



INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION

Title VI International Research and Studies Program

CFDA 84.017

Grant Award List and Project Abstracts

Fiscal Year 2021

Project Period 2021-2024

International Research and Studies Program FY 2021 Grant Award List

| Grantee Institution | Grant Number | State | Funding Amount | Page Number |
|--------------------------------------|--------------|-------|----------------|-------------|
| Howard University | P017A200045 | DC | \$59,999 | 3 |
| Institute of International Education | P017A200015 | NY | \$57,201 | 4 |
| Modern Language Association | P017A200035 | NY | \$58,950 | 5 |

The funding amounts listed above are for Fiscal Year 2021. The overall project period for these awards is 2021-2024. Funding amounts may differ for Fiscal Years 2022, 2023, and 2024.

Howard University

Multimedia African Languages Instructional Materials at HU

Grant Number: P017A200045

Project Director: Leonard Muaka | leonard.muaka@howard.edu | 2441 Sixth Street NW, Washington, DC 20059

Howard University proposes to develop authentic multimedia instructional materials at the intermediate and advanced levels for Amharic, Swahili, and Wolof languages. The current project is in response to the Competitive Preference Priority 3 which seeks proposals for developing Specialized Instructional Materials to teach students at higher levels of the target foreign language.

Due to the lack of current pedagogically organized authentic materials for students to use, Howard University seeks to fill the gap by developing materials that also cater for heritage learners of the target languages as well as students who have taken lower level courses and are continuing with the language sequence to the higher levels in order to increase their language proficiency. The materials will also be useful to language learners who have completed lower levels but do not have instructors. Because African languages remain underrepresented in the field of World languages and their offerings are sporadic and inconsistent, the goal of the current project is critical in building multimedia material that students will use to increase their proficiency in speaking, listening, reading, and writing. The project will use proficiency based and standards based approaches and it will include different thematic aspects such as health, identity, politics, economy, international relations, human rights, cultural aspects of the target languages and grammatical notes that help the learner to increase their proficiency.

By focusing on Amharic, Swahili and Wolof, the project team will work with several African language instructors through an initial survey in identifying the major needs of the students they teach, design the structure of the project, gather the necessary material both in the US and the target communities, design the objectives in units (lessons) that encompass data, tasks and activities, assignments and, interactive tests at the end of each unit. The project will then be piloted at a few universities and once the reviews have been received, a final version will be published online for all users to use them. The published materials will be publicized through different professional organizations such as CHAUKIDU (for Swahili), African Language Teachers Association(ALTA), North East Regional Consortium of Programs in African Languages (NERCPAL), South East African Languages and Literatures Forum (SEALLF), the directors and coordinators listserv for Association for African Studies Programs (AASP) and other available forums available to us.

The entire project will take place in 36 months and will be used as a model to develop materials in other languages such as Somali, Zulu, Akan/Twi and Yoruba. The completed instructional materials will be made available online for all students and teachers to use.

Institute of International Education

Global Workforce Pathways

Grant Number: P017A200015

Project Director: Mirka Martel | mmartel@iee.org | One World Trade Center, 36th Floor, New York, NY 10007

The Institute of International Education (IIE) proposes to conduct Global Workforce Pathways (GWP), a research study of U.S. Department of Education Title VI National Resource Center (NRC) graduates' employability and professional outcomes. The study will measure the impact of Title VI programs on developing a pool of language and area studies experts who work in various sectors to meet national needs. The proposal responds to Competitive Preference Priority 2, specifically "surveys to assess the use of graduates of programs supported under title VI of the Higher Education Act by governmental, educational, and private-sector organizations", by providing comprehensive data on the landscape of NRC graduate employment outcomes.

IIE proposes a multi-phased, exploratory sequential research design. First, we will work closely with NRCs to establish a working definition of NRC graduates that can be used consistently for our study methodology. NRCs serve direct and indirect beneficiaries through funded activities that build capacity in language and area studies, making it difficult to identify who is a graduate. With the parameters of a graduate study population, in the second phase IIE will work with the NRCs to survey graduates to analyze the skills and attributes they gained as a result of NRC support, as well as their professional pathways following their academic studies. In the final phase, IIE will conduct an action reflection workshop to share study findings with NRCs and disseminate the findings of the GWP study broadly to academics and practitioners.

This will be the first large-scale study of the skills and attributes that enable NRC graduates to gain employment and the potential outcomes of NRC graduates in their professional pathways. The findings will identify employability pathways and trends that will inform the broader conversation between U.S. higher education institutions and employers around the global competency skills graduates possess that translate to the workforce. In addition, the findings will augment the body of knowledge on global competency outcomes and employability for graduates of language and area studies programs. Finally, the study will provide evidence on the impact of Title VI NRCs and graduates available to support national needs in language and area studies. By engaging NRCs in the study, we hope to establish the foundation for a framework that will allow the Department of Education and the NRCs to better track program graduates in the future, and measure graduate employability and impact.

Modern Language Association

Census of Enrollments in Languages Other than English in US Colleges and Universities, Fall 2021

Grant Number: P017A200035

Project Director: Dennis Looney | dlooney@mla.org | 85 Broad Street, Suite 500, New York, NY 10004

Since 1958, with the support of grants from the US Department of Education and the National Endowment for the Humanities, the Modern Language Association (MLA) has been collecting, processing, analyzing, and reporting data regarding student enrollments in languages other than English in American colleges and universities. In our last census, we reported on enrollments in summer and fall 2016; we are now applying for a grant to do the fall 2021 census; it will be our twenty-sixth census. (We plan to do censuses of summer enrollments once every decade.)

The creation of the census instrument, the mailing list, and other preparatory work will begin in April 2021. Data collection for the 2021 census will extend over an eleven-month period from October 2021 through August 2022. Following the closure of data gathering, we will begin the next phase: data cleaning, analysis, database testing, development of presentations, and the writing of the report to be published in spring 2023. The response rate to past enrollment censuses has consistently registered over 96% and in 2016 was 96.5% of the 2,639 postsecondary institutions surveyed. Our censuses include detailed responses from AA, BA, MA, and PhD granting colleges and universities. Reports of the number of students enrolled in language courses at the undergraduate and graduate levels are filed on paper or online by registrars or offices of institutional research. In our report, through narrative text, tables, and charts, we contextualize and explain our research and findings, point out any noteworthy changes, present data over time, compare enrollments in languages with enrollments in higher education overall, provide information in actual numbers and percentages, and indicate the geographic distribution of language enrollments. Our last census reported on enrollments in 15 commonly taught languages (in 2016, these were, in order of size: Spanish, French, American Sign Language, German, Japanese, Italian, Chinese, Arabic, Latin, Russian, Korean, Ancient Greek, Portuguese, Biblical Hebrew, and Modern Hebrew) and 310 less commonly taught languages.

As we have done with each previous census, at the conclusion of the 2021 census we will broadly disseminate our findings through a press release, the Internet, social media, and in print. Well over 100 media outlets report on the publication of our enrollment census reports and on the results in the weeks following the release of our reports, and this does not include Internet sites and blogs. Our reports are publicly accessible on the MLA Web site at <https://www.mla.org/Resources/Research/Surveys-Reports-and-Other-Documents/Teaching-Enrollments-and-Programs/Enrollments-in-Languages-Other-Than-English-in-United-States-Institutions-of-Higher-Education>.

This multi-media coverage attests to the continuing public interest in developments in the nation's study of languages other than English. MLA enrollment censuses are also the standard resource for teachers, program and school administrators, researchers, and educational publishers. At a time when knowledge of languages is recognized as an advantage for the expansion of global economic partnerships and considered a significant factor in world events, the MLA provides an essential service through its enrollment censuses, not only to educators, but also to public and private agencies and the nation's political, social, military, and business communities. In view of recent global events, security concerns, and economic pressures, we expect that the 2021 enrollment census will be received with intense public attention.