languages in Chinese-English bilinguals. In H. Pae (Ed.), *Writing Systems, Reading Processes, and Cross-Linguistic Influences: Reflections from the Chinese, Japanese and Korean Languages*. Amsterdam: John Benjamins.
- Ma, F. & **Ai, H.** (2018). Chinese learners of English see Chinese words when reading English words. *Journal of psycholinguistic research*, 47(3), 505-521. DOI: 10.1007/s10936-017-9533-8
- Ai, H.** & You, X. (2017). Lexis-grammar interface in Chinese English: A corpus study of the prototypical ditransitive verb GIVE. In Z. Xu, D. He, & D. Deterding (Eds.), *Researching Chinese English: State of the Art*. Berlin, Heidelberg: Springer.
- Ai, H.** (2017). Providing graduated corrective feedback in intelligent computer-assisted language learning environment. *ReCALL*, 29(3), 313-334.
- Lu, X. & **Ai, H.** (2015). Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. *Journal of Second Language Writing*, 29, 16-27.
- Ai, H.** & You, X. (2015). The grammatical features of English in a Chinese Internet discussion forum. *World Englishes*, 34(2), 211-230.
- Ai, H.** & **Lu, X.** (2013). A corpus-based comparison of syntactic complexity in NNS and NS university students writing. In Nicolas Ballier, Ana Díaz-Negrillo, and Paul Thompson

(Eds.), *Automatic Treatment and Analysis of Learner Corpus Data* (pp. 249-264). Amsterdam: John Benjamins.

Ai, H. (2012). The expression of stance in Mandarin Chinese: A corpus-based study of stance adverbs. *International Journal of Asian Language Processing*, 22(1): 1-14.

PRESENTATIONS

- Reynolds, R., Cotos, E., **Ai, H.**, Sowmy S. (2018, May). A corpus-driven automated approach to identifying, extracting, and correcting instances of verb–noun miscollocation in L2 writing samples. Computer Assisted Language Instruction Consortium, University of Illinois, Urbana-Champaign, IL.
- Ai, H.** & Ma, F. (2017). A corpus-based dynamic approach to providing corrective feedback in L2 writing: A focus on verb-noun collocations. Second Language Research Forum, Columbus, OH. October 12-15.
- Ma, F., **Ai, H.**, Xiao, T., & Guo, T. (2017). Juggling non-linguistic and linguistic cues when listening to words in a second language. Second Language Research Forum, Columbus, OH. October 12-15.
- Ai, H.** & Ma, F. (2016). Creating a 10-million-word English-Chinese parallel corpus. The American Association for Applied Linguistics, Orlando, FL. April 9-12.
- Lu, X. & **Ai, H.** (2013). Syntactic complexity in college-level English writing: Differences among writers with diverse L1 backgrounds. American Association for Applied Linguistics, Dallas, TX. March 16-19.
- Doran, M., Jadlocki, M., & **Ai, H.** (2013). Domain-centered analysis of ITA language use. American Association for Applied Linguistics, Dallas, TX. March 16-19.
- Ai, H.** & Lu, X. (2013). Automatic measurement of lexical complexity in Mandarin Chinese. American Association for Corpus Linguistics, San Diego, CA. January 18-20.
- Ai, H.** & Lu, X. (2012). Promoting L2 Chinese development with intelligent computer-assisted language learning. Second Language Research Forum, Pittsburgh, PA. October 18-21.
- Ai, H.** & Lu, X. (2011). A corpus-informed web-based Chinese ICALL system. 10th Conference for the American Association for Corpus Linguistics, Atlanta, GA. October 7-9.
- Ai, H.** & Ma, F. (2011). Metonymic and metaphoric extensions of tou ‘head’ in Mandarin Chinese: A corpus-based study. Alabama Symposium on Exploring the Boundaries and Applications of Corpus Linguistics. Tuscaloosa, AL. April 15-17.
- Ai, H.** & Lu, X. (2011). “*Well, you know, it’s like*”: A corpus-based study of the use of pragmatic markers by EFL speakers. American Association for Applied Linguistics Conference, Chicago, IL. March 26-29.
- Ai, H.** & Lu, X. (2010). A web-based system for automatic measurement of lexical complexity. Symposium of the Computer Assisted Language Instruction Consortium, Amherst, MA. June 8-12.
- Ai, H.** & Peng, G. (2006). A Corpus-based study of connectors: Research from the CAS Learner Corpus of English Essays. International Symposium of Computer Assisted Language Learning. Beijing. June 2-4.

TEACHING EXPERIENCE

University of Cincinnati

- LSLS 9063 – Seminar in Corpus Linguistics
- LSLS 9052 – Advanced Mentored Research
- LSLS 8061 – Teaching and Assessing College ESL: Reading and Writing
- LSLS 7060 – Applied Linguistics
- LSLS 7053 – First and Second Language Acquisition
- ESL 2089 – Intermediate Composition for International Students

Pennsylvania State University

- APLNG 597 – Seminar in Applied Corpus Linguistics
- ESL 015 – Composition for American Academic Communication II
- CHNS 001 – Level One Chinese A
-

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
Computer Assisted Language Instruction Consortium (CALICO)

LANGUAGES

Chinese (native), English (near native), Japanese (working knowledge)

5.c. Project Coordinator

Brody T. Bluemel

Assistant Professor
Director of MA TESOL / Bilingual Education Program
Director of English Language Institute
Department of English & Foreign Languages
Delaware State University
Dover, DE 19901
Email: bbluemel@desu.edu

EDUCATION

- 2015 Ph.D., Dual Title in Applied Linguistics & Asian Studies, The Pennsylvania State University
2010 M.A., German, Middlebury College
2009 M.A., Chinese Language & Culture, Valparaiso University
2008 B.A., English & Language Acquisition, Drake University

PROFESSIONAL EMPLOYMENT

- 2015 –present Assistant Professor, Department of English & Foreign Languages – Delaware State University
- Director of MA TESOL / Bilingual Education Program
 - Director of English Language Institute
- 2010-2015 Teaching Assistant in Asian Studies, Applied Linguistics, German Department & ESL Program - The Pennsylvania State University
2012-2014 High School Chinese Language Instructor & Program Adviser – State College Area High School

PUBLICATIONS

- Bluemel, B. (2019 forthcoming). Corpora and Chinese Discourse Analysis. In Routledge Handbook of Chinese Discourse Analysis. Ed. Chris Shei. Routledge.
Bluemel, B. (2018 forthcoming). Pedagogical Applications of Chinese Parallel Corpora. In Computational and Corpus Approaches to Chinese Language Learning. Eds. X. Lu & B. Chen. .
Bluemel, B. (2014). Learning in Parallel: Using parallel corpora to enhance written language acquisition at the Beginning Level. *Dimension*. Vol. 1, p.31-48.

Teacher Professional Development Materials:

- Bluemel, B. (2013). Parallel Corpora in Pedagogy: Using Parallel Corpora in Teaching Chinese as a Foreign Language (CALPER Corpus Community Report, No. 5). The Pennsylvania State University: Center for Advanced Language Proficiency Education and Research.

Technology Development:

Bluemel, B. (2013). Chinese/English Parallel Corpus & Learning Tool. State College, Pennsylvania: The Pennsylvania State University. Available at <http://www.parallelcorpus.com>.

PRESENTATIONS

- Bluemel, B. (2017). Parallel Corpora for Pedagogy: Using parallel corpus technology in foreign language instruction. American Association for Applied Linguistics, Portland, OR, March 18-21.
- Bluemel, B. (2016). Learning a Culture Within a Culture: ESL Education on an HBCU Campus. American Association for Applied Linguistics, Orlando, FL, April 9-12.
- Bluemel, B. (2014). Constructing a Parallel Corpus for Pedagogical Application. American Association of Corpus Linguistics (AACL), Flagstaff, AZ, September 26-28.
- Bluemel, B. (2014). How to Use Corpora in Language Teaching. Language Teaching Workshop Series: Center for Language Acquisition (CLA) and Center for Advanced Language Proficiency Education and Research (CALPER), State College, PA, January 29.
- Bluemel, B. (2013). Teaching with Parallel Corpora in a High School Chinese Classroom. Chinese Language Teachers Association (CLTA), Orlando, FL, November 22-24.
- Bluemel, B. (2013). Incorporating Parallel Corpus Technology in the Foreign Language Classroom. American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL, November 22-24.
- Bluemel, B. (2013). Parallel Corpora as a Mediation Tool for Learner Development. Annual Sociocultural Theory and Second Language Learning Research Working Group, State College, PA, September 26-28.
- Bluemel, Brody (2012). A Parallel Corpus based Approach to Chinese Auxiliary Verbs. Second Language Research Forum (SLRF), Pittsburgh, PA, October 18-21.
- Bluemel, B. (2012). Parallel Corpora and Pedagogy. International School for China Studies (第三届中国研究国际暑期班), Nanjing, Jiangsu, China, June 19 –July 3.

CERTIFICATIONS

Delaware Performance Assessment System (DPAS-II) Credentialing Assessment (September, 2016).

Teaching with Technology Certificate. The Pennsylvania State University. (December 2013).

SUV.3 Phonetik Schein (Certification for teaching phonetics and oral language). Received from Johannes-Gutenberg University, Mainz, Germany (July 2010)

PROFESSIONAL SERVICE

University

- Vice Chair, University Faculty Senate. Delaware State University, elected to serve July 2018 to June 2019.
- Member, Research Advisory Committee. Delaware State University, 2017 to present.
- Assessment Fellow. College of Arts Humanities and Social Sciences, Delaware State University, 2017 to present.
- Chair, Assessment Committee. Department of English and Foreign Languages, Delaware State University, 2017 to present.
- Chair, Technology Committee. Council for Professional Educators. Delaware State University, 2017 to present.
- Member, International Education Committee. Faculty Senate Sub-committee, Delaware State University. 2016 to present.

To the Profession

- *Member*, Program Committee, 20th Annual Sociocultural Theory and Second Language Learning Research Working Group Meeting, 2013.

AWARDS AND FUNDING

- Instructional practices, proficiency assessment and language development in dual- language immersion classrooms: A longitudinal study. U.S. Department of Education International Research Studies (IRS) Program, International and Foreign Language Education (IFLE) Office. Oct. 1, 2017 – September 30, 2020. \$246,600 research grant over three years
- Educator Preparation Partnership Grant, Teacher & Leader Effectiveness Branch of the State of Delaware Department of Education. August 2017 – July 2020. Partnered with Caesar Rodney School District.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
American Council on the Teaching of Foreign Languages (ACTFL)
Chinese Language Teachers Association (CLTA)
Chinese Language Association of Secondary Schools (CLASS)
Teachers of English to Speakers of Other Languages (TESOL)

LANGUAGES

English (native speaker), German (near-native proficiency), Mandarin Chinese (advanced proficiency), Cantonese (intermediate proficiency)

5.d. Project Coordinator**Jongoh Eun**

Professor
Defense Language Institute Foreign Language Center
Presidio of Monterey, CA
Email: jungoheun@hotmail.com

EDUCATION

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

PROFESSIONAL EXPERIENCE

2016-present Associate Dean, School of Resident Education, Continuing Education,
Defense Language Institute Foreign Language Center

2018 Materials Reviewer for North Korean Assessment Project
National Foreign Language Center, University of Maryland

2016 Korean Developer, Mango Languages

2014-Present Freelance Translator (Korean to English, English to Korean)

2013-2016 Korean Department Chair, School of Resident Education, Continuing
Education, Defense Language Institute Foreign Language Center

2009 SLA Specialist, National Foreign Language Center,
University of Maryland, College Park

2009-2013 Korean Editor, Mango Languages

2009 Outside reviewer for Korean placement tests for University of Hawaii,
Manoa

2009 Thematic Unit developer for National Foreign Language Center,
University of Maryland, College Park

2007-2012 Associate Professor, Asian III School
Defense Language Institute Foreign Language Center

May 2006-2013 Chair, Department C, Asian III School
Defense Language Institute Foreign Language Center

Aug 2003-May 2006 Assistant Professor and Team Leader in Asian III School

Defense Language Institute Foreign Language Center

- 1996-1997 Language Consultant, Seoul Office, Board of Ministry and Education,
United Methodist Church
- 1994-1996 Assistant Public Affairs Officer, Third Republic of Korea Army
- Aug-Dec 1991 English Instructor, Jung Chul School, Seoul, Korea

TEACHING EXPERIENCE

Defense Language Institute Foreign Language Center

Elementary - Intermediate – Advanced Korean I & II

Advanced Korean Conversation

Introduction to Korean Culture

History and Geography of Korean Region

Area and Intercultural Studies within the Korean Region

Intermediate Listening Comprehension; Intermediate Reading Comprehension

Intermediate Oral Production

Intermediate Grammar

MATERIALS DEVELOPMENT

Defense Language Institute Foreign Language Center

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 directions

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

Topic Cluster: North Korean defectors in South Korea

PUBLICATIONS

Eun, J. O., Ha, J. A., Jun, J.-Y., & Lee, S. (2016). Heritage curriculum overview. *The Korean Language in America* (special issue: College Korean curriculum inspired by National Standards for Korean) (pp. 235-272).

Strauss, S., & Eun, J. O. (2005). Indexicality and honorific speech level choice in Korean. *Linguistics*, 43 (3), 611-651.

- Eun, J. O., & Strauss, S. (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.
- Strauss, S., Katayama, H., & Eun, J. O. (2002). Grammar, cognition, and procedure as reflected in route directions in Japanese, Korean, and American English. In N. Akatsuka & 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

PRESENTATIONS AND WORKSHOPS (selection)

- Eun, J. O., Integrating Colloquialisms for a More Balanced Curriculum. Language Education and Resource Network (LEARN) Conference. NFLC. University of Maryland, College Park. July 12-13, 2016.
- Eun, J. O., & Lee, M. Raising Speaking Proficiency by Incorporating a Variety of Genres and Registers. The Language Learning and Teaching Conference. Defense Language Institute Foreign Language Center. July 6, 2015.
- Eun, J. Incorporating Non-verbal Behaviors in Teaching Culture Using Video Materials. Teaching Material Exchange. American Association of Teachers of Korean (AATK). Monterey, CA. June 25-27, 2015
- Eun, J., O., Ha, J. A., Jung, J., & Lee, S. Standards-based Curriculum Development for College Korean Program. American Association of Teachers of Korean (AATK). Boston University. June 19-21, 2014.
- Lee, M., & Eun, J. O., Raising Speaking Proficiency Using Level-Appropriate Technology Integrated Activities. American Council on the Teaching of Foreign Languages (ACTFL). Philadelphia, PA. November 16-18, 2012.
- Eun, J. O., Ha, J. A., Jung, J., & Lee, S. Standards-based Curriculum Development for College Korean Program. American Association of Teachers of Korean (AATK). Stanford University. June 29 –July 1, 2012.
- Eun, J. O., & Lee, M. Appropriate Uses of Referents and Verbs in Narratives in Korean and Pedagogical Implications. American Association of Teachers of Korean (AATK). Stanford University. June 29 –July 1, 2012.
- Eun, J., & Sung-Frear, H. Foreign Language Anxiety and Its Impact on Language Learning. Holiday Program 2011, Defense Language Institute Foreign Language Center, Monterey, CA. December 19-22, 2011
- Eun, J. O. Developing Grammar Materials from a Comprehensive Approach. Korean LEARN Conference. Honolulu, July 18-22, 2011.
- Eun, J. O. Creating an Archive for Effective Use of Authentic Materials. American Association of Teachers of Korean (AATK). Yale University. June 23-25, 2011.
- Eun, J. O., & Lee, M. Raising Speaking Proficiency Using Meaningful Activities. American Council on the Teaching of Foreign Languages (ACTFL). Boston, MA. November 18-20, 2010.

- Eun, J. O. Contextualizing Grammar Teaching Using Authentic Materials. Language Education and Resource Network (LEARN) Conference. Defense Language Institute Foreign Language Center. Monterey, CA, April 27-30, 2010.
- Eun, J. O., Strauss, S. Interfacing Communication, Culture, Connections and Comparisons: Applying National Standards Guidelines to Oral Proficiency Tasks for Intermediate and Advanced Learners of Korean. 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, J. O., & Koo, D. Teaching Culture through Media Resources. American Council on the Teaching of Foreign Languages (ACTFL). Nashville, TN. November 2006.

SERVICE TO THE PROFESSION

2014-present	Scientific Review Board Member, Continuing Education, DLIFLC
2014-present	Journal Reviewer, <i>Dialog on Language Instruction</i> , DLIFLC
2013-present	Editorial Board member, <i>Korean Language in America</i> (KLA)
2016	Certified MBTI Practitioner (28 hours) (June)
2016	Co-chair of Hiring Panel for Chinese and Hebrew Instructors
2015	Chair of Hiring Panel for Korean Instructor, CE, DLIFLC
2015-2019	Overseas Board member, The Korean Association of Speech Communication
2015	Organizing Committee Member for AATK Conference in Monterey
2009-2012	Executive Board Member, American Association of Teachers of Korean (AATK)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association of Teachers of Korean (AATK)

LANGUAGES

Korean (native), English (near native), German (advanced)

5.e. Project Coordinator

Edie Furniss

Lecturer of Russian
Less Commonly Taught Languages Center
Director of the Russian Language Program
Department of Slavic Languages & Literatures
1227B Cathedral of Learning
University of Pittsburgh, PA
Email: furniss@pitt.edu

EDUCATION

- 2015 Ph.D., Applied Linguistics, The Pennsylvania State University
2010 M.A., Teaching a Foreign Language – Russian with a Certificate in Computer-Assisted Language Learning (CALL), Middlebury Institute of International Studies at Monterey (MIIS)
2007 B.A., Russian, Beloit College

PROFESSIONAL APPOINTMENTS

- 2017-present Director of the Russian Language Program, Departmental Academic Advisor, and Lecturer, Department of Slavic Languages & Literatures, University of Pittsburgh
2015-2017 Director of the Language Acquisition Center and Instructional Assistant Professor, Department of Hispanic Studies and Department of Modern & Classical Languages, University of Houston
2010-2011 Instructional Designer/Developer, Connecticut College

TEACHING EXPERIENCE

University of Pittsburgh

Elementary Russian
Fourth-Year Russian: “Russian through Global Debate”

University of Houston

Introduction to the Study of Languages – online
Graduate Seminar on Statistical Methods for Applied Linguistics

Middlebury Institute of International Studies at Monterey

Intermediate Russian 2/3

Literacy Advance of Houston (volunteer)

Intermediate English as a Second Language
Beginning English as a Second Language

Indiana University, Bloomington

Levels 1–6 Russian Listening Instructor, Summer Language Workshop
Levels 5 & 6 Russian Conversation Instructor, Summer Language Workshop

Penn State (volunteer co-taught graduate courses)

Computational and Statistical Methods for Corpus Analysis
Pragmatics in Language Learning and Teaching
Introduction to Applied Linguistics
Design and Research of Technology-Mediated Language Learning

Beloit College Center for Language Studies

2nd-Year Russian (Senior Instructor)
2nd-Year Russian (Instructor)
1st-Year Russian (Instructor)

PROFESSIONAL EXPERIENCE

2017 Summer Intensive Language Program Russian Coordinator, MIIS
2013-2014 Intensive English Communication Program Tutoring Center Coordinator, Penn State
2011-2013 Center for Advanced Language Proficiency Education and Research (CALPER)
Research Assistant, Penn State
2010 Bilingual Technology Assistant, Davis School of Russian, Middlebury College
2010 Computer-Assisted Language Learning Program Graduate Assistant, Monterey
2008-2009 Teaching and Learning Collaborative Graduate Assistant, Monterey
2008-2009 Political Russian Research Assistant, Monterey

PUBLICATIONS

Kisselev, O., & Furniss, E. (in press). Corpus linguistics and Russian language pedagogy. In E. Dengub, I. Dubinina, & J. Merrill (Eds.), *The Art of Teaching Russian*. Bloomington, IN: Slavica.
Furniss, E. (2017). Teaching pragmatics with corpus data: The development of a corpus-referred website for the instruction of routine formulas in Russian. In J. Romero-Trillo (Ed.), *Yearbook of corpus linguistics and pragmatics: Global implications for culture and society in the networked age* (pp. 129–152). Dordrecht: Springer.
Furniss, E. (2016). Teaching the pragmatics of Russian conversation using a corpus-referred website. *Language Learning & Technology*, 20(2), 38–60.
Furniss, E. (2013). Using a corpus-based approach to Russian as a foreign language materials development. *Russian Language Journal*, 63, 195–212.

Teacher Professional Development/Pedagogical Material

Furniss, E. (2013). Da ty chto; Ukh ty. *Center for Advanced Language Proficiency Education and Research: CALPERLEX*. Retrieved from: <http://sites.psu.edu/calpercorpusportal>
Oliver, D., & Furniss, E. (2013). *Russian full circle: A first-year Russian textbook*. New Haven, CT: Yale University Press.

AWARDS AND FUNDING

- 2018 Dietrich School Curricular Innovation Fund, University of Pittsburgh (Award Total: \$10,000) to transition Elementary and Intermediate Russian courses to a hybrid model
- 2017 Houston Assembly of Delphian Chapters Scholarship Foundation Fund Grant
- 2016 Houston Assembly of Delphian Chapters Scholarship Foundation Fund Grant
- 2016 Faculty Activity Report Merit Rating of 4+ (“Excellent”), UH
- 2016 Nominated to Phi Beta Delta Honors Society
- 2015 Faculty Activity Report Merit Rating of 4+ (“Excellent”), UH
- 2014 College of the Liberal Arts Superior Research and Teaching Award, Penn State
- 2007-2008 Fulbright Fellow, St. Petersburg, Russia

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC)
- American Association of Teachers of Slavic and East European Languages (AATSEEL)
- American Council of Teachers of Russian (ACTR)
- American Council on the Teaching of Foreign Languages (ACTFL)

LANGUAGES

English (native), Russian (near native), French, Portuguese, Spanish (intermediate)

5.f. Project Coordinator**Antonio F. Jiménez Jiménez**

Professor of Spanish and Translation
 Chair, Global Languages and Cultures
 California State University Channel Islands
 Email: antonio.jimenez@csuci.edu

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, The Pennsylvania State University, University Park, PA
- B.A. in Translation and Interpreting** 1994-1999
 Concentration in English, Spanish, German, & Italian, University of Málaga, Spain
- Year Abroad at Dickinson College** 1998-1999
 Concentration in Education, German, and Int'l Relations, Dickinson College, Carlisle, PA
- Year Abroad at the University of Passau, Germany** 1996- 1997
 Concentration in Translation, and German, University of Passau, Germany

EXPERIENCE IN INTERNATIONAL EDUCATION

- Resident Director** 2007- 2008
 CSU Office of International Programs, Madrid, Spain
- Faculty Director** of the Center for International Affairs (CIA) 2005- 2015
 California State University, Channel Islands
- Resident Director**
 CSU Channel Islands Summer Program in Málaga, Spain 2007, '09, '10, '13, '14, '16, '18
 CSU Channel Islands Winter Program in Madrid, Spain 2012
- Campus Representative** 2009- 2015
 CSU Academic Council on Int'l Programs, Office of International Programs
- Chair, Faculty Affairs Committee** 2010- 2012
 CSU Academic Council on Int'l Programs, Office of International Programs
- Resident Coordinator and Instructor** Spring 2002
 Pennsylvania State University, Study Abroad Program, Salamanca, Spain
- Resident Coordinator and Instructor** Summer 2001
 Pennsylvania State University, Study Abroad Program, Puebla, Mexico
- Instructor of Spanish for International Students** Summer 2000

SELECTED PUBLICATIONS

- Jiménez Jiménez, A. F.** (2018). *Introducción a la Traducción: Inglés < > Español*. Routledge: London. 2018
- Jiménez Jiménez, A. F.** (2015). Private speech during problem solving activities in bilingual speakers. *International Journal of Bilingualism*, 19: 259-281. 2015
- Jiménez Jiménez, A. F.** (2014). Social business cities: Lessons from Wiesbaden. 2014
In A. Grove and G. Berg. (Eds.), *Social business: Theory, practice and critical perspectives* (115-138). Heidelberg: Springer.
- 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. 2011
- Jiménez Jiménez, A. F.** (2008). Communicative strategies as manifestations of the linguistic and cognitive development of second language students. In A. Moreno Sandoval (Ed.), *Proceedings of the 8th conference on general linguistics* (544-558). Madrid: Universidad Autónoma de Madrid. 2008
- Jiménez Jiménez, A. F.** (2004). A sociocultural approach for language attrition. 2004
In M. Schmid et al. (Eds.), *First language attrition: Interdisciplinary perspectives on methodological issues* (pp.61-80). Amsterdam: John Benjamins.

TEACHING EXPERIENCE

Introduction to Spanish Translation • Specialized Spanish Translation • Advanced Spanish Grammar and Composition • Spanish for Careers and Professions • Spanish Language Variation and Diversity • Civilizations and Cultures of Spain • Social Change in Spain • Global Cities: Madrid • Mass Media in the Spanish Speaking World • Spanish for Heritage Speakers • Elementary Spanish • Intermediate Spanish • Intensive Grammar and Composition • Advanced Composition and Stylistics • Tutor of Spanish for Students with Learning Disabilities

SELECTED CONFERENCE PAPERS, PRESENTATIONS & WORKSHOPS

- “A Model Short-Term Study Abroad Program for Heritage Learners of Spanish”, *Third International Conference on Heritage/Community Languages*, UCLA, CA.Feb. 2018
- “Introducción a la profesión del traductor e intérprete”, Occidental College, CA.Nov, 2017
- “Spanish Institute for Teachers: Fall series”, *Ventura County Office of Education*, Camarillo, CA. Nov. 2017
- “Developing Teachers Spanish Language Skills: a 4-day workshop series”, Oxnard School District, Oxnard, CA. Oct, 2017
- “Errores más Comunes en la Escritura en Español”, *Ventura County California Association for Bilingual Education*, Ventura. Sep, 2017
- “Second Annual Spanish Institute for Teachers”, *Ventura County Office of Education*, Camarillo, CA. June. 2017

- “The Common Core en Español: a 5-day workshop series”, Oxnard School District, Oxnard, CA. Jan. 2017
- “The Importance of Teaching Translation and Interpretation in the Bilingual Classroom”, *Ventura CABE Bilingual Education Conference*. Ventura, CA. Sep. 2016
- “Spanish Institute for Teachers: a 3-day workshop series”, *Ventura County Office of Education*, Camarillo, CA. Aug 2016
- “Translation and Interpreting Workshops for School Personnel”, *Ventura School District*, Ventura, CA. Aug. 2016
- “¡Refresca tu Español! (o Cómo Evitar que tus Clases Suenen Como una Canción de Pitbull)”, with S. Kornuc. *6th Annual Dual Language Institute*, Ventura County Office of Education. Camarillo, CA. Jan. 2016
- “Assessment Activities in the Translation Classroom”, *American Translators Association*, Miami, FL. Nov. 2015
- “Introducing Translation and Interpretation Activities in the Language Classroom”, *California State University Channel Islands*, Camarillo, CA. Sep. 2015
- “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. Mar. 2013
- “Underrepresented Students in Study Abroad Programs”, *Social Justice in Education*, Camarillo, CA. Apr. 2011
- “Heritage Speakers Abroad: Does Praxis Fail the Theory?”, *Forum on Education Abroad*, Boston. Apr. 2011
- “Spanish Heritage Speakers in a Study Abroad Program in Spain”, *American Council on the Teaching of Foreign Languages*, Boston. Nov. 2010
- “Spanish Language Development in a Study Abroad Context: The Year Experience”, *Academic Council on International Programs, CSU*. Oct. 2010
- “Students’ Use of Communication Technologies during a Study Abroad Experience”, Association of North American Programs in Spain, Barcelona. Jun. 2008
- “The development of cross-cultural sensitivity and adaptability”, *Tender Puentes II: La Construcción de un Futuro Internacional*, Apune. Sevilla. Jun. 2005

AWARDS, GRANTS, & FELLOWSHIPS

Csuci Faculty Award for Innovation in Teaching, California State University, Channel Islands, 2016

EOP Faculty Award, California State University, Channel Islands, 2014

Social Business Research Fellow, California Institute for Social Business, 2012

ACADEMIC SERVICE

California State University, Channel Islands

Chair

- Global Languages and Cultures Program, 2015- Present
- Interim Chair of the Communication Program, Fall 2017
- Center for International Affairs Advisory Committee, 2005- 2015

Co-Chair

- Faculty Affairs Committee, 2004- 2005

Member

- University Retention, Tenure, and Promotion Committee, 2015- 2017
- Senate Executive Committee, 2003- Present
- Continuous Improvement Committee, 2012- Present

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Council on the Teaching of Foreign Languages (ACTFL)
American Association of Teachers of Spanish and Portuguese (AATSP)
American Translators Association (ATA)
Forum on Education Abroad
California Language Teachers' Association (CLTA)

LANGUAGES

Spanish (native), English (near-native), Italian (advanced), German (intermediate), French (elementary)

5.e. Project Coordinator **Susan Strauss**

Associate Professor of Applied Linguistics and Asian Studies
Department of Applied Linguistics
The Pennsylvania State University
305 Sparks Building
University Park, PA 16802
Email: sgs9@psu.edu

EDUCATION

1998 Ph.D. in Applied Linguistics, University of California, Los Angeles
1993 MA TESL, University of California, Los Angeles
1995-1996 Inter-University Center / Yokohama, Japan, Intensive Japanese Language Program
B.A. in French Language and Culture, California State University, Northridge

PROFESSIONAL EMPLOYMENT

2013- 2017 Editor of *The Korean Language in America*. Penn State University Press.
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

PUBLICATIONS (SELECTION)

Strauss, S., Feiz, P., Xiang, X. (2018). *Grammar, meaning, and concepts: A guidebook for teachers of English*. Abingdon, UK: Routledge.
Strauss, S., & Feiz, P. (2018). *Discourse analysis: Putting our worlds into words*. Abingdon, UK: Routledge.
Kuno, S., Makino, S., & Strauss, S. (Eds.). *Aspects of Japanese Linguistics (Nihongogakuno Syosoo)*. Tokyo: Kuroshio Publishers.
Strauss, S., & Akatsuka, N. (2002). (Eds.). *Japanese/Korean Linguistics, volume 10*. CSLI Stanford, distributed by University of Chicago Press.
Strauss, S., & Akatsuka, N. (1998). (Eds.). *Japanese/Korean Linguistics, volume 7*, CSLI Stanford, distributed by Cambridge University Press.

Articles in Refereed Journals

- Perera, K., & Strauss, S. (2015) High-focus and time-immediate indexicals: A study of Sinhala discourse markers *me*: ('this') and *daen* 'now'. *Journal of Pragmatics*, 85, (32-46).
- Hong, S. – J., & Strauss, S. (2015). 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. *The Qualitative Report (TQR)*, 20 (12) 1935-1959
- 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 a Persian first grade classroom. *Language Awareness*, 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*, 17, 62- 83.
- 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 (7,) 1287-1312.
- Strauss, S. (2008). A conceptual approach to the Japanese existential verbs: The case of *aru* versus *iru*. *Language Awareness*, 179-194.
- Strauss, S., & Xiang, X. (2006). Emergent agency: The writing conference as a locus of autonomous authorship. *Written Communication*, 23 (4), 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. *The 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: A discourse-pragmatic study of the sentence ending particles –*kwun*, –*ney*, and –*tela*. *Language Sciences*, 27, 437-480.
- Strauss, S., & Eun, J. O. (2005). Indexicality and honorific speech level choice in Korean. *Linguistics* 43 (3), 611-651.
- Eun, J. O., & Strauss, S. (2004) The primacy of information status in the alternation between Korean deferential and polite forms in public discourse. *Language Sciences* 26 (3), 251-272.
- Strauss, S. (2003). Completive aspect, emotion, and the dynamic eventive: Korean *V-a/e pelita*, Japanese *V-te shimau*, and Spanish *se*. *Linguistics*, 41 (40), 653-679.
- Strauss, S., (2003). A cognitive account of the Korean morpheme –*se*. *Language Sciences*, 25, 375-392.
- Strauss, S. (2002). This, that, and it in spoken American English: A demonstrative system of gradient focus. *Language Sciences*, 24, 131-152.
- Strauss, S. (2002). Distinctions in completives: The relevance of resistance in Korean *V-a/e pelita* and *V-ko malta* and Japanese *V-te shimau*. *Journal of Pragmatics*, 34, 143-166.

Chapters in Edited Volumes

- Strauss, S., Chang, H., & Matsumoto, Y. (2018). Genre and the cultural realms of taste in Japanese, Korean and U.S. online recipes. In Mori, J, Hudson, M., & Matsumoto, Y. *Pragmatics of Japanese: Perspectives on grammar, interaction, and culture* (pp. 219-243). John Benjamins.
- Buescher, K., & Strauss, S. (2018). A cognitive linguistic analysis of French prepositions *à, dans,* and *en* and a sociocultural theoretical approach to teaching them. In L. Ortega, A. Tyler, H. Park, and M. Uno (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 95-115). Amsterdam: John Benjamins.
- Strauss, S. (2013). Discourse analysis. In J. Nussbaum (Ed.) *Readings in Communication Research Methods* (pp. 121-135). San Diego, CA: Cognella Academic Publishing.
- Strauss, S., & Ahn, K., (2007) Cognition through the lens of discourse and interaction: The case of *-kwun, -ney,* and *-tela*. In N. McGloin & J. Mori (Eds.) *15th Japanese/Korean Linguistics* Stanford: CSLI. pp. 135-146.
- Strauss, S., (2006). Learning and teaching grammar through patterns of conceptualization: The case of (advanced) Korean. In H. Byrnes, K. Sprang, & H. Wether-Guntharp, (Eds.), *Educating for advanced foreign language capacities* (pp. 87-102). Washington, DC: Georgetown University Press.
- Strauss, S., Feiz, P., & Ivanova, D. (2006). The dialogic construction of meaning: Bakhtinian perspectives. In H. Byrnes (Ed.) *Advanced Language Learning: Contributions of Vygotsky and Halliday* (pp. 184-203). London: Continuum.
- Strauss, S. (2005). The television ad as a reflection of culture: The case of Korea, Japan, and the United States. In H. Sohn (Ed.), *Korean Language in Culture and Society*. Honolulu: University of Hawaii Press.
- Akatsuka, N., & Strauss, S. (2000). Counterfactual reasoning and desirability. In B. Kortmann & E. Couper-Kuhlen (Eds.) *Conditions, contrasts, and concessives: Cognitive and discourse perspectives*. (pp. 205-234). Berlin: Mouton de Gruyter.

TEACHING EXPERIENCE (SELECTION)

Undergraduate:

- The Language and Culture of Everyday Life: Korea. A CIC Course Share Project taught via
Video conference with Penn State, University of Michigan. Spring 2014.
Video conference with Penn State, Michigan State, U Wisconsin, Spring 2015.
Video conference with Penn State, University of Illinois, Rutgers, Spring 2016.
Video conference with Penn State, Rutgers, U Michigan, Spring 2017.
Video conference with Penn State, Michigan State, Ohio State, Spring 2018

Intercultural Communication

Language, Culture, and Communication (Linguistic Anthropology)

Introduction to Linguistic Anthropology

Graduate:

Functional Discourse Grammar

Second Language Writing

Linguistic Analysis

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)
American Association of Teachers of Korean (AATK)
Linguistic Society of America (LSA)

LANGUAGES

English (native), Korean (advanced), Japanese (advanced), French (advanced), Spanish (intermediate), Hebrew, German, Persian, Amharic, Yiddish (working knowledge)

5.h. Project Coordinator **Jie Zhang**

Assistant Professor of Chinese pedagogy and Applied Linguistics
Department of Modern Languages, Literatures, and Linguistics
University of Oklahoma, 780 Van Vleet Oval
Email: jiezhang@ou.edu

EDUCATION

- 2011 Ph.D. Applied Linguistics, The Pennsylvania State University
2004 M.A. Linguistics and Applied Linguistics in Foreign Languages, Tsinghua University, Beijing, China
2001 B.A. English, Shandong University, Jinan, China

ACADEMIC APPOINTMENTS

The University of Oklahoma (Norman, OK)

- 2018 (July) Associate Professor of Chinese Pedagogy and Applied Linguistics
2012-2018 Assistant Professor of Chinese Pedagogy and Applied Linguistics
2017 - present Coordinator of the Chinese Program
2012 - present Coordinator of First- and Second-year Chinese Courses

Defense Language Institute Foreign Language Center (Monterey, CA)

- 2011 - 2012 Assistant Professor of Chinese
2011 - 2012 Language Technology Specialist, Department of Chinese, Asian School I

The Pennsylvania State University (University Park, PA)

- 2008 - 2009 Instructor of Chinese, Asian Studies Program

University of Science and Technology Beijing (Beijing, China)

- 2004 - 2006 Assistant Lecturer of English, School of Foreign Languages

PUBLICATIONS

Books

- Ruan, J., **Zhang, J.**, & Leung, C. B. (Eds.). (2016). *Chinese language education in the United States*. Switzerland: Springer.
Qi, S., & **Zhang, J.** (2011). *Discover China. Student's book two*. Oxford & Beijing: Macmillan Education & Foreign Language Teaching and Research Press.

Journal Articles

- Qin, T., & **Zhang, J.** (under review). Computerized dynamic assessment and second language learning: Programed mediation to promote future development. *Journal of Cognitive Education and Psychology*.
Zhang, J., & Lu, X. (under review). Measuring and supporting second language development using computerized dynamic assessment. *Language and Sociocultural Theory*.

- Poehner, M. E., **Zhang, J.**, & Lu, X. (2015). Computerized Dynamic Assessment (C-DA): Diagnosing L2 development according to learner responsiveness to mediation. *Language Testing*, 32(3), 337-357.
- 张洁**. (2015). 基于语料库的汉语复合动词认知语义分析及其教学启示. 《民俗典籍文字研究》, 第十五卷, 211-219页. [**Zhang, J.** (2015). A corpus-based cognitive semantic analysis of Chinese compound verbs and its pedagogical implications. *Research on Folklore, Classics and Chinese Characters*, 15, 211-219.]
- Zhang, J.** (2014). A learner corpus study of L2 lexical development of Chinese resultative verb compounds. *Chinese as a Second Language – The Journal of the Chinese Language Teachers Association, USA* (Formerly *Journal of the Chinese Language Teachers Association*), 49(3), 1-24.
- Zhang, J.** (2014). L2 Chinese learners' use of numeral classifiers. *Academic Exchange Quarterly*, 18(1), 113-118.
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TEACHING

University of Oklahoma

Intermediate Chinese I

Intermediate Chinese II

Intermediate Listening and Speaking

Special Topic: Intermediate Listening and Conversation

Advanced Chinese I

Advanced Listening and Speaking

Business Chinese

Advanced Reading and Writing

Senior Capstone for Chinese (Special Topic: Introduction to Chinese Language and Linguistics;
Chinese Academic Writing)

Techniques of Teaching a Foreign Languages

Led the summer intensive Chinese language program, Kunming, China, 2013

Defense Language Institute Foreign Language Center, Monterey, CA

Intensive Chinese (team-taught; 64-week course)

PROFESSIONAL SERVICE

Board of Directors

Oklahoma Foreign Language Teachers Association, 2017-present

Chinese Language Teachers Association USA, 2017-2019

University of Oklahoma Confucius Institute, 2014-present

Oklahoma Chinese Language Teachers Association, 2013-present

National Committees

President, Oklahoma Chinese Language Teachers Association, 2017- 2019

Chair, Media and Publicity Committee, Chinese Language Teachers Association USA, 2017-
2019

Member, Professional Development Committee, Chinese Language Teachers Association USA,
2017-2019

Member, Awards Committee, Chinese Language Teachers Association USA, 2017-2019

Co-founder and Leader, Chinese Language Teachers Association Special Interest Group in
Chinese as a Second Language, 2016-present

Member, Media and Publicity Committee, Chinese Language Teachers Association USA, 2014-
2016

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

American Association for Applied Linguistics (AAAL)

American Council on the Teaching of Foreign Languages (ACTFL)

Chinese Language Teachers Association (CLTA)

Oklahoma Chinese Language Teachers Association (OKCLTA)

Oklahoma Foreign Language Teachers Association (OFLTA)

LANGUAGES

Chinese (native), English (near-native)

6. Advisory Board - Bio Statements

a. **Dana Thompson Dorsey, JD, PhD**

Associate Director for Research and Development Associate
Professor of Urban Education

Her research and teaching focuses on issues related to education law and policy, the historical, social, and political context of education, and critical race theory. Specifically, her research focuses on critically examining education laws, policies and practices, and their influence on P-20 educational equity, access and opportunity for students of color and marginalized groups, school segregation, affirmative action, and racial and cultural identity development of students in racially/ethnically segregated and oppressed communities in both urban and rural contexts. Her work has been published in *Educational Administration Quarterly*, *Educational Policy*, and *Peabody Journal of Education*. She is a graduate of the Pittsburgh Public School system, and practiced law for several years in the Pittsburgh area. Prior to joining the faculty at Pitt, she was an assistant professor of Educational Leadership and Policy at the University of North Carolina at Chapel Hill and the University of Illinois at Springfield.

b. **Eileen Glisan**

Distinguished University Professor of Spanish
Coordinator for the Spanish Education K-12 Program at Indiana University of
Pennsylvania

She served as president of the American Council on the Teaching of Foreign Languages (ACTFL) for 2010 and co-directed the ACTFL Research Priorities Project designed to develop and promote a national research agenda in foreign language education. She also co-directed the project that created the *ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers*, which was approved by the National Council for Accreditation of Teacher Education in 2002. She was also chair of the Northeast Conference on the Teaching of Foreign Languages in 1997. She was the 1996 recipient of the Anthony Papalia Award for Excellence in Teacher Education, given by ACTFL and the New York State Association of Foreign Language Teachers. She was the recipient of the 2008 Stephen A. Freeman Award given by NECTFL for the best published article on language teaching techniques that appeared in 2006: "The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning," *Foreign Language Annals* (coauthored). She also received the 2008 Nelson H. Brooks Award for Distinguished Service and Leadership to the Profession, given by NECTFL.

c. **Alan Juffs**

Professor of Linguistics at the University of Pittsburgh

He previously held teaching positions at Xiang-Ya Medical University and Hunan Agricultural University in China. He has published over 70 articles and chapters on second language acquisition, including the effects of working memory on language learning, language teaching methodology, vocabulary acquisition and measurement of lexical sophistication, the acquisition of grammatical structures in East Asian languages.

d. Steven G. McCafferty

Professor of Educational Psychology and Higher Education, University of Nevada, Las Vegas

His research focus is on sociocultural theory and second language learning and teaching. He is co-editor of the volume, *Cooperative learning and second language teaching* (Cambridge University Press) and has published over thirty articles and book chapters on various aspects of second language learning and teaching from the perspective of sociocultural theory, including the importance of emotions in language learning and teaching, the role of gesture in the language classroom and multimodality and second language literacy. He has lived and taught in Thailand (Peace Corps Volunteer), Malaysia, and Japan. He is a consultant on language education for the Clark County Schools in Las Vegas.

e. G. Richard Tucker

Paul Mellon University Professor of Applied Linguistics Emeritus in the Department of Modern Languages at Carnegie Mellon University

Over his forty-five-year career he has directed or co-directed numerous large-scale research projects including the 12-year longitudinal evaluation of the effectiveness of foreign language immersion programs in Quebec with Wallace E. Lambert that resulted in publication of numerous scholarly and practical articles as well as the monograph, *The Bilingual Education of Children*. In addition, he has been involved in planning and implementing national language surveys in a number of developing countries (e.g., Jordan, the Philippines, the Sudan) one of which resulted in the publication of the monograph, an *English-Language Policy Survey of Jordan*. He has been involved in research on diverse aspects of language learning and language teaching in both monolingual and bilingual settings. For more than a decade, he served as Director of the Center for Applied Linguistics in Washington, D.C..

f. Leo van Cleve

Assistant Vice Chancellor for International Programs of the California State University System (CSU)

He is responsible for system-wide international program operations, policy development for internationalization and international programs. He coordinates international exchanges and study abroad opportunities with seventy different institutions in eighteen different countries for the entire twenty-three campus CSU system.

APPENDIX 2
LETTERS OF SUPPORT

1. Members of Advisory Board

Dana N. Thompson Dorsey
Eileen Glisan
Alan Juffs
Steven G. McCafferty
G. Richard Tucker
Leo Van Cleve

2. Susan Welsh, Dean, The College of the Liberal Arts, Pennsylvania State University
3. Valerie Kinloch, Dean, School of Education, University of Pittsburgh
4. Sophie A. McClennen, Director, Center for Global Studies, Pennsylvania State University
5. Mathias Schulze, Director, Language Acquisition Resource Center, San Diego State University
6. Julio Rodriguez, Director, NFLRC—University of Hawaii



University of Pittsburgh

Center for Urban Education

June 8, 2018

Professor Richard Donato
Department of Instruction and Learning University of Pittsburgh

Dear Professor Donato:

I write to indicate that the University of Pittsburgh's *Center for Urban Education* in the School of Education is committed to assisting in the foreign language curriculum and materials development projects of the *Title VI Language Resource Center* grant. To this end, we will assist in identifying underserved urban school districts in the country that may be in need of strengthening their foreign language and culture offerings, expanding foreign language instruction into the lower grades, and/or designing and implementing innovative foreign language curriculum. Additionally, we support your work to align foreign language instruction with the principles of culturally responsive pedagogy in the context of expanding students' critical cultural knowledge of the products, practices, and perspectives of the world cultures of the languages they are learning.

I also confirm that I am willing to serve on the *Advisory Board of the Title VI Language Resource Center* at the Pennsylvania State University and the University of Pittsburgh, if funded by the US Department of Education, from 2018-2020. I am very pleased to serve on this advisory board and look forward to working with you, the Penn State team, and the other members of the advisory board.

Sincerely

A handwritten signature in cursive script that reads "Dana N. Thompson Dorsey".

Dana N. Thompson Dorsey, JD, PhD
Associate Director of Research and Development
Center of Urban Education



Indiana University of Pennsylvania

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Foreign Languages
Sutton Hall, Room 455
1011 South Drive
Indiana, PA 15705-1045
724-357-2325 Fax: 724-357-1268

June 8, 2018

Dr. Richard Donato, Chair
Department of Instruction & Learning
Professor of Foreign Language Education
University of Pittsburgh
5314 Wesley W. Posvar Hall
Pittsburgh, PA 15260

Dear Dr. Donato,

Thank you for your invitation to serve on the Advisory Board for Title VI Language Resource Centers (LRC) Grant Program, US Department of Education, 2018-2020, a collaborative project between the Pennsylvania State University and the University of Pittsburgh.

I agree to serve on the Advisory Board for this resource center and to provide feedback on the various curriculum and materials development projects that this center supports.

Sincerely,

A handwritten signature in cursive script that reads 'Eileen W. Glisan'. The signature is written in black ink on a light purple rectangular background.

Dr. Eileen W. Glisan
IUP Distinguished University Professor
Professor of Spanish & Foreign Language Education
Coordinator, IUP Spanish Education K-12
Past President, American Council on the Teaching of Foreign Languages (ACTFL)
724/272-1552 (cell)
E-mail: glisan@iup.edu



University of Pittsburgh

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

2816 Cathedral of Learning
4200 Fifth Avenue
Pittsburgh, PA 15260
412-624-5900
Fax: 412-624-6130
E-mail: lingpitt@pitt.edu
www.linguistics.pitt.edu

June 7, 2018

Professor Richard Donato
Department of Instruction and Learning
University of Pittsburgh

Dear Professor Donato,

I am writing to confirm that I am willing to serve on the Advisory Board of the Title VI Language Resource Center at the Pennsylvania State University and the University of Pittsburgh, if funded by the US Department of Education, from 2018-2020.

Given my background as a teacher, materials writer and researcher, I would be able to provide what advice you may think necessary on the curriculum and materials that are developed by the Center.

I look forward to working with you and other board members on this important project.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Juffs".

Alan Juffs

Professor of Linguistics

Director, English Language Institute

Center Associate, Learning Research and Development Center



To: James P. Lantolf
RE: Advisory Board, CALPER
6/11/18

Dear Jim,

Thanks you for the invitation to serve on the Advisory Board for CALPER should the grant be renewed. I accept the offer and look forward to working with the team.

Sincerely,
Steven G. McCafferty
Professor, Applied Linguistics

Carnegie Mellon University

G. Richard Tucker

Paul Mellon University Professor of Applied Linguistics
Department of Modern Languages

Carnegie Mellon University

5000 Forbes Avenue
Baker Hall 170
Pittsburgh, Pennsylvania 15213-3890

Phone: 412-268-2934

412-268-5669

Fax: 412-268-1328

Email: grtucker@andrew.cmu.edu

June 7, 2018

Professor Richard Donato
Chair
Department of Instruction & Learning
University of Pittsburgh

Dear Rick:

I write to indicate my willingness to serve as a member of the Advisory Board for your proposed Title VI Language Resource Center. I look forward to working collaboratively with other members of the Advisory Board to provide feedback relating to the diverse curricula and materials development projects that members of the LRC will undertake. With best wishes,

Sincerely yours,



G. Richard Tucker
Professor Emeritus

Office of International Programs
401 Golden Shore, ## Floor
Long Beach, CA 90802-4210
562.951.4790 FAX: 562.951.4983
www.calstate.edu/ip

June 11, 2018

Professor Lantolf
Pennsylvania State University

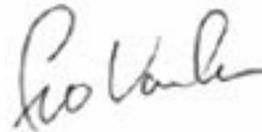
Dear Professor Lantolf:

This letter is to express my support for your proposed Title VI Language Resource Center, CALPER.

In addition, I would like to confirm my willingness to serve as a member of the Advisory Board for the project. I believe that the materials developed will be an important contribution to the field. I look forward to working collaboratively with the other members of the board to provide feedback relating to the materials development projects that CALPER will carry out, especially the Heritage Learner Study Abroad Project.

Please let me know if you have any questions.

Sincerely,



Leo Van Cleve
Assistant Vice Chancellor
International and Off Campus Programs



June 12, 2018

James P. Lantolf
Greer Professor in Language Acquisition and Applied Linguistics
Director, CALPER
The Pennsylvania State University
304 Sparks Building
University Park, PA 16802

Dear Professor Lantolf,

I am happy to confirm the College of the Liberal Arts' continuing support of CALPER. The program has made significant contributions to the College and Penn State since its inception.

Your work has focused on developing and disseminating theoretically and empirically grounded teaching methodology to promote advanced levels of language proficiency in commonly (French and Spanish) and less-commonly-taught languages (Arabic, Russian, Korean and Chinese). I have been particularly impressed with your work that has helped us expand offerings in the less commonly taught languages, including Chinese, Korean, and Arabic.

CALPER has also been of great value in developing and disseminating guidelines and procedures for enhancing the study abroad experience of heritage speakers of languages. And of course, its work with language teachers in urban public schools to ensure that all students benefit from the study of languages other than English has been an important feature of the Center, and one that fits well with Penn State's Land Grant mission.

I enthusiastically support this application.

Sincerely,

Susan Welch
Susan Welch Dean of the College of the Liberal Arts

cc: Jeff Lieb
Rocco Zinobile



University of Pittsburgh

School of Education
Office of the Dean
Renée and Richard Goldman Dean

5605 Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
412-648-1780
Fax: 412-648-1825

June 18, 2018

Dear Professor Donato:

I write to indicate my strong support of the *Title VI Language Resource Center* grant that you have developed in collaboration with the Pennsylvania State University. If funded, the School of Education at the University of Pittsburgh would become an important partner with Penn State's *Center for Advanced Language Proficiency Education and Research (CALPER)*. Your role as co-director of CALPER would allow us to share in and support the various national projects funded through your grant proposal as well as those proposed by Penn State. It would be an honor for the University of Pittsburgh to enter into this consortium with Penn State and would bring national recognition to the work of the foreign language and culture education program here in the School of Education. The projects proposed in your grant represent important materials development, teacher education, and curriculum work in critical and less commonly taught languages and in strengthening foreign language and culture education in urban schools, work supported through the participation of our Center for Urban Education.

I look forward to hearing about the outcome of your grant proposal. I offer my full support and endorsement of this exciting first-time initiative to link two major universities for the improvement of world language and culture instruction in K-16 settings where students can truly become members of a global community. Please let me know if I can be of assistance in any way. Much luck on the proposal.

Sincerely,

A handwritten signature in blue ink that reads "Valerie Kinloch".

Dean Valerie Kinloch, PhD
Renée and Richard Goldman Dean
School of Education
5609 WWPB
vkinch@pitt.edu



Dr. Sophia A. McClennen
The Pennsylvania State University
244 Lewis Katz Building
University Park, PA 16802-1017
U.S.A.

School of International Affairs
Professor of International Affairs
and Comparative Literature
Director, The Center for Global
Studies

Phone 814-865-2333
Fax: 814-863-7274
Email: sophia.mcclennen@gmail.com
sophiamcclennen.com

June 5, 2018

Dear Members of the Assessment Committee:

I am writing to express my utmost support for The Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University as it competes for Title VI Language Resource Center funding for the upcoming grant cycle. As Director of The Center for Global Studies (CGS), Penn State's international studies National Resource Center, I have collaborated with CALPER annually since 2010 and can attest to the enormous value they provide not only for the University, but on a national level. We have worked together on a series of initiatives, most notably summer teacher training workshops, symposia on LCTLs, and teacher training for Chinese instructors.

In this next grant cycle, our Centers will partner again. We have outlined a four-year plan which will include expanded opportunities for teacher training for instructors of Arabic and Russian along with Chinese and Korean. Title VI funding has helped build and strengthen our collaboration and has facilitated a number of workshops, institutes, and symposia that build on our overlapping interests of supporting teacher education, LCTL proficiency, and research on language acquisition. Renewed Title VI funding will enable us to redouble these efforts and to build further outreach efforts throughout the state and beyond in areas of mutual interest.

Given their strong record of achievement, I write with the greatest possible enthusiasm for the work of CALPER. I am consistently impressed with their dedication, intellectual leadership, and hard work in promoting the LRC mission. Their work deserves support and I urge you to renew their funding for the AY 2018-22 cycle.

Sincerely,

Dr. Sophia A. McClennen
Director, The Center for Global Studies
Professor of International Affairs and Comparative Literature
The Pennsylvania State University, University Park



SAN DIEGO STATE
UNIVERSITY

Dr. James Lantolf
CALPER Director

June 11, 2018

Dear Jim,

This is to confirm our commitment to collaborate with the Penn State CALPER in the creation of an online Teacher Guide on Concept-based Instruction for language educators. As discussed, our LRC, the proposed Center for Language Education Resources and Knowledge Mobilization, will

- provide the technological expertise and labor for an accessible website that will house all resources for the Teacher Guide;
- build website functionality to enable language teachers to browse and search for SCOBAs and to upload their own digital SCOBAs for curating; and
- convert SCOBAs in print, created by teachers and researchers at CALPER, to digital and multimodal SCOBAs for upload on the website.

We look forward to this collaborative effort, since we anticipate that it will make a significant contribution to language teacher development, particularly for teachers of LCTLs, by creating open materials for world language educators.

With best wishes,

Mathias Schulze, PhD
Director, Language Acquisition Resource Center
Professor of German, European Studies
San Diego State University

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

June 7, 2018

Dear Jim,

This is to confirm our commitment to partner with CALPER to sponsor a TED Talk-style event at an upcoming ACTFL conference. As discussed, your LRC will provide funding for travel and a modest honorarium for a featured speaker. Similarly, the NFLRC commits support for logistics (professional videography, sound, slide design, event organization, and common website) as well as an additional featured speaker for the event.

We look forward to collaborating on this exciting opportunity to offer professional development and open materials for language educators.

Me ke aloha pumehana.



Julio C Rodríguez
NFLRC Director

June 5, 2018

Dr. Julio Rodríguez
Director, National Foreign Language Resource Center
University of Hawaii at Manoa
Moore Hall 256
Honolulu, HI 96822

Dear Julio:

I am writing to express ACTFL's strong support for the TED Talk-style project which the Hawaii NFLRC proposes in collaboration with several other potential LRCs. This project will not only enhance the convention experience of professional language educators, but will also create valuable open resources in the form of public videos. Such resources can be used as instructional or informational materials that explore intersections between languages and diverse professional contexts. They will also serve as valuable resources to promote the value of the learning and teaching of world languages.

ACTFL is very pleased to provide modest in-kind support for this initiative, including: a) providing space to host the event on Saturday evenings of the ACTFL Annual Convention and World Languages Expo planned for 2019 (Washington, D.C.), 2020 (San Antonio, TX), and 2021 (San Diego, CA); and b) assisting in the promotion of the event in print convention materials and social media. As discussed, ACTFL will not charge for attendance to the event.

We thank you for collaborating with ACTFL and the other LRCs on this project and we look forward to successful results from the competition.

With best regards,

Martha G. Abbott



Executive Director
Martha G. Abbott

CALPER Project Performance Measure Form (PMF)

PROJECT GOAL 1: Prepare teachers in four High-Leverage Teaching Practices in order to maximize student learning

Performance Measure 1a: Develop, publish, and disseminate 17 pedagogical modules/units in target languages for use by world language instructors by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Create five pedagogical modules in postsecondary Chinese classrooms at University of Oklahoma	1ai. Number of pedagogical guides developed	Annual	CALPER website, CALPER workshops records	0	1	2	1	1
	1aii. Number of professional development initiatives organized	Twice – Y2, Y4	CALPER workshops records	0	0	1	0	1
1b. Create four pedagogical modules for Delaware State’s dual-enrolled content-based language curriculum in Chinese, Spanish	1bi. Number of pedagogical modules created	Annual	CALPER website, CALPER workshops records	0	0	2	0	2
	1bii. Number of professional development initiatives organized	Twice – Y2, Y4	CALPER workshops records	0	0	1	0	1
1c. Create four pedagogical modules for Arabic writing instruction	1ci. Number of pedagogical modules created	Annual	CALPER website, CALPER workshops records	0	1	1	1	1
	1cii. Number of professional development initiatives organized	Twice – Y2, Y4	CALPER workshops records	0	0	1	0	1

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1d. Create six pedagogical modules for vocabulary learning and teaching	1di. Number of pedagogical modules created	Annual	CALPER website, CALPER workshops records	0	1	2	1	2
	1dii. Number of professional development initiatives organized	Twice – Y2, Y4	CALPER workshops records	0	0	1	0	1
1e. Provide training to teachers in how to provide systematic formative feedback using the <i>Teacher's Guide to Dynamic Assessment</i>	1ei. Number of teacher training sessions organized	Three times – Y2, Y3, Y4	CALPER workshops records	0	0	1	1	1

Performance Measure 1b: Develop, publish, and disseminate guides for instructors, administrators, and students for use by world language instructors by the end of the grant.

Activities	Data Indicators	Frequenc y	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Create teacher’s guide (written guide and website) to concept-based language instruction	1ai. Number of written guides created	Once – Y4	CALPER website	0	0	0	0	1
	1aiii. Number of professional development initiatives organized	Twice – Y3, Y4	CALPER workshops records	0	0	0	1	1
1b. Create teacher’s guide for effective L1 use in world language teaching	1bi. Number of written guides created	Once – Y4	CALPER website	0	0	0	0	1
	1bii. Number of professional development initiatives organized	Twice – Y3, Y4	CALPER workshops records	0	0	0	1	1
1c. Create heritage speakers study abroad guide for study abroad program administrators and students	1ci. Number of written guides created	Once – Y4	CALPER website	0	0	0	0	2
	1cii. Number of professional development initiatives organized	Twice – Y2, Y4	CALPER workshops records	0	0	0	1	1

PROJECT GOAL 2: Document and evaluate language instruction and teacher training needs for world language teachers

Performance Measure 2a: Identify, document, and evaluate language instruction and teacher training needs to improve language instruction by the end of the grant

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Written report on ways to improve delivery of language instruction in underserved urban school districts	2ai. Number of underserved urban schools identified and contacted in Pittsburgh area	Annual	CALPER records and Center for Urban Education (CUE) at the University of Pittsburgh	0	7	7	0	0
	2aii. Number of workshops conducted to identify language instruction needs	Annual	CALPER workshops records	0	14	14	7	7
	2aiii. Number of written reports created	Once – Y4	CALPER and CUE websites	0	0	0	0	1
2b. Written report on ways to develop dual-enrollment content-based courses at secondary and post-secondary levels	2bi. Number of workshops conducted to identify needs of content-based courses	Twice – Y1, Y2	CALPER records	0	5	5	0	0
	2bii. Number of written reports created	Once – Y4	CALPER website	0	0	0	0	1

PROJECT GOAL 3: Create Open Education Resources to inform effective teacher preparation and enhancement

Performance Measure 3: Create pedagogical tools resulting from CALPER projects and make them publicly available to language instructors, administrators, and students on the CALPER website.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
3a. Create content-based instruction website to provide teacher guidance on SCOBA development (with LARC)	3ai. Number of project websites created (with LARC)	Once – Y4	CALPER and LARC websites	0	0	0	0	1
3b. Create freely available corpus of teachers' language use in world language classrooms	3bi. Number of classrooms visited, audio-recorded, and transcribed	Annual	CALPER records, CALPER website	0	12	12	6	6
	3bii. Number corpora made available	Once – Y4	CALPER website	0	0	0	0	1
3c. Create open-access version of 17 pedagogical modules	3ci. Number of pedagogical modules made available	Annual	CALPER website	0	3	6	3	5

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Center for Advanced Language Proficiency Education and Research - Proposed Budget

	Y1 2018-2019		Y2 2019-2020		Y3 2020-2021		Y4 2021-2022		Total
	PSU	Pitt	PSU	Pitt	PSU	Pitt	PSU	Pitt	
1. Personnel									
a. Salaries - Administrative									
Director & PI & PC (J. P. Lantolf) 10% effort; Fringe 38.97%	5,997		6,001		5,999		5,997		23,994
Co-director & *PC (K. McManus) 1 month overload, 10% effort, Fringe 38.97%	12,419		12,628		12,843		13,066		50,956
Associate Director (G. Appel) 1 months overload \$3,000 100% effort; *PC Dual \$4,000 5% effort; Fringe 38.97%	7,000		7,000		7,001		7,000		28,001
*PC Korean (S. Strauss) 5% effort; 1 month, Fringe 38.97%	3,988		4,001		4,002		4,000		16,001
TOTAL SALARIES	29,414		29,630		29,845		30,063		118,952
b. Wages									
Graduate student assistants 240 hrs/yr @\$15 per hr=\$3,600 for 4 projects	14,400		14,400		14,400		14,400		57,600
Programmer / Instructional Designer 200 hrs/yr @\$40 per hr	8,000		8,000		8,000		8,000		32,000
TOTAL WAGES	22,400		22,400		22,400		22,400		89,600
2. Fringe Benefits									
Fringe Salaries PSU @38.97%	11,464		11,546		11,630		11,716		46,356
Fringe Wages PSU @7.81%	1,749		1,749		1,749		1,749		6,996
TOTAL FRINGE	13,213		13,295		13,379		14,465		53,352
3. Travel									
a. ACTFL									
Washington, DC - 3 people	0		3,410		0		0		3,410

Mileage 2 x @\$225-\$550 Hotel 2 rooms, 4 nights @\$254=\$2,032 (incl. estimated taxes) Per Diem 3 x \$276=\$828									
San Antonio, TX - 3 people Air 3 x \$500=\$1500 Hotel 2 rooms, 4 nights @\$254=\$2,032 (incl. Tx.) Per Diem 3 x \$256=\$768	0		0		\$4,300		0		4,300
San Diego, CA - 3 people Air 3 x \$600=\$1,800 Hotel 2 rooms, 5 nights @\$254=\$2,540 (incl. Tx) Per Diem 3 x \$320=\$960	0		0		0		5,300		5,300
b. NECTFL									
New York, NY - 3 people PSU Fleet car @\$300 Hotel 3 rooms, 4 nights @\$261=\$3,132 (incl. Tx) Per Diem 3 x 4 @\$74=\$888	4,320		4,320		4,320		4,320		17,280
c. PSMLA Y1 Pittsburgh - 1 person Y2 State College - 1 person Y3, Y4 - TBA - 1 person Mileage \$350 (estimated) Hotel 2 nights @\$150=\$300 Per Diem =\$168 (estimated)	818		0		818		818		2,454
d. *Delaware State Curriculum Project - Dual 1 person Mileage \$350 (estimated) Hotel 2 nights @\$150=\$300 Per Diem \$168 (estimated)	818		818		818		818		3,272

e. TED-style Talk, San Antonio - 1 person Air, hotel, per diem (collaborative LRC project) Estimated costs	0		0		2,500		0		2,500
*f. Travel support for 3 teachers to attend CERCLL Intercultural Competence conference (collaborative project)	0		600		0		600		1,200
*g. Travel support for 10-15 teachers to attend CALPER workshops & institutes	4,000		4,000		4,000		4,000		16,000
*h. Travel support for 4 teachers to attend HLTP CALPER conference at Pitt	0		0		1,000		1,000		
TOTAL TRAVEL	9,956		13,148		17,756		16,856		57,716
4. Equipment	N/A		N/A		N/A		N/A		
5. Supplies									
a. phone	440		440		440		440		1,760
b. in-house printing (toner, paper, etc)	800		800		800		800		3,200
c. off-site printing, dissemination	1,000		1,000		1,000		1,000		4,000
d. survey tool fee	360		360		360		360		1,440
e. booth rental & furniture at exhibits ACTFL \$2,800 NECTFL \$1,800 PSMLA \$250	4,850		4,850		4,850		4,850		19,400
f. shipping materials to and from exhibit sites (estimate based on past costs)	200		0		200		250		650
g. software updates & CDs / DVDs for learning materials	0		0		200		200		400
h. Product mailings	300		300		300		300		1,200
TOTAL SUPPLIES	7,950		7,750		8,150		8,200		32,050
6. Contractual									
Co-director (R. Donato) 10% of salary		12,095		12,458		12,832		13,217	50,602
*PC Russian (E. Furniss) 5% of salary		4,481		4,615		4,753		4,896	18,745
*PC Arabic (Abdel-Malek)		4,481		4,615		4,753		4,896	18,745

10% of salary									
Fringe 30.2% Donato		3,616		3,725		3,837		3,952	15,130
Fringe 30.2% Furniss		1,340		1,380		1,421		1,464	5,605
Fringe 30.2% Abdel-Malek		1,340		1,380		1,421		1,464	5,605
HLTP Conference organization costs at Pitt		0		0		5,000		5,000	10,000
Indirect 8% at Pitt		2,188		2,254		2,721		2,791	
Subtotal Pitt Subaward		29,540		30,427		36,738		37,680	134,385
7. Construction	N/A		N/A		N/A		N/A		
8. Other									
a. Development of common LRC brochure and maintenance of common LRC Portal (collaborative LRC project)	1,000		1,000		0		0		2,000
b. Honorarium TED-style Talk speaker at ACTFL (collaborative project)	0		0		500		0		500
c. Compensation for workshop & institute instructors	4,000		4,000		4,000		4,000		16,000
d. Honorarium for HLTP conference plenary speakers	0		0		2,000		2,000		4,000
*e. Professional Service compensation for project coordinators: *H. Ai (U Cincinnati), *B. Bluemel (Del State), *J. Eun (DFLI), *A. Jimenez-Jimenez (CSU Channel Islands), *J. Zhang (U Oklahoma)	20,000		20,000		20,000		20,000		80,000
*f. Honorarium board members 6 x \$500	3,000		3,000		3,000		3,000		12,000
*g. Honorarium for 10 teachers consultants for projects - *Dual, *Russian Corpus, *Korean Corpus, *Chinese Corpus, *L1inL2	4,000		4,000		4,000		4,000		16,000
*h. Teacher consultants working meeting	1,000		1,000		1,000		1,000		4,000
TOTAL OTHER	33,000		33,000		34,500		34,000		134,500

TOTAL DIRECT COSTS	145,473		149,650		162,768		162,664		620,555
INDIRECT COSTS									
Indirect 8% at PSU	9,275		9,538		10,082		9,999		36,706
Indirect 8% at PSU on 1 st \$25,000 of Pitt Subaward	2,000								2,000
TOTAL INDIRECT	11,275		9,538		10,082		9,999		40,894
TOTAL COSTS	156,748		159,188		172,850		172,663		661,449