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**Appendix**

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## Center for Applied Second Language Studies (CASLS):Project Narrative University of Oregon Language Resource Center: Supporting Meaningful Language Learning

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions for foreign, heritage, and second language (L2) learning. CASLS staff members, along with numerous collaborative partners, foster innovation through research- based solutions. This proposal includes three initiatives—1) *Self-Directed Learning and Reflective Practice*; 2) *Early Language Learning (K-6)*; and 3) *Pragmatics in Action*—with corresponding professional development, curricular implementation, and research and dissemination activities designed to support both educators and learners of world languages.

Each initiative targets critical needs along the K-16 continuum while providing innovative, practical solutions to national challenges in L2 education. This work will increase long-term access to meaningful language learning opportunities for diverse groups of learners and teachers and establish sustainable infrastructures that will persist after the grant period ends.

# PLAN OF OPERATION

## Strategic Vision and Project Design

This proposal seeks to strengthen the Nation’s capacity in L2 education by focusing project activities around three major initiatives, each derived from stakeholder requests and targeting a critical need along the K-16 continuum. These initiatives all involve critical learner-centered pedagogies: reflective practices (Initiative 1), inquiry-based gameplay (Initiative 2), and the contextualized study of relevant communicative scenarios to improve intercultural and pragmatic competence (Initiative 3). Each project integrates activities that empower educators to utilize new materials while ensuring a research-based approach to professional development and curricular design and implementation. Professional development, curriculum implementation, and research and dissemination activities for each initiative are outlined in Figure 1.

Figure 1. CASLS Proposed Activities by Initiative



### Initiative 1: Self-Directed Learning and Reflective Practice

*Initiative 1* capitalizes on the empirically validated capacity of reflective processes to improve participatory learning environments, teacher training, and learner outcomes (Moeller, Thieler, & Wu, 2012; Knight, et.al., 2021). The initiative will entail two projects - Educator Professional Learning Communities (EPLC) Powered by Catalyst and the LFO (LinguaFolio Online) Career- Focused Portfolio Export Feature. The projects draw on the power of an established e-portfolio system with robust communities of stakeholders to scale impact and ensure meaningful use.

EPLC is a collaboration with Professionals in Education Advancing Research and Language Learning (PEARLL), the Title VI Center at the National Foreign Language Center at the University of Maryland. In the 2018-2022 LRC grant cycle, CASLS and PEARLL collaborated to build Catalyst (catalyst.uoregon.edu), a social professional development e- portfolio for educators. This project will include technical updates in the form of an improved resource repository that can be populated by all Catalyst users. The project will also integrate Catalyst in eight year-long, contextualized professional learning communities (PLCs) according to center expertise and needs analyses. The four PLCs delivered by CASLS will focus on supporting educators of LCTLs in community colleges and in K-16 (Years 1 and 3, respectively) and on building inclusive language learning communities for underrepresented learners, namely minority and neurodivergent learners (Years 2 and 4). Each PLC will draw on CASLS’s decade- long experience implementing reflective as well as linguistically and culturally inclusive practices via e-portfolios and decades-long experience facilitating PLCs for LCTL educators.

The second project, the LFO Career-Focused Portfolio Export Feature, draws on the power of LFO (linguafolio.uoregon.edu), an established online e-portfolio platform for language learners with over 80,000 lifetime student users. LinguaFolio has been shown to streamline reflective processes, add value to learners’ experiences, and increase student learning outcomes (Moeller, Thieler, & Wu, 2012). This improved sense of value has great potential to perpetuate language study, and, as a result, decrease attrition. The project includes the addition of a career- readiness portfolio export feature in LFO to support learners in their goal setting and reflection as it relates to career-focused communicative scenarios in the user-requested fields of healthcare, business, and strategic communications (i.e., purposeful messaging within an organization and between organizations). Four digital teacher training modules - Self-Directed Learning for

Career Readiness, Using E-portfolios for Career-Oriented Language Learning, Assessing Professional Skills in the World Language Classroom, and A Look at the Future of Career Readiness through World Language Education - will enhance use of this feature. The work will be further supported by a co-led task force with the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of State Supervisors for Languages (NCSSFL), designed to improve dissemination of and access to LFO. The combined efforts of teacher training with enhanced e-portfolio features allow for a comprehensive implementation of innovative and beneficial pedagogical practice. Figure 1 outlines project activities. Project activities are also explored in detail in Section 1.3.1.

### Initiative 2: Early Language Learning (K-6)

*Initiative 2: Early Language Learning (K-6)* addresses the critical need for world language education and global readiness in younger learners. As discussed in detail in Section 6.2, though immersion programs are making gains, current numbers of elementary language programs are staggeringly low and suggest limited access for low-income and minority students (American Academy of Arts and Sciences, 2016). This initiative provides a partial solution to this issue through the development of the I-Agents 21st Century Global Competence Curriculum along with key instructional resources.

The I-Agents 21st Century Global Competence Curriculum is an inquiry-based, gameplay curriculum that will include an introductory mission, 24 mission units, and a wrap-up unit designed to promote foundational language learning and intercultural communication.

Gameplay is intentionally utilized for its capacity to promote multilingualism and the knowledge, skills, values, and attitudes learners need to negotiate intercultural situations successfully. Gameplay is effective in this way because it yields meaningful learner engagement,

risk-taking and learning via unavoidable fail states, and collaboration to promote deep thinking through situated problem solving (Reinhardt, 2018), all of which are essential skills for successful language learning.

The curriculum will introduce learners to over 18 languages (based on CASLS staff, collaborator, and intern expertise) including Arabic, Catalán, ancient Egyptian, French, German, Hebrew, Hindi, Italian, Korean, Mandarin, Portuguese, Russian, Spanish, Swahili, Swedish, Ukrainian, Urdu, and Yucatec Maya. Each game-based, instructional unit will feature key cultural information to develop learners’ foundational language abilities in a variety of critical contexts (e.g., greetings, service encounters, and leave-takings).

While CASLS recognizes the eventual need of in-depth study of fewer languages for long-term language proficiency, this program represents a crucial step towards the integration of language learning as a core discipline in the K-6 experience. A partial solution to the American Academy of Art’s and Science’s (2017) aspirational goal of ensuring all U.S. learners receive world language instruction, this program is designed to (1) increase access to world language instruction for learners from traditionally underrepresented groups; (2) expose learners to more languages than are typically part of non-immersion offerings; (3) highlight ways language learning is especially suited to developing interdisciplinary skills (e.g., creative problem solving and critical thinking); and, ultimately, (4) build foundational knowledge and skills to jumpstart future language learning endeavors.

Importantly, these 24 units will be differentiated into three levels based on participant literacy and numeracy skills and grouped modularly so that educators can utilize the experiences that best align with their needs. For example, a teacher may choose to use units from a specific region of the world to enhance social studies content, units related to numeracy to enhance

mathematics content, or units related to specific categories of world languages (e.g., character- based) to extend world language study. As a result, this initiative will empower educators to incorporate world language content in their existing curricula, even in institutions without formal world languages offerings.

Educators delivering the curriculum will be further supported by a teacher guide with supplemental teaching realia (e.g., maps, images, multimedia), extension activities, and four digital training modules. These materials will offer guidance in best practices related to gameplay facilitation, inquiry-based language learning, and critical intercultural content as it relates to the instructed languages. Materials will be tested with two implementation partners, each in a unique instructional context, to gain a comprehensive understanding of how the curricular materials and training resources are used and determine needed revisions.

Implementation partners include: (1) Treetop Academics – an afterschool program directly tied to an elementary school with an in-tact group of learners, and (2) Metro Nashville Public Schools (MNPS) International Baccalaureate (IB) Primary Years Programme – an in-school program focused on cross-curricular connections and international mindedness. See Use of Resources (Section 1.4) for more details on how CASLS will interface with each partner. Figure 1 outlines project activities which are explored in further detail in Section 1.3.2.

### Initiative 3: Pragmatics in Action

While general patterns can be isolated for instructional purposes, variability remains at the heart of communication, making the teaching and learning of pragmatics (i.e., the expression and interpretation of one’s intended meaning in a social context) a challenging endeavor. Yet, research consistently points to the benefit of pragmatic instruction for language learners (Sykes, 2018), especially related to language for specific contexts (e.g., greetings in medical clinics).

*Initiative 3: Pragmatics in Action* was designed based on this needed focus on language use in context*.* The initiative includes two projects focusing on the creation and delivery of resources to facilitate the teaching, learning, and assessment of pragmatics: (1) Teaching Interlanguage Pragmatics and (2) Virtual and Augmented Reality for Language Training (VAuLT).

For Teaching Interlanguage Pragmatics, CASLS will deliver national professional development seminars on teaching pragmatics and intercultural communicative competence (ICC). Specifically, CASLS will deliver a Center for Advanced Research on Language Acquisition (CARLA) Summer Institute: Assessment of Interlanguage, Pragmatic, and Intercultural Competence (Year 3), and will sponsor the CERCLL (Center for Educational Resources in Culture, Language, and Literacy) ICC Conference (Years 2 and 4) through workshop facilitation, teacher scholarships, and sponsorship of a plenary speaker. Additionally, CASLS will facilitate a local, four-year PLC focused on pragmatics as a tool for instruction with the Eugene 4J School District. To accompany these professional development activities, this project will also include a curated, freely available, 40-unit resource repository focused on teaching pragmatic patterns. Each unit will feature a specific pragmatic topic and include relevant research, key examples, and a classroom activity. Fifty percent of this repository will contain resources for LCTLs, including, but not limited to, Arabic, Japanese, and Mandarin.

The second project, VAuLT, will be realized in collaboration with the Assessment and Evaluation Language Resource Center (AELRC), Northern Virginia Community College (NVCC), Portland State University (PSU), and the University of New Mexico (UNM). The project involves the design and implementation of six career-readiness learning and assessment simulations to meet the real-world, contextualized needs of language learners. Each learning and assessment simulation will utilize virtual reality (VR) and augmented reality (AR) technologies,

delivered via a mobile device, to promote learning focused on targeted pragmatic needs in stakeholder-requested communicative contexts specific to business, healthcare, and strategic communications. Based on initial stakeholder outreach, three learning and assessment simulations will be created in Mandarin. The remaining three will be created in one or more additional LCTLs (to be identified through career-specific needs analysis) that aligns with CASLS or partner institution expertise. Figure 1 outlines project activities. They are explored in further detail in Section 1.3.2.

## Plan of Management

CASLS meets and exceeds project outcomes through proper administration of grant activities and efficient use of resources by following five operational principles – (1) base-plus funding,

(2) collaborative partnerships, (3) focused staff, (4) systemic activities, and (5) thoughtful dissemination. These principles are applied across all initiatives to set realistic target outcomes and timelines (see Section 1.3), strengthen projects, and maximize the impact of Title VI funds.

### Base-Plus Funding

Base-plus funding ensures ambitious project objectives are met while simultaneously increasing the visibility of Title VI efforts. Title VI funding alone could not provide the resources necessary to achieve the objectives outlined in this proposal. They do, however, form the foundation from which CASLS works to secure additional financial support. Section 3 Budget and Cost Effectiveness provides details on CASLS’s success with base-plus funding and how it will be applied to each initiative, including funds already committed.

### Collaborative Partnerships

Collaborative partnerships are key in making a national impact. CASLS sustains collaborative partnerships beyond grant cycles and draws on partners when appropriate for grant-funded

projects. Partners include affiliate personnel who are experts in language acquisition, national- level organizations, community stakeholders, other Title VI centers, and practitioners working in districts and classrooms. Table 1 summarizes each partnership relevant to the proposed initiatives. See Section 1.3 for a detailed description of each partner’s role in grant activities.

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| **Table 1. Partner Summary** |
| **Partner** | **Grant Activity Description** | **Initiative** |
| **National-level Organizations** |
| American Council on the Teaching of Foreign Languages (ACTFL) | Collaborate with CASLS and NCSSFL on the delivery of a career-focused e-portfolio feature, including associated professional development resources and an annual LFO task force. | Initiative 1: LFO Career- Readiness Portfolio Export Feature |
| National Council of State Supervisors for Languages (NCSSFL) | Partner with CASLS on the delivery of a career- focused e-portfolio feature, including associated professional development resources, and extended dissemination of through the annual LFO task forces. | Initiative 1: LFO Career- Readiness Portfolio Export Feature |
| **Community and Implementation Partners**\* Minority-Serving Institution (MSI)\*\* Community College |
| Eugene 4J School District | Partner on an annual series of regional professional learning communities focused on career-readiness in world languages and responsive proficiency through pragmatic and intercultural competence and reflective practice in the high school, world language classroom. | Initiative 1: LFO Career- Readiness Portfolio Export FeatureInitiative 3: Teaching Interlanguage Pragmatics; VAuLT |
| Metro Nashville Public Schools (MNPS) International Baccalaureate (IB) Programmes | Partner on implementation of the LFO career- readiness portfolio, the I-Agents 21st Century Global Competence Curriculum in elementary school programs, and three learning and assessment modules focused on workplace skills in business, healthcare, and community engagement at the middle and high school levels. | Initiative 1: LFO Career- Readiness Portfolio Export FeatureInitiative 2: I-Agents 21st Century Global Competence CurriculumInitiative 3: VAuLT |
| Northern Virginia Community College (NVCC)\*\* | Partner on the implementation of three learning and assessment modules focused on workplace skills in business, healthcare, and strategic communications at the community college level. | Initiative 3: VAuLT for Career Readiness and Community Engagement |
| Portland State University (PSU)\* | Partner on the design and implementation of three VAuLT learning and assessment simulations focused on workplace skills in business, healthcare, and strategic communications at an MSI. | Initiative 3: VAuLT for Career Readiness and Community Engagement |

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| Treetop Academics | Partner on implementation of the I-Agents 21st Century Global Competence Curriculum in their after- school enrichment program. Will serve as a research site for longitudinal research of learning outcomes. | Initiative 2: I-Agents 21st Century Global Competence Curriculum |
| University of New Mexico (UNM)\* | Partner on the design and implementation of three VAuLT learning and assessment simulations focused on workplace skills in business, healthcare, and strategic communications at an MSI. | Initiative 3: VAuLT for Career Readiness and Community Engagement |
| **Other Language Resource Centers** |
| Assessment and Evaluation Language Resource Center (AELRC) | Collaborate on the development, testing, and revision of three measures for assessing Mandarin workplace skills in business, healthcare, and community engagement. | Initiative 3: VAuLT for Career Readiness and Community Engagement |
| Center for Advanced Research on Language Acquisition (CARLA) | Deliver a CARLA summer institute focused on improving inclusive and equitable use of current proficiency frameworks for the teaching and learning of intercultural, pragmatic, and interactional competence. | Initiative 3: Teaching Interlanguage Pragmatics |
| Center for Educational Resources in Culture, Language, and Literacy (CERCLL) | Participate in, and co-sponsor, the ICC conference, including teacher scholarships, funding a plenary speaker, and conducting one conference workshop at each conference related to pragmatics and its relationship to responsive proficiency. | Initiative 3: Teaching Interlanguage Pragmatics |
| Professionals in Education Advancing Research and Language Learning (PEARLL) | Partner on a series of eight professional learning communities, powered by Catalyst, including a language teacher portfolio with self-assessment, teaching and learning documentation, and a one-to-one mentoring system. Develop an improved resource repository for the Catalyst platform. | Initiative 1: Educator Professional Learning Communities |

### Focused Staff

CASLS has six staff members, two affiliate staff, and (at least) five undergraduate and graduate interns who are all dedicated to leading innovative projects, creating a culture of focus, accountability, cross-project collaboration, and excellence. Team members are experienced in meeting the intellectual and operational challenges of successfully managed grant projects. The CASLS team will meet every two weeks to set goals, confirm timelines, and assess progress on project outcomes. External partners will participate in these meetings monthly. CASLS’s project

management site, *Asana* (asana.com) will be used to document decisions and assign tasks. See Section 2 Quality of Key Personnel for information on staff expertise and qualifications.

### Systemic Impact

CASLS recognizes that high-quality L2 education exists in an ecosystem involving teacher support activities, innovative curricular tools, and research and dissemination. None of these components are more important than the others, and their relationship is mutually beneficial. Thus, all proposed initiatives carefully consider and evaluate these components in concert. This systemic perspective enables CASLS to embed critical, innovative, and empirically validated educator and learner supports throughout the K-16 continuum, thus maximizing Title VI funds.

### Thoughtful Dissemination

CASLS uses a strategic, 21st Century approach to dissemination that includes opt-in content delivery; consistent, interactive social media presence; collaboration with national and international partners to avoid duplicating efforts; digital and print materials; scholarly presentations and publications; workshops; school visits; a consistently updated website with real-time delivery of requested materials; and a mobile application to house customized resources and release the latest content. CASLS also hosts the joint Title VI National Foreign Language Resource Center website to maximize dissemination among LRCs (nflrc.org).

In addition, CASLS will continue to publish InterCom, a weekly e-digest with an esteemed national reputation, written specifically for language educators. Once funded by Title VI grant funds, InterCom was institutionalized as a result of efforts from the 2018-2022 grant cycle. Critical to the current proposed initiatives, InterCom will continue its broad dissemination of Title VI-funded materials. These efforts entail publishing over 100 LCTL resources annually for InterCom's more than 3,000 subscribers. This outreach will be further enhanced by CASLS’s

weekly InterCom Live discussions on Facebook and CASLS’s YouTube channel (https://tinyurl.com/2ntycha8). Since their inception in March 2020, InterCom Live has been viewed over 10,000 times, and CASLS YouTube videos have been viewed over 22,000 times.

## Alignment to LRC Program Objectives

Various project activities in the three initiatives are designed to meet the Language Resource Center (LRC) program purpose: improving the Nation’s capacity for teaching and learning foreign languages through teacher training, research, materials development, assessment, and dissemination. This section highlights how each project meets objectives in each area.

Teacher Training: This program objective is addressed in all three initiatives. In *Initiative*

*1: Self-Directed Learning & Reflective Practice*, teacher training includes - (1) PLCs focused on LCTL instruction and inclusive learning communities that will connect via Catalyst, and (2) digital training modules focused on the implementation of a career-readiness portfolio in the world language classroom. In *Initiative 2: Early Language Learning (K-6)*, teacher training involves the creation of an extensive teacher guide and digital training modules to accompany the designed curriculum. *Initiative 3: Pragmatics in Action* increases training capacity through conference workshops, a summer institute, a pragmatics-focused PLC, and the creation of a curated repository of units supporting pragmatics instruction.

Research: Increased research capacity is also integrated in each project. *Initiative 1* adds

research on best practices in self-directed learning and reflective practices for educators through program case studies. *Initiative 2* utilizes longitudinal data from Years 2 and 3 to increase understanding of early language learning in non-immersion contexts, and *Initiative 3* investigates a series of learning and assessment simulations in specific career contexts to better understand how pragmatics-focused, digital simulations impact learning outcomes for students.

Materials Development: This objective is at the heart of each proposed initiative.

Materials created include an LFO Career-Focused Portfolio Export Feature (*Initiative 1*), a robust set of interdisciplinary language learning resources that can be utilized across elementary curricula (*Initiative 2*), and pragmatics-focused learning and assessment simulations in the career areas of business, healthcare, and strategic communications (*Initiative 3*).

Assessment: *Initiative 1* further enhances two proven e-portfolio systems (Catalyst and

LFO) to scale their potential impact. *Initiative 3* increases L2 assessment capacity by creating first-of-its kind, career-related pragmatic assessment simulations.

Dissemination: Dissemination of project outcomes for all three initiatives will occur

through conference presentations, peer-reviewed publications, case studies, the InterCom e- digest, and social media. This approach ensures maximum dissemination of resources related to reflective practices via e-portfolios, play-based language learning in elementary contexts, and the teaching and learning of pragmatics. See section 1.2.5 for additional details.

## Use of Resources

Key to successful realization of the proposed grant projects are well-articulated timelines and clear personnel responsibilities. Each are outlined here by initiative.

### Initiative 1: Self-Directed Learning and Reflective Practice

Timeline: *Initiative 1* activities, as summarized in Table 2, will overlap to ensure product

development matches professional learning opportunities and educator needs that emerge as part of the PLCs. Dissemination efforts will match professional and curricular development.

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| **Table 2. Initiative 1: Self-Directed Learning and Reflective Practice** Educator Professional Learning Communities Powered by Catalyst (EPLC) LFO Career-Readiness Export Feature |
|  | *Year 1**(2022-2023)* | *Year 2**(2023-2024)* | *Year 3**(2024-2025)* | *Year 4**(2025-2026)* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Professional Development* | PLC (LCTLS inCommunity Colleges) | PLC (Building an inclusive language learning community) | PLC (LCTLS inWorld Language Education K-16) | PLC (Building an inclusive language learning community) |
| Training Module: Self-Directed Learning for Career Readiness in the World Language Classroom | Training Module: Using E-portfolios for Career Oriented Language Learning | Training Module: Assessing Professional Language Skills in the World Language Classroom | Training Module: A Look at the Future of Career Readiness through World Language Education |
| *Curricular Capacity* | Develop a career- focused portfolio export feature for LFO | Complete updates to portfolio export feature based on testing |  |  |
| LFO task force facilitation | LFO task force facilitation | LFO task force facilitation | LFO task force facilitation |
| *Impact and Dissemination* | Catalyst resource repository update | One Catalyst case study | Two Catalyst case studies | One Catalyst case study |
| One conference presentation | One conference presentation | One conference presentation | One conference presentation |
|  | One peer-reviewed article | One peer-reviewed article |  |

Use of Resources and Personnel: CASLS Director Dr. Julie Sykes will oversee EPLC and the

LFO Career-readiness Export Feature project to ensure high-quality outcomes. She will work closely with CASLS Assistant Director Ms. Stephanie Knight to coordinate projects internally and with external stakeholders. PEARLL and CASLS will co-design and develop the EPLC infrastructure. Each center will facilitate four PLCs. CASLS and PEARLL will also design the Catalyst resource repository and collaborate on the publication of four case studies and one peer- reviewed article.

Efforts with ACTFL and NCSSFL build upon a decade-long partnership related to NCSSFL’s LinguaFolio (now LinguaGrow) and the use of the NCSSFL-ACTFL Can-do Statements upon which LFO is built. Project efforts will include consulting on the LFO export

feature and coordinating the LFO dissemination taskforce. Ms. Knight will lead partnership

project management, coordinate EPLC recruitment, and manage administration of the LFO and Catalyst e-portfolio sites. Mr. Ryan Chang will lead technical development efforts for the Catalyst resource repository and the LFO export feature and will provide continual technical support (e.g., server maintenance and system updates) for both platforms. Mr. Tigre Lusardi, under the direction of Dr. Sykes and Ms. Knight, will build the digital teacher training modules, populate the Catalyst resource repository, and provide technical support to teachers using the Catalyst platform. Ms. Li-Hsien Yang will serve as a PLC mentor for LCTL teachers.

### Initiative 2: Early Language Learning (K-6)

Timeline: Initiative activities, as summarized in Table 3, will overlap to ensure curriculum

development matches professional development support and aligns with research objectives. In addition, dissemination efforts will match professional and curricular development activities.

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| **Table 3. Initiative 2: Early Language Learning (K-6)**I-Agents 21st Century Global Competence Curriculum |
|  | *Year 1**(2022-2023)* | *Year 2**(2023-2024)* | *Year 3**(2024-2025)* | *Year 4**(2025-2026)* |
| *Professional Development* | Complete teacher guide for Units 1- 12 | Complete teacher guide for Units 13- 24 | Revise teacher guide for units 1-24 based on data from Y2 and Y3 | Finalize teacher guide for online distribution |
|  | Develop two digital training modules to support program implementation | Develop one digital training module to support program implementation | Develop one digital training module to support program implementation |
| *Curricular Capacity* | Revise Units 1-12 and design Units 13-24 | Revise Units 1-24 based on data from Implementation 1 | Revise Units 1-24 based on data from Implementation 2 | Finalize all materials |
| Develop introduction and wrap-up | Revise introduction and wrap-up based on implementation | Revise introduction and wrap-up units as needed | Finalize all materials |
| *Impact and Dissemination* | Pilot program materials with implementation partners | Complete Program Implementation 1, including longitudinal data collection | Complete Program Implementation 2, including longitudinal data collection | Wrap-up with partners for ongoing program implementation |

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|  | One conference presentation | One peer-reviewed article | One conference presentation | One peer-reviewed article |

Use of Resources and Personnel: Dr. Sykes will oversee the project to ensure high-quality

outcomes and will serve as lead instructor during Year 1 at Treetop Academics, with CASLS graduate interns taking over instruction as the project progresses. She will work closely with Ms. Knight to create and iterate pedagogical gameplay activities and implement the curriculum and accompanying teacher guide. Under the learnership of Dr. Sykes and Ms. Knight, Mr. Lusardi, Mr. Christopher Daradics, and Ms. Yang will build the digital teacher training modules and teacher guide. Specifically, Mr. Lusardi will focus on pedagogical activities, teacher support, and testing and LCTL support in Italian and Swedish. Mr. Daradics will focus on design and production of learning materials and implementation of VR and AR assets. He will also provide LCTL support in Arabic. Ms. Yang will focus on testing and LCTL support in Mandarin, Japanese, and Korean. CASLS will select student interns based on their LCTL expertise to aid in the development of the curriculum (languages listed in this proposal are those for which CASLS is certain to have student intern expertise) and their ability to provide instructional support during classroom implementation. Mr. Chang will lead technical development efforts for digital tools and provide continual technical support (e.g., server maintenance and system updates). Dr. Sykes and Ms. Knight will coordinate longitudinal data collection and the publication of findings.

CASLS's two implementation partners will ensure the curriculum can be used across instructional contexts. Treetop Academics will serve as a hands-on testing site for all project materials and will include CASLS’s instructional support and on-the-ground training for program staff. Treetop will also serve as the research site for longitudinal research in Years 2 and

3. MNPS IB Primary Years Programmes will implement the curriculum in their daily classrooms.

### Initiative 3: Pragmatics in Action

Timeline: A timeline for each project activity is included in Table 4. The timeline ensures that

resource development is informed by teacher training, pilot testing, data analysis, and revision.

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| **Table 4. Initiative 3: Pragmatics in Action**Teaching Interlanguage PragmaticsVirtual and Augmented Reality for Language Training (VAuLT) |
|  | *Year 1**(2022-2023)* | *Year 2**(2023-2024)* | *Year 3**(2024-2025)* | *Year 4**(2025-2026)* |
| *Professional Development* |  | CERCLL ICCConference | CARLA Summer Institute: Assessment of Intercultural, Pragmatic, and Interactional Competence (IPIC) | CERCLL ICCConference |
| PLC with Eugene 4J focused on pragmatic instruction | PLC with Eugene 4J focused on pragmatic instruction | PLC with Eugene 4J focused on pragmatic instruction | PLC with Eugene 4J focused on pragmatic instruction |
| Build first ten pragmatics units of the resource repository | Add ten pragmatics units to the repository | Add ten pragmatics units to the repository | Add ten pragmatics units to the repository |
| *Curricular Capacity* | VAuLT for Career Readiness: Business domain analysis | Build business- focused learning and assessment modules (Mandarin and other LCTL) | Revise the business-focused learning andassessment modules | Finalize all materials |
| VAuLT for Career Readiness: Healthcare domain analysis | Build a healthcare- focused learning module and assessment (Mandarin and other LCTL) | Revise the healthcare-focused learning and assessment modules | Finalize all materials |
|  | VAuLT for Career Readiness: Strategic communications domain analysis | Build strategic communications- focused learning and assessment modules (Mandarin and other LCTL) | Revise and finalize the strategic communications learning and assessment modules |

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| *Impact and Dissemination* | Distribute module to one community partner | Distribute module to one community partner | Distribute module to one community partner | Distribute module to one community partner |
| One peer- reviewed article | One conference presentation | One peer-reviewed article | One conference presentation |

Use of Resources and Personnel: Dr. Sykes will oversee both projects in this initiative to ensure

high-quality outcomes. She will work with Ms. Knight to facilitate all iterations of professional learning with respect to the project Teaching Interlanguage Pragmatics: the CARLA Summer Institute, the two ICC Conference workshops, and the PLC at the Eugene 4J District. Under the learnership of Dr. Sykes and Ms. Knight, Mr. Lusardi, Mr. Daradics, and Ms. Yang will build and curate the materials for the pragmatics resource repository. Specifically, Mr. Lusardi will focus on Italian, Mr. Daradics on Arabic, and Ms. Yang on Mandarin and Japanese. Mr. Chang will lead technical development efforts for the digital repository, provide testing of all curricular materials, and provide continual technical support (e.g., server maintenance and system updates).

For VAuLT, Dr. Sykes will work with Ms. Knight, Dr. Steven Thorne (PSU), and Dr. Christopher Holden (UNM) to complete domain analyses, create the resulting AR/VR learning simulations, and co-author two peer-reviewed publications. She will also lead collaborations with the AELRC to complete the related assessments. Mr. Daradics will lead material design efforts (e.g., digital and analog realia), and Mr. Chang will provide ongoing maintenance, development (as needed), and technical support for the VAuLT mobile app. These materials will be implemented with a variety of stakeholders - the Eugene 4J-School District, MNPS IB schools, NVCC, PSU, and UNM - to evaluate viability and inform refinements.

## Equal Access

Each initiative proposed here was chosen based on its potential to promote equal access in world language learning and teaching. Moreover, drawing on resources from Anya’s (2021)

call for action in creating inclusive language teaching, each project is designed to support educators and students from traditionally underrepresented populations through targeted recruitment, materials dissemination, and external review by key stakeholders. In addition, all digital materials will be built for full accessibility to ensure necessary accommodations are available for teachers and learners. See GEPA427 for additional details on these accommodations in each initiative. Specifics for each initiative are highlighted below.

In *Initiative 1: Self-Directed Learning and Reflective Practice*, the potential benefits of reflective practice for promoting equity and access will not be realized without ensuring diverse participation in learning communities. As a result, CASLS will use targeted recruitment (e.g., advisory board nominations, teacher leader nominations) to meet its goal of having half, or more, of its PLC participants from traditionally underrepresented teacher populations. Furthermore, the LFO task force’s explicit goal is to make the tool more accessible to learners from all socioeconomic backgrounds. A key task force goal will be defining and operationalizing exact mechanisms for improved access. See Section 6 Needs and Impact for more information.

*Initiative 2: Early Language Learning (K-6)* focuses on equity and access in two ways – implementation partners and inclusive materials design. With respect to implementation partners, Treetop Academics offers after-school care to students at Edison Elementary, a public school that qualifies as a Title I Targeted Assistance Program. While the specific schools MNPS schools with IB Primary Years Programmes are not Title I schools, they feed into Hillsboro High School, a Title I school that is a key stakeholder within MNPS in Initiatives 1 and 3. Materials will be designed for diverse representation as well as inclusive access. See Appendix-GEPA427.

*Initiative 3: Pragmatics in Action* will focus on equal access through explicit instruction on the dynamic, co-constructed nature of interactions in which multiple language varieties and

varying language needs are recognized. For example, VAuLT simulations will focus on the pragmatic and intercultural skills needed to negotiate career-related domains with individuals from a variety of backgrounds and perspectives. Similarly, implementation partners for VAuLT were chosen because of their continued support of underrepresented student populations – high school programs at Title I schools focused on career-readiness (MNPS), community college pipeline programs (NVCC), and language programs in MSIs (PSU, UNM).

Additionally, CASLS will provide a scholarship to one LCTL teacher from a Title I school, an MSI, or a community college in Year 2 (ICC) and Year 3 (CARLA). Furthermore, all world language teachers at the Eugene 4J School District, a district in which almost 1/3 of learners qualify for federal free and reduced lunch programs, will be invited to join the PLC. This open invitation will ensure that the largest possible number of said learners are positively impacted by the pragmatic and intercultural competence training their teachers receive.

# QUALITY OF KEY PERSONNEL

CASLS employs six professional staff exclusively focused on the singular mission of leveraging research and technology to improve world language teaching and learning. CASLS also works with two affiliate staff and a rotating group of at least five graduate and undergraduate interns that have been selected based on their demonstrated expertise in language learning and their proficiency in key LCTLs not already spoken by the rest of the CASLS staff. Collectively, the team includes expertise in second language acquisition, pragmatics, curriculum design, research methods, teacher training, assessment, computer databases, graphic design, project management, and strategic communications. See key personnel CVs in the Appendix.

The UO promotes inclusivity by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members. This

includes support staff for recruitment of applicants from traditionally underrepresented groups. In 2019-20, the most recent year for which data is available, 16.6 percent of all UO employees were persons of color and 57.5 percent were women. Currently CASLS exceeds these numbers with 42 percent of staff and interns being persons of color and 71 percent being women.

## Quality of the Project Director

***Dr. Julie M. Sykes, CASLS Director,*** earned her Ph.D. from the University of Minnesota and is currently an Associate Professor in the UO Department of Linguistics. Dr. Sykes’ work focuses on second language acquisition with an emphasis on technological and pedagogical innovation for interlanguage pragmatic development and intercultural competence. Her work addresses the design, implementation, and evaluation of innovative digital tools to engage language learners in a variety of institutional and non-institutional contexts, matching the expertise needed for each of the three proposed initiatives. Dr. Sykes’ experience includes serving as the principal investigator on multiple grant projects, including two previous Title VI grants, and program administration of large initiatives with complex budgets. Dr. Sykes was awarded the 2018 UO Outstanding Research Award for Innovation and Impact for this work.

Dr. Sykes’ combined research expertise, teaching experience, grant oversight, and entrepreneurial success will contribute to her leadership in the three proposed initiatives. She will oversee all project activities to ensure high-quality outcomes and implement changes when difficulties arise. She has secured institutional resources to support her time on grant initiatives and will work closely with Ms. Stephanie Knight, CASLS Assistant Director, to facilitate professional learning communities (Initiatives 1 and 3), create teacher support materials (Initiatives 1, 2, and 3), and design and test curricular materials related to reflective practice (Initiative 1), 21st Century Global Competence (Initiative 2), career readiness (Initiatives 1 and

3), and pragmatics (Initiative 3). Dr. Sykes will also lead all research efforts including human subjects review, data collection and analysis, and publication. This effort includes delivering instruction in Initiative 2 to ensure consistency for longitudinal student data related to the I- Agents 21st Century Global Competence curriculum. Dr. Sykes’ time on grant projects is compensated at 40% through institutional support where she is fully dedicated to CASLS’s work in her role as CASLS Director; overseeing proposed projects, employees, and interns; providing intellectual direction for all three proposed initiatives; and securing base-plus funding.

## Quality of Other Key Personnel

***Ms. Stephanie Knight, CASLS Assistant Director:*** In collaboration with Dr. Sykes, Ms. Knight leads CASLS curriculum design and development. Ms. Knight holds an M.A. in Latin American Studies from the University of New Mexico. Her fifteen years' experience teaching Spanish K-16 has involved various leadership roles, including serving as International Baccalaureate Diploma Programme Coordinator at a Title I high school. Her publications focus on digital and mixed- reality technologies for self-directed learning, online professional learning communities, and developing pragmatic competence in L2 contexts. This research focus manifests in various curricular and professional development projects. Since arriving at CASLS in 2015, Ms. Knight has served as project lead for LFO, overseen Catalyst platform developments, designed numerous VAuLT experiences, and lead various national teacher training initiatives.

These experiences will be instrumental in realization of the proposed initiatives. Ms.

Knight’s experience leading the NCSSFL LinguaGrow Committee and national teacher development initiatives for teachers of Chinese, Russian, and Spanish will support both projects in Initiative 1. Additionally, Ms. Knight’s experience leading mixed-reality and digital game design initiatives will inform the creation of the I-Agents 21st Century Global Competence

Curriculum and the VAuLT learning modules. Finally, Ms. Knight’s experience in curricular design in pragmatics, and digitally mediated language learning contexts will support her in the delivery of the CARLA Summer Institute and ICC Conference materials. Ms. Knight will share relevant materials with stakeholders from all these projects and initiatives via InterCom.

Although 50% of Ms. Knight’s salary will be paid using Title VI funds, 100% of her time will be devoted to serving as CASLS Assistant Director.

***Ryan Chang, CASLS IT Consultant:*** Mr. Chang has been with CASLS since 2020 and brings extensive experience in leading software development (iOS, Android, and web-based) and systems administration. He updates, programs, and maintains all of CASLS’s online tools and mobile applications in addition to providing user support to language educators and learners using CASLS’s products and services. He served as the lead developer for the LFO and backend systems administrator for VAuLT and Catalyst for previously funded Title VI projects. Mr.

Chang graduated from California Polytechnic State University, San Luis Obispo with a B.S. in software engineering. Although 10% (15% in Year 1) of Mr. Chang’s salary will be paid using Title VI funds, 100% of his time will be devoted to technical work at CASLS.

***Christopher Daradics, Development and Learning Strategies:*** Mr. Daradics earned an

M.A. in Liberal Arts from St. John’s College and an M.A. in Language Teaching Studies from UO. His research interests focus on the dynamic nature of language development with a specific focus on metacognitive affordances. He has presented on metapragmatic development through explicit mindfulness training, using games for cross-curricular learning, and leveraging the study of language for professional development. Prior to his work at CASLS, Mr. Daradics developed humanities projects, taught middle school students with special needs, and taught high school and university humanities courses. His work leading various initiatives related to mixed-reality

technologies and analog and digital materials design for language learning will support the I- Agent 21st Century Global Competence Curriculum (Initiative 2) and VAuLT project (Initiative 3). He will draw on his experience coordinating Mavericks, an international consortium of interdisciplinary experts in technology development and language learning, to contribute state- of-the-art innovations to CASLS projects. Mr. Daradics is experienced working with a variety of international partners to complete complex design and research projects focused on language learning, including the original iteration of the VAuLT mobile application that will be used for facilitation of the proposed simulations. Importantly, Mr. Daradics will use his previous experience working with middle school students with special needs to support the development of accessible curricular materials across initiatives. This experience will ensure high-fidelity materials are accessible for users. Although 20% (15% in year 4) of Mr. Daradics’ salary will be paid using Title VI funds, 100% of his time will be devoted to their implementation.

***Chris Holden, Associate Professor, University of New Mexico:*** Dr. Holden holds a Ph.D. in Math (Number Theory) from the University of Wisconsin-Madison. He is an Associate Professor in the Honors College at the University of New Mexico. He also serves as Director of Local Games Lab ABQ, an umbrella organization for a variety of activities connecting local places, mobile game design, and learning. Dr. Holden’s strong community engagement facilitates not only the iteration of innovative learning and assessment modules for Initiative 3, but also utilizes place as a transformative tool in the promotion of ongoing learning. Dr. Holden specializes in extending learning outside of the classroom. He has published on *Mentira,* a Spanish-language mobile locative game set in the Los Griegos neighborhood of Albuquerque. Additional publications explore geogames and the use of augmented reality in learning activities.

Dr. Holden will receive an annual stipend of $5000 for his work on Initiative 3 which will include monthly meetings, domain analysis implementation, and VAuLT simulation design.

***Tigre Lusardi, Curriculum Specialist:*** Tigre Lusardi holds an M.A. in Language Teaching Studies from UO. His research focuses on strategies and materials for incorporating awareness and use of pragmatic functions, metapragmatic information, and reflective practices into novice-level language learning coursework. This work entails Mr. Lusardi’s leadership on a variety of curriculum-focused projects, including InterCom, LFO teacher support, and teacher training modules about digitally mediated language learning. Mr. Lusardi will build from his expertise in language teaching methodologies to support effective use of e-portfolios (Initiative 1), the creation of materials in Italian and Swedish for the I-Agent 21st Century Global Competence Curriculum (Initiative 2), provide teacher training resources (Initiatives 1 and 3), and support the development of VAuLT modules (Initiative 3). Although 25% of Mr. Lusardi’ salary will be paid using Title VI funds in Years 1 and 2, 100% of his time will be devoted to their implementation. His position will become permanent in Year 3 of the grant, at which time a full search will be conducted to hire a candidate at, or above, Mr. Lusardi’s level of expertise.

***Holly Lakey, Grant Administrator:*** Dr. Lakey holds a Ph.D. in Linguistics from the UO and is the Assistant Director at the UO’s Center for Asian and Pacific Studies. She will serve as grant administrator for this Title VI grant. Having previously served as the program coordinator for a Title VI National Resource Center, she has demonstrated experience and expertise in the administration of Title VI funds. Presently, she administers federal and private awards, and she assists faculty in identifying and applying for new external funding opportunities. Dr. Lakey coordinates dozens of events each year and manages faculty and student funding programs. Her duties will include managing the proposed grant’s budget and expenses and assisting with

reporting and record keeping. Dr. Lakey’s work is supported by the Global Studies Institute (GSI) with 15% of her time being dedicated to CASLS. See Section 3 for more detail.

***Lori O’Hollaren, Director of the Global Studies Institute:*** Ms. O’Hollaren holds an

M.A. in Latin American Studies from Vanderbilt University and serves as the Director of the UO’s Global Studies Institute. In 2013, CASLS was placed under the administrative umbrella of the newly created GSI, and thus Ms. O’Hollaren oversees the Institute’s provision of administrative and technical support to CASLS. She has two decades’ experience managing over 70 internationally focused federal and private foundation grants and contracts. She directs a staff of specialists who assist faculty and students in pursuing their academic goals. Ms. O’Hollaren’s strategic work with CASLS will be supported by GSI.

***Steven Thorne, Professor, Portland State University:*** Steven Thorne received his M.A. (Hindi and Urdu) and Ph.D. (Language, Literacy, and Culture) from the University of California at Berkeley. His teaching and research interests include second language acquisition, new media and online gaming environments, and theoretical and empirical investigations of language, interactivity, and development. His numerous publications focus on internet-mediated world language education, sociocultural theory, mobile-assisted language learning, game-based learning, and place-based learning. He currently works on a variety of projects that examine technology-mediated language learning in domain-specific (e.g., career or community) contexts, each of which will provide critical insight to the realization of Initiative 3. These projects examine language acquisition occurring within and outside of formal educational settings, as well as ancestral language maintenance and revitalization among the Yup’ik in Alaska, and explore the conceptual and practical consequences of divergent theories of second language

development. Dr. Thorne will receive an annual stipend of $5000 for his work on Initiative 3 which will include monthly meetings, domain analysis implementation, and module design.

***Li-Hsien Yang, East Asia Programs Director:*** Ms. Yang holds Master’s degrees in Language Teaching Studies and Educational Technology and Virtual Schools, as well as a K-12 licensure with endorsements in Mandarin Chinese, Japanese, and English for Speakers of Other Languages from UO. She has extensive experience in supporting the teaching and learning of LCTLs. During her tenure at CASLS, she has served as the co-director for Swahili STARTALK Program and Chinese Flagship Coordinator. She has taught various secondary courses in area public schools for learners of Chinese. Ms. Yang currently leads the Oregon International Internship Program and the Oregon Experience Program, a program that provides learning experiences for students studying abroad in the U.S. from institutions in mainland China, Japan, and Taiwan. Each international student’s customized program involves an internship opportunity at a local school district and training in place-based learning. This experience will support Ms.

Yang in the successful mentoring of teachers of LCTLs (Initiative 1). It will also inform and extend CASLS’s capacity to update and refine Chinese- and Japanese-language materials embedded within the I-Agents 21st Century Global Competence curriculum (Initiative 2), pragmatics repository (Initiative 3), and VAuLT experiences (Initiative 3). Ms. Yang’s 20% effort on the LRC initiatives proposed here will be supported by base-plus funding through the Oregon International Internship Program. As noted in Section 3, this additional source of funding is a key example of how a base-plus approach supports excellence through collaborative funding opportunities and shared resources.

# BUDGET AND COST EFFECTIVENESS

CASLS ensures the efficient, impactful allocation of Title VI monies via its base-plus funding strategies, UO community involvement and institutional support, and strategic partnerships in each of the initiatives. These are discussed in the subsections that follow.

*Base-plus:* The objectives and timelines outlined in this proposal are ambitious. Title VI funding alone cannot provide the resources necessary to successfully complete each project.

Therefore, CASLS will use the three proposed initiatives as the operational and intellectual scaffold for obtaining additional support. This base-plus strategy will maximize project impact, increase cost effectiveness, and ensure that LRC funds are leveraged to exceed project expectations. CASLS is experienced and successful in this approach, having used it successfully for more than two decades. As evidence of success, CASLS secured an additional $2.1 million to supplement the $692,000 in Title VI support during the 2018-2022 grant cycle. This base-plus was successful even during the global COVID-19 pandemic (2020-2022), indicating its viability as a long-term strategy.

*UO Community and Support:* CASLS’s efforts to maximize the use of Title VI funds will continue to be supported by Dr. Sykes’ faculty appointment in the UO Department of Linguistics. This appointment entails close collaboration with the undergraduate certificate in Second Language Acquisition and Teaching, the M.A. program in Language Teaching Studies, and the Ph.D. program in Applied Linguistics. As such, Dr. Sykes regularly connects with language scholars, many of whom choose to complete their required student internship at CASLS. For each year of the 2018-2022 Title VI grant cycle, CASLS hosted 5-10 undergraduate and graduate interns, all with experience and interest in applied linguistics and second language acquisition. This opportunity is expected to continue over the next grant cycle.

The UO also plays a significant role in supporting Title VI grant activity. The UO Provost has committed to funding one course release and $12,500 in summer salary for Dr. Julie Sykes, thereby increasing her dedicated effort LRC initiatives throughout the grant cycle. In addition, the Provost has approved an additional course release, funded through CASLS’s non- grant funds. The Department of Linguistics has agreed to prioritize a graduate student recruitment tuition waiver for work at CASLS. This will be used to collaboratively recruit a candidate from an underrepresented group. Finally, GSI, housed in the Division of Global Engagement will offer administrative support through grant administration (Dr. Lakey) and strategic support (Ms. O’Hollaren). It is also important to note that Dr. Sykes’ research efforts (40% of her current tenured position) are dedicated to the projects proposed here. UO’s commitment to CASLS enables Dr. Sykes to draw on these synergies.

*Initiative 1: Self-Directed Learning and Reflective Practice* draws on partnerships with and funding and/or personnel support from ACTFL, NCSSFL, and individual school districts to maximize technical and curricular developments. CASLS also expects historical support from states to continue. Most recently, CASLS partnered with the Virginia Department of Education and the Utah State Department of Education to develop additional LFO features and support classroom implementation. These partnerships are expected to continue throughout the grant.

The proposed Title VI Center PEARLL is jointly funding activities related to EPLC. CASLS’s grant funds will be used for technical development of Catalyst updates and the support of four faculty learning communities; all other costs, including printing and design work, will be covered through PEARLL funds. Should PEARLL not be funded, CASLS will still facilitate four PLCs. Any additional costs will either be reduced or funded through entrepreneurial activity (approximately 40 percent of CASLS’s current annual budget).

*Initiative 2: Early Language Learning (K-6)* is a collaborative effort funded jointly by CASLS and Treetop Academics. Treetop Academics has already committed pilot funds to the project and will continue to support this work with personnel, equipment, and funds for implementation. MNPS will fund personnel support for implementation at their sites.

*Initiative 3: Pragmatics in Action* involves a series of collaborations for maximum impact. CARLA will sponsor Dr. Sykes’ and Ms. Knight’s summer professional development seminar on the assessment of pragmatics. CERCLL will fund the majority of the ICC Conferences, while CASLS will deliver two workshops and fund a teacher scholarship and plenary speaker. Eugene 4J school district will fund additional teacher time to participate in the PLC. It is expected CARLA will sponsor the summer workshop regardless of LRC status and, should CERCLL not be funded, CASLS will offer the workshops virtually.

Dr. Thorne and Dr. Holden are collaborating on the VAuLT project, co-funded by grant monies and supplemented by current financial support for research at their home institutions. It is expected this funding will continue and support the implementation of VAuLT simulations in their communities. AELRC will fund the domain analyses, assessment creation, pilot testing, and user participation. Should AELRC not receive funding, CASLS will complete the project with Advisory Board member Dr. Kristopher Kyle, an expert in assessment, and will allocate base- plus funds to support this work outside of Title VI funding.

# EVALUATION PLAN

CASLS has a strong tradition of 360-degree evaluations for personnel and projects focused on meeting needs of a diverse group of stakeholders, including the U.S. Department of Education, CASLS staff, institutional partners, educators, students, and the general public.

CASLS will build on this tradition to ensure an objective evaluation of grant activities. All

projects will be evaluated using ongoing and final-form evaluation models that draw on quantitative and qualitative measures.

External Evaluation: External evaluation is key to objective evaluation of project

outcomes and will be undertaken by the CASLS Advisory Board, an independent board of six experts charged with advising on CASLS initiatives and evaluating project progress. A Chair will be selected at the first meeting. Each Advisory Board member (see the joint letter of commitment) was carefully selected based on their recognized expertise for evaluating the projects proposed here (see Table 5 for a summary). The Board includes experts across the K-16 continuum who are researchers and practitioners focused on innovation in education, community college language instruction, and the creation of inclusive communities for language teaching and learning. Table 5 summarizes their expertise and contribution.

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| **Table 5. CASLS Advisory Board** |
| Dr. Kristopher Kyle, Assistant Professor, Linguistics, University of Oregon | Dr. Kyle’s research focuses on assessment practices in L2 contexts. Given the complexity of assessing interculturality and pragmatics, his demonstrated skill will provide critical guidance to the creation and refinement of VAuLT assessment simulations. |
| Dr. Scott McLeod, Professor, Leadership for Educational Organizations, University of Colorado-Denver | Dr. McLeod is at the forefront in innovation in pedagogical contexts. His most recent original research focuses on teacher development during the COVID-19 pandemic, and his demonstrated sensibility for supporting teachers during innovative training will inform all professional development initiatives. |
| Dr. Aleidine J. Moeller, Edith S. Greer Professor, Teaching and Learning, University of Nebraska, Lincoln | Dr. Moeller, former ACTFL President, is one of the most widely cited researchers in self-directed, reflective L2 learning and teacher training. Her expertise in LinguaFolio will help refine Initiative 1 training modules and the LFO Career-readiness Export Feature. |
| Dr. Kenyae Reese, IBDP Academy Principal, Hillsboro High School (IB World School) | Dr. Reese works at one of the only thematic small learning communities to be certified by the National Career Academy Coalition. Her work with diverse populations of learners and in outreach to feeder schools will inform ongoing efforts to improve career-related offerings as well as strengthen pipelines. |
| Hsiao-Yun Shotwell, M.A.T., Mandarin Curriculum Specialist, Cricket Media/ Program & Curriculum Coordinator, University of Portland | Ms. Shotwell has many years of demonstrated expertise teaching community college courses of Chinese in Portland, Oregon. Her present work at University of Portland involves community college and K-12 outreach, and her ongoing work in strengthening the language learning pipeline will inform community college training endeavors from Initiative 1. |

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| Lynette Williams (M.A.), | Ms. Williams has over two decades’ experience teaching Spanish to learners of |
| Teacher on Special | all proficiency levels. She coordinates teacher training mentorship within the |
| Assignment, World | Eugene 4J School District, and her critical eye will be useful in ensuring that all |
| Languages, Eugene 4J | resources created are accessible to teachers. She will also ensure the four-year |
| School District | learning community (Initiative 3) is responsive to teachers’ needs. |

After an initial launch meeting in Year 1 to provide an overview of project plans and refine evaluation questions, CASLS will meet with the Advisory Board twice per year. At these meetings, the Advisory Board will discuss CASLS’s previously submitted report including key quantitative and qualitative information for each project (see Sections 4.1., 4.2., and 4.3 for additional details on data). In addition, the Advisory Board will provide ongoing, intermittent support for improving project performance and will provide an annual report indicating progress towards accountability and aspirational standards.

Internal Evaluation: The CASLS team, led by seasoned researcher Dr. Sykes, will utilize

a mixed methods approach with quantitative and qualitative data analyses. Results will guide technical development, curricular models, and teacher training materials. While measures (e.g., pre/posttests, surveys, observation protocols) will be specific to each initiative (See Sections 4.1, 4.2, and 4.3), the research model will be consistently applied and will include the following as appropriate: 1) pre- and post-assessments to measure learning outcomes; 2) participant observation through backend data and front-end observation to address process indicators; 3) site analytics to measure usage patterns; 4) focus groups and/or interviews to gain qualitative perception insights; 5) survey data to measure participant perception of quality, usefulness, and relevance; and 6) collaboration with the Advisory Board to review outcomes.

GPRA Measures: CASLS’s evaluation plan includes the data necessary to meet LRC

GPRA measures. Instruments to measure the percentage of LRC products or activities judged to be successful by LRC customers (LRC GPRA Measure 1) will be addressed through participant

feedback collected using online and paper surveys, interviews, and/or focus groups. Instruments will highlight quality, usefulness, and relevance. To address LRC GPRA Measure 2, the Advisory Board will evaluate all data and reports and share results with independent review panels as necessary. The data used to evaluate each project will enable independent reviewers to judge quality, usefulness, and relevance. Each initiative demonstrates an efficient use of LRC funds and, as scalable initiatives are developed, a lowered cost per project. Activities proposed here produce three new, sustainable, K-16 teacher training programs (LRC GPRA Measure 3).

## Evaluating Initiative 1: Self-Directed Learning and Reflective Practice

The internal CASLS team and Advisory Board will evaluate *Initiative 1* twice per year.

Success will be determined based on progress toward intended outcomes. Results will be summarized annually to inform needed adjustments. Evaluation data, as shown in Table 6, will include counts to measure completion of quality deliverables, analytics data to measure rate of use, user surveys and interviews/focus groups to measure user perceptions, and review by the Advisory Board to assess overall quality based on a comprehensive look at all data points.

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| **Table 6. Initiative 1: Self-Directed Learning and Reflective Practice** |
| *Activities* | *Performance Measures Data Sources Frequency* |
| **Professional Development**Facilitate four PLCs powered by Catalyst, add an educator-driven resource repository in Catalyst, develop four LFO online training modules | Result: Number of training instances Count data from Years 1, 2, 3, and 4 and online resources (PLCs, Catalyst project recordsresources, digital modules) |
| Perceived quality, usefulness, and Focus groups Years 1, 2, 3, and 4 relevance of professionaldevelopment efforts: 80-95% Survey data |
| Result: Total number of PLC Count data from Years 1, 2, 3, and 4 participants and resource users; project recordspercentage from underrepresented groups |
|  | Outcomes: Pre- and posttest reports Pre- and post- Years 1, 2, 3, and 4 for teachers participating in PLCs, measure comparisonmodule progress indicators |

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| **Curricular Capacity**Develop a career- focused portfolio export feature in LFO;conduct annual LFO implementation and dissemination task forces | Result: Completion of LFO career- Count data from Years 1, 2, 3, and 4 export feature complete project records |
| Result: Use of career-export feature Count data from Years 2, 3, and 4 in LFO project records |
| Perceived quality, usefulness, and Focus groups and Year 1 relevance added feature: 85-90% by user testing2026Survey Years 1, 2, 3, and 4 |
|  | Result: Completion of an annual task Count data from Years 1, 2, 3, and 4 force project records |
|  | Perceived quality, usefulness, and Survey Years 1, 2, 3, and 4 relevance of task force work: 75-95%by 2026 |
|  | Outcomes: Sample learner career- Sample portfolios Years 2, 3, and 4 focused portfolios |
| **Research and Dissemination** | Annual result: 1 conference Count data from Years 1, 2, 3, and 4 presentation project records |
| Complete four Catalyst case studies; deliver four conference presentations, and publish two peer- reviewed articles | Perceived quality, usefulness, and Survey Years 1, 2, 3, and 4 relevance of conferencepresentations: 85-95% |
| Result: 1 Catalyst case study per year Surveys, focus Years 2, 3, and 4groups, observations |
|  | Result: 1 peer-reviewed publication Count data from Years 2 and 4project records |
|  | Perceived quality, usefulness, and Review by program Years 1, 2, 3 and 4 relevance of case studies stakeholderspublications: 85-95% |

## Evaluating Initiative 2: Early Language Learners (K-6)

Evaluation of *Initiative 2* will include data indicators to evaluate quality completion of the stated deliverables; stakeholder perception through surveys, interviews, and focus groups; user data and observation to track use of the project materials; and review by the Advisory Board. Data from each source will be tabulated, synthesized, and reported through project progress reports, content deliverables, presentations, and publications. Data will be used on an ongoing basis to drive the revisions of teacher training and curriculum development.

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| **Table 7. Initiative 2: Early Language Learning (K-6)** |
| *Activities* | *Performance Measures* | *Data Sources* | *Frequency* |
| **Professional Development** | Result: Completion of teacher guide | Count data from project records | Years 2 and 4 |
| Complete a teacher guide to support the I-Agent 21st Century Global Competence Curriculum | Perceived quality, usefulness, and relevance of the teacher guide: 80- 90% (by 2024) and 85-95% (2026) | Interviews with implementation partners | Years 2 and 4 |
| Result: Number of teacher training resources | Count data from project records | Years 2 and 4 |
|  | Perceived quality, usefulness, and relevance of teacher training resources: 80-90% (by 2024) and 85-95% (by 2026) | Focus groups Survey | Years 2 and 4Years 2 and 4 |
| **Curricular Capacity**Create 24 units of the I-Agents 21st Century Global Competence Curriculum which includes 18 languages | Result: Completion and revision of 24 learning units (yearly targets) | Count data from project records | Years 1, 2, 3, and 4 |
| Perceived quality, usefulness, and relevance of each learning unit: 85- 95% by 2026 | Focus groups and user testingSystematic classroom observations | Years 1, 2, and 3, 4Years 2 and 3 |
|  | Outcome: Increased learning by students | Pre- and posttest based on curricular objectives | Years 2 and 3 |
|  |  | Evaluation of earner projects and classroom tasks | Years 2 and 3 |
| **Research and Dissemination** | Annual result: 2 conference presentations | Count data from project records | Years 1, 2, 3, and 4 |
| Complete first year of longitudinal data collection, deliver two conference presentations annually; publish two peer-reviewed articles | Perceived quality, usefulness, and relevance of conference presentations: 85-95% | Survey | Years 1, 2, 3, and 4 |
| Annual result: 1 peer-reviewed publication based on longitudinal data (year 2 and 3) | Count data from project records | Years 1, 2, and 4 |
|  | Perceived quality, usefulness, and relevance of publications: 85-95% | Review by Advisory Board | Years 1, 2, and 4 |

This initiative includes a robust longitudinal research study at one of the implementation sites. This study will include pre- and post-measures based on curriculum goals, systematic classroom

observation, focus groups, interviews with students and teachers, and analysis of learner activities. In Year 1, CASLS will revise the research plan as necessary based on implementation partner needs in order to begin data collection in Year 2.

## Evaluating Initiative 3: Pragmatics in Action

For *Initiative* 3, internal and external evaluation teams will review progress and outcomes twice per year. Data from each source will be tabulated, synthesized, and reported through project progress reports, content deliverables, presentations, and publications. Data will be used on an ongoing basis to drive the revisions of teacher training and curriculum development.

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| **Table 8. Initiative 3: Pragmatics in Action** |
| *Activities* | *Performance Measures* | *Data Sources* | *Frequency* |
| **Professional Development** | Result: Number of participants in annual PLC | Count data from project records | Years 1, 2, 3, and 4 |
| Facilitate a sustainable PLC focused on pragmatics and curate a resource repository focused on teaching pragmatics with forty resources | Perceived quality, usefulness, and relevance of professional development efforts: 80-95% | Focus groupsSurvey data | Years 1, 2, 3, and 4 |
| Result: Number of pragmatics- focused units 10 per year | Count data from project records | Years 1, 2, 3, and 4 |
| Perceived quality, usefulness, and relevance of resources in the repository: 80-95% | Survey data | Years 1, 2, 3, and 4 |
| **Curricular Capacity**Develop a set of six, career-focused, VAuLT learning and assessment modules based on domain analyses in business, healthcare, and strategic communications | Result: Completion of three domain analyses | Count data from project records | Years 1 and 2 |
| Result: Creation of six learning and assessment modules focused on career-readiness | Count data from project records | Years 1, 2, 3, and 4 |
| Perceived quality, usefulness, and relevance of learning and assessment modules: 85-90% by 2026 | Focus groups and user testingSurvey data | Years 1, 2, 3, and 4Years 1, 2, 3, and 4 |
|  | Outcomes: Measurement of learner abilities related to domain-specific pragmatics in Mandarin and one other LCTL | Student data from project assessments | Years 1, 2, 3, and 4 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Perceived quality, usefulness, and relevance of assessment results: 75%- 95% by 2026 | Focus Groups Survey data | Years 1, 2, 3, and 4Years 1, 2, 3, and 4 |
| Outcomes: Sample learner career- focused portfolios | Sample portfolios | Years 2, 3, and 4 |
| **Research and Dissemination** | Annual result: 1 conference presentation | Count data from project records | Years 1, 2, 3, and 4 |
| Deliver four conference presentations, and publish two peer- reviewed articles | Perceived quality, usefulness, and relevance of conference presentations: 85-95% | Survey | Years 1, 2, 3, and 4 |
| Result: 1 peer-reviewed publication based on learning outcomes research | Count data from project records | Years 2 and 4 |
|  | Perceived quality, usefulness, and relevance of publications: 85-95% | Review by Advisory Board | Years 1, 2, 3 and 4 |

# ADEQUACY OF RESOURCES

Being housed in the UO’s GSI within the Division of Global Engagement allows CASLS to operate independently while sharing resources and administrative support. Collaborations through the GSI are a key resource fundamental to grant administration and strategic oversight.

CASLS has access to a diverse pool of graduate and undergraduate students. These, along with institutional partners such as the Department of Linguistics; East Asian Languages and Literatures; Department of Romance Languages; UO Undergraduate Affairs; UO Advancement; and the Yamada Language Center are critical to CASLS’s ability to design curricula and professional development materials that address LCTLs (see Section 2).

CASLS has 2,020 square feet of dedicated space with the technical infrastructure necessary to design and deliver the proposed complex technological tools. Furthermore, much of this infrastructure has recently been upgraded due to CASLS’s receipt of an innovation grant, further evidence of the value of base-plus funding. These resources include seventeen computer workstations (PC and Mac), fifteen iOS and Android mobile devices, two electronic cutting

machines for creating learning manipulatives, and an internal technical server infrastructure used during the iterative design cycles. Network support is provided by the UO Computing Center with no-cost hosting services available through UO Information Services. This infrastructure will be used to deliver the final initiatives and to host each initiative’s website.

In terms of financial resources, CASLS generates approximately $100,000 of additional annual income from ongoing product royalties, ensuring adequate infrastructure and resources to perform the proposed work. CASLS expects its success with base-plus funding to continue, with most base-plus funding in place or well underway for the proposed initiatives; however, Title VI funds are critical to securing these other funding commitments. See Section 3 for details.

# NEED AND POTENTIAL IMPACT

* 1. **Need and Potential Impact *Initiative 1: Self-Directed Learning and Reflective Practice***

### Educator Professional Learning Community (EPLC)

Need: World language education is facing a teaching crisis. Not only are teaching

populations lacking in the requisite diversity to accurately represent learner populations, but declining pre-service training enrollments all but promise the perpetuation of the nationwide teacher shortage (Swanson & Mason, 2018). Furthermore, world language teachers often receive less (if any) professional development funding relative to their colleagues in other domains, an issue that is even more pronounced for teachers of LCTLs. This scarcity of human capital and investment prevents the establishment of localized, diverse PLCs. These communities are necessary because they facilitate the critical functions of reflection, the application of theory to practice, and the exchange of ideas in a supportive environment.

This project aims to address this challenge by actively recruiting diverse communities of educators to participate in PLCs focused on the teaching of LCTLs and the creation of inclusive

classroom communities. Through Catalyst, participants will enjoy the social and cognitive benefits of PLCs while simultaneously vaulting the infrastructural barriers (e.g., distance and funding) that oftentimes prevent participatory professional learning in face-to-face contexts. Moreover, the sustained nature of each EPLC affords the opportunity to build deep, community connections not possible in one-off professional development workshops.

Extent of Use: Catalyst is currently used by 2321 pre-service and in-service teachers, of

which at least 40 percent teach 34 distinct LCTLs. CASLS’s history of facilitating sustained teacher training initiatives with diverse teacher populations, with an emphasis on reflective practice and e-portfolios, will build from this established tool and ensure success in this initiative. To safeguard diversity, CASLS will place special emphasis on recruiting via our partner institutions (NVCC, UNM, PSU, MNPS, and Eugene 4J) to conduct a nationwide search for participants. Each of these institutions employs underrepresented teacher populations (e.g., racial minorities), has LCTL course offerings, and serves traditionally underrepresented populations of teachers and learners (namely racial minorities and neurodivergent students).

Contribution to Program: Sustained PLCs offer a significant addition to professional

development opportunities for world language educators. They offer a critical infrastructure to address the existing deficit in community-based professional learning opportunities for world language educators. Additionally, targeted recruitment efforts will ensure the participation of traditionally underrepresented teacher populations, and the topics covered (LCTLs and inclusive learning environments) are attentive to the reality of diverse learner groups with diverse needs.

### LFO Career-Focused Portfolio Export Feature

Need: Contemporary pedagogical approaches value learner-centered exploration that is grounded

in real-world practices. This project addresses this reality through the creation of a career-

focused export feature for LFO. Not only is this enhancement intended to extend the demonstrated capacity of LinguaFolio to improve language learners’ reflective practices, outcomes, and sustained engagement (Moeller, Thieler, & Wu, 2012), it is also intended to support the long-term integration of world language into the study of other disciplines and career areas. Since the National Association of Career Academies estimates that 10,000 secondary institutions are organized into career-focused learning communities, this feature is likely to support both formal L2 study and self-directed learning within these communities. CASLS’s four digital teacher training modules centered on reflective practices in career-adjacent domains will support widespread uptake, as will the NCSSFL-ACTFL task force.

Extent of Use: Based on current LFO usage (there are currently over 45,000 accounts in

use with a lifetime user base of 80,000 users) and expected growth (CASLS receives over 2,000 new requests for accounts each year), CASLS estimates that over 50,000 learners will be able to utilize the career-related export feature. This widespread reach will only be enhanced by the LFO Task force with NCSSFL and ACTFL. Additionally, based on previous data related to other digital training modules at CASLS, it is expected that each of the four digital training modules related to career readiness in world language education will reach at least 100 educators.

Contribution to Programs: The career-focused features of LFO will improve national

capacity and ensure effective integration of an e-portfolio in the language classroom and in career-related studies. The career-export feature in LFO not only strengthens LCTL curricular capacity (LCTL comprise 108 of the 138 languages associated with active accounts), but it, along with the teacher training modules, also supports the implementation of more widespread, learner-centered pedagogical practices. Moreover, CASLS’s proposed LFO implementation task force with NCSSFL and ACTFL will explore dissemination alternatives to increase access and,

as a result, use of LFO. Though the current subscription price is relatively low at $2 per learner per academic year, it is cost-prohibitive for some educators and learners, particularly those from comparatively low socioeconomic communities.

**6.2. Need and Potential Impact *Initiative 2: Early Language Learning (K-6)***

Need: Though recent gains have been made in world language education at elementary

levels in terms of access to valuable dual-language immersion (DLI) programs, localized data suggest immersion programs are less frequent in low-income and minority neighborhoods (e.g., Damari, et.al., 2019). Furthermore, the most recent data suggests that only 25 percent of elementary schools offer any world language program at all, and of these, 85 percent are private institutions (American Academy of Arts and Sciences, 2016). This reality raises profound concerns in terms of equity and access. This project offers a partial solution to these issues through the creation of an elementary world language curriculum for non-immersion contexts.

Extent of Use: The modular nature of the I-Agents 21st Century Global Competence

Curriculum allows for flexible approaches to its implementation. As such, it is expected that it will be implemented in elementary schools both during the school day and in after-school programs. During this grant cycle, it is expected the curriculum will be used by approximately 1200 students, distributed by program as follows: (1) Treetop Academics- 200 students K-5; and

(2) two International Baccalaureate elementary schools at Metro Nashville Public Schools-1000 students (K-4). In Year 4, CASLS will publish materials so that they are readily accessible by even more stakeholders. Based on a preliminary needs analysis and contact with other potential implementation sites, CASLS expects that 10 additional programs impacting 3000 students will utilize the curriculum and training materials by 2026, Year 4 of the grant cycle.

Contribution to Programs: The I-Agents 21st Century Global Competence curriculum

will impact stakeholders in a variety of meaningful and potentially transformative ways. Most overtly, the curriculum will support elementary learners’ development of critical language learning skills in ways that will impact both present and future language learning endeavors and opportunities for intercultural communication. These skills will be enhanced by the curriculum’s global focus and exploration of a variety of salient communicative scenarios (e.g., greetings, leave takings) in numerous intercultural contexts. From an equity and access perspective, the curriculum will create more opportunities for language learning at elementary levels, either by extending language classroom content, embedding world language learning in other subject areas, or by providing meaningful content for afterschool programs. Furthermore, the professional development materials will increase pedagogical awareness of world languages by providing foundational training in target languages and intercultural communicative contexts and in teaching techniques to facilitate learner-driven, inquiry-based learning.

## Initiative 3: Pragmatics in Action

### Teaching Interlanguage Pragmatics

Need: Though the need to provide L2 learners with explicit instruction in pragmatics to

improve their communicative competence is often cited in literature (e.g., Plonsky and Zhuang, 2019), pre-service and in-service teacher training programs rarely include a focus on pragmatics. There is a notable absence of teaching materials related to pragmatics, and little attention has been devoted to teaching and assessing with pragmatics in mind (Taguchi and Roever, 2017).

This project addresses this need through the establishment of various teacher training programs as well as the creation of a database of pragmatics instructional materials.

Extent of Use: Based on previous summer institutes and conference workshops, CASLS

expects to reach at least 330 educators in the annual workshops (30 educators in in the CARLA summer institute, 50 educators in each ICC Conference workshop, and 200 conference attendees at the plenary session at the ICC Conference). Moreover, it is expected up to 1200 people (300 per year) will access the database of pragmatics instructional materials. These materials, half of which have already been created but not curated for distribution, will comprise 40 units of study. Each unit of study will include 15 empirical sources, 30 non-empirical examples of language in context, and one exemplar classroom activity. CASLS will promote the database via its social media platforms, InterCom e-digest, and all other professional development projects that form this initiative, in order to continually increase the number of users.

Contribution to Programs: This project addresses the critical need for teacher training in

pragmatics and intercultural competence by extending the quality and capacity of teacher training experiences and curricular models. The use of a professional development cycle, combined with current curricular resources, makes what is being learned directly applicable to the teaching contexts in which educators find themselves, thereby ensuring responsive integration of proficiency models in the classroom.

### VAuLT

Need: L2 pragmatic competence allows for successful negotiation of highly

contextualized spaces. Learners must understand a variety of factors, including the characteristics and relationships of all interlocutors involved, cultural norms, and individual preferences (Bardovi-Harlig, 2013). Given the infinite number of combinations and expectations related to these factors, it can be difficult for L2 learners to make on-the-fly communication choices. However, training learners to interact in critical, highly predictable scenarios in specific

contexts has the potential to build these skills (e.g., the ability to analyze whether intended meaning has been conveyed) and enable participation in complex communicative scenarios when they arise. This project addresses this need via the creation of AR/VR learning and assessment simulations related to critical communicative contexts (e.g., greetings) in the stakeholder- requested career-related domains of healthcare, business, and strategic communications.

Extent of Use: The learning and assessment simulations will be distributed at PSU,

UNM, and NVCC, and to one community partner (e.g., the Oregon Chinese Coalition). Additionally, the modules will be provided to high school partners (Eugene 4J and MNPS) with learners studying language in career-related programs. At MNPS, these modules will support roughly 500 juniors and seniors engaging in language self-study, though the exact number will be determined after the second LCTL is selected. Given this population and the enrollments at each institution, CASLS’s conservative estimate is 1000 learners will utilize the simulations.

Contribution to Programs: Projects in this initiative address the critical need for

contextualized language learning and assessment materials to promote improved pragmatic and intercultural competence in L2 learners. Through the design and implementation of learning materials, the initiative extends classroom learning via technological enhancements (VR/AR) to contexts outside of the traditional classroom, facilitating contextualized exploration and connection to speakers of targeted languages. Furthermore, other than the IPIC (Intercultural, Pragmatic, and Interactional Competence) framework, a CASLS initiative from the 2018-2022 grant cycle, there are no widespread L2 theoretical frameworks for intercultural assessment and curricular design. These proposed simulations have the potential to greatly improve the ability to teach and assess pragmatic and intercultural competence in K-16 contexts.

# LIKELIHOOD OF ACHIEVING RESULTS

This proposal entails three complex initiatives, multiple collaborative partners, and ambitious objectives. Collectively, the three initiatives work in concert and have the potential to significantly impact K-16 L2 education. The complexity of the initiatives might suggest a set of outcomes that are unrealistic with the amount of available funding. The intention here is not to attract funding through a set of unattainable promises, but rather to present a comprehensive plan that capitalizes on a broad base of knowledge and documented success to ensure the best possible outcomes and make a strong impact in the language education field.

The proposed initiatives represent CASLS’s strategic vision for the next four years; any additional projects added to CASLS’s repertoire will fall within these strategic initiatives.

CASLS’s significant experience balancing challenging goals with realistic expectations, as well as its history of efficient use of staff time and available funds, is key to the successful realization of the objectives set forth in this proposal. Materials and products will be developed utilizing an iterative model to ensure the highest quality outcomes possible. This includes background research, pilot testing, and data-driven decision making. CASLS has a twenty-four-year history of achieving project commitments and remains confident of its ability to complete the proposed initiatives for three fundamental reasons:

1. Experience: CASLS has proven it is well equipped to meet the proposed timelines. For

twenty-four years, CASLS has established its ability to complete complex projects and meet ambitious timelines with limited funding. By drawing on past experiences, varied and targeted skill sets, and a strong infrastructure, CASLS will meet the proposed objectives.

1. Base-Plus Funding Strategy: Title VI provides the funds necessary to meet minimal outcomes.

Base-plus funding allows the center to reach aspirational standards. Base-plus funds do not

contribute to additional projects; they will directly support the three initiatives proposed here. During the 2018-2022 Title VI grant cycle, CASLS secured an additional $2.2 million to supplement the $679,000 in Title VI support. CASLS has already secured commitments for some of the initiatives proposed here. See Section 3 Budget and Cost Effectiveness for details.

1. Planning: CASLS utilizes a systematic project management and communication system to

facilitate ongoing collaboration and problem-solving. These structures are critical to sustaining innovation and overcoming challenges that arise. Systemic planning and effective communication allow CASLS to make adjustments when necessary to ensure the best possible outcomes. Potential complicating circumstances might include data demonstrating the need to redesign curriculum, receiving less partner funding than expected, or a key team member’s unforeseen absence during critical phases of a project. Though such circumstances are challenging, the team has a history of operationalizing the difficulties inherent to the situation to spark innovation and ensure ethical use of grant funding to achieve the proposed objectives. For example, when schools closed due to the COVID-19 pandemic, CASLS adjusted the format of InterCom to support teachers and learners as they navigated the new necessity for self-directed learning. This adjustment yielded the creation of CASLS’s YouTube channel and InterCom Live, both of which have increased CASLS’s reach and scope (see Section 1.3.5 for additional details).

# DESCRIPTION OF FINAL FORM OF RESULTS

Collectively, the final form results for the proposed initiatives contribute to strengthening national capacity in L2 education. Please review Figure 1, Section 1 Plan of Operation, and Section 4 Evaluation Plan for a comprehensive summary of each initiative.

Successful outcomes for the project activities in *Initiative 1: Self-Directed Learning and Reflective Practice* will result in: 1) the creation of four PLCs that engage via the *Catalyst*

platform; 2) the development and delivery of four digital training modules related to career readiness, professional skills, and career-based language learning portfolio use; 3) the development, design, and deployment of a career-related portfolio feature on LFO; 4) the publication of four *Catalyst* case studies focused on reflective practices in professional learning communities; 5) four high-impact conference presentations; 6) two peer-reviewed publications; and 7) the facilitation of a national LFO task force designed to increase learner access to the tool. Each outcome will be measured on quantitative and qualitative evaluation of the initiative- specific outcomes detailed in Section 4.

*Initiative 2: Early Language Learning* will result in the design, development, and refinement of one of the first world language curricula designed for use in a variety of contexts: world language classrooms, other subject-area classrooms, and afterschool programs at non- immersion schools. This curriculum is designed to build critical, foundational language learning skills and awareness in ways that jumpstart language learning and perpetuate its study as more formal opportunities become available to learners. Specifically, final form results will include: 1) the development and deployment of a comprehensive inquiry-oriented, gameplay curriculum that features 18 languages and is comprised of an introduction unit, 24 units of content study, and a wrap-up unit ; 2) the publication and dissemination of a comprehensive teacher guide to support curricular implementation and extension; 3) four digital training modules for teachers utilizing the curriculum; 4) longitudinal data collection; 5) two high-impact conference presentations; and

6) two peer-reviewed articles. The quality of each outcome will be measured on quantitative and qualitative evaluation of the initiative-specific outcomes detailed in Section 4 Evaluation Plan.

Success in *Initiative 3: Pragmatics in Action* will result in a training, instruction, and assessment ecosystem that features a proficiency pedagogy responsive to language learners’

unique skills, strengths, and needs. ICC and pragmatic awareness are at the crux of this approach to second language acquisition. Final form deliverables will include:1) the collaboration on two CERCLL’s ICC conferences; 2) the delivery of one CARLA Summer Institute on pragmatics and the IPIC framework; 3) a four-year PLC with the Eugene 4J school district; 4) the creation and dissemination of four VAuLT learning and assessment simulations with partner minority- serving institutions (MSIs); 5) the dissemination of each of said VAuLT learning and assessment simulations to a community partner affiliated with each MSI; 6) the creation, curation, and dissemination of a 40-unit pragmatics repository to support pragmatics-based instruction, featuring multiple LCTLs that align with CASLS’s staff and graduate interns’ expertise; 7) two peer-reviewed articles; 8) two high-impact conference presentations. The quality of each outcome will be determined based on quantitative and qualitative evaluation of the project- specific outcomes detailed in Section 4 Evaluation Plan.

# COMPETITIVE PREFERENCE PRIORITIES

## Minority-Serving Institutions (MSIs)

*Initiative 1: Self-Directed Learning and Reflective Practice* meets this preference priority through the establishment of two professional learning communities dedicated to exploring building inclusive language learning communities. Recruitment efforts will focus on MSIs, including our established partnerships at Portland State University, which qualifies for Title III- A as it designated as an “Asian American and Native American Pacific Islander Serving Institution” (AANAPISI), and the University of New Mexico-Albuquerque, which qualifies for Title III-A as it is designated as an “Hispanic Serving Institution” (HSI).

Furthermore, CASLS’s career-related simulations and portfolio exports will be distributed to MNPS Title I high schools (Hillsboro, Antioch, Hunter’s Lane, and East Literature

Magnet). Though this effort is indirect, its intent is to strengthen already established secondary- to-post-secondary pipelines with American Baptist College and Tennessee State University, both of which qualify for Title III-A as designated “Historically Black College or Universities” (HBCUs).

*Initiative 3: Pragmatics in Action* will meet this preference priority through a partnership to develop six career-readiness learning and assessment modules with Portland State University (AANAPISI), and the University of New Mexico-Albuquerque (HSI).

## Community Colleges

*Initiative 1: Self-Directed Learning and Reflective Practice* will meet this preference priority through focused professional learning communities specifically directed to community college professors.

*Initiative 2: Early Language Learning (K-6)* includes a partnership with MNPS and Eugene 4J School District. This initiative is designed to strengthen the entire K-16 language learning pipeline. We will seek the input of our partners and Advisory Board members (e.g., Ms.

Shotwell, see Table 5 CASLS Advisory Board) with community college experience to ensure community college relevance.

*Initiative 3: Pragmatics in Action* will focus on the development of career-focused VAuLT learning and assessment modules in business, healthcare, and strategic communications. We will collaborate with Northern Virginia Community College and share resources with our ongoing community college partners from the Pacific Northwest Pathways Collective, a previous CASLS grant-funded initiative.

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