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OMB No. 1840-0795, Expiration Date: 08/31/2010
Closing Date: APR 23, 2009

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Center for Applied Linguistics

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 40,526	\$ 42,957	\$ 44,176	\$ 0	\$ 0	\$ 127,659
2. Fringe Benefits	\$ 15,679	\$ 16,620	\$ 16,296	\$ 0	\$ 0	\$ 48,595
3. Travel	\$ 2,250	\$ 2,363	\$ 2,481	\$ 0	\$ 0	\$ 7,094
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 100	\$ 105	\$ 110	\$ 0	\$ 0	\$ 315
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 60,507	\$ 56,959	\$ 55,905	\$ 0	\$ 0	\$ 173,371
9. Total Direct Costs (lines 1-8)	\$ 119,062	\$ 119,004	\$ 118,968	\$ 0	\$ 0	\$ 357,034
10. Indirect Costs*	\$ 30,861	\$ 30,846	\$ 30,836	\$ 0	\$ 0	\$ 92,543
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 149,923	\$ 149,850	\$ 149,804	\$ 0	\$ 0	\$ 449,577

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2008 To: 9/30/2009 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Center for Applied Linguistics

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SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 5,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000
9. Total Direct Costs (lines 1-8)	\$ 5,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000
10. Indirect Costs	\$ 1,296	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,296
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 6,296	\$ 0	\$ 0	\$ 0	\$ 0	\$ 6,296

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-CAL MRTP-MSA Abstract 4.22.09 FINAL.doc**

Multimedia Rater Training Program for Modern Standard Arabic (MRTP-MSA)

ABSTRACT

This proposal outlines a Title VI International Research and Studies Materials Development Project to be conducted by the Center for Applied Linguistics (CAL) in partnership with the Michigan State University, Fordson High School, Charlestown High School and the National Capital Language Resource Center. The project will enable the participating Arabic language teaching programs and ultimately secondary and post-secondary Arabic language programs throughout the country, to support student language learning more effectively by increasing testing capability and understanding of standards-based assessment.

The proposed project will yield two products:

1. A training program for rating Modern Standard Arabic language proficiency, the Multimedia Rater Training Program (MRTP-MSA). This will be an interactive CD-ROM program, supplemented by print materials, that will provide hands-on training in oral proficiency assessment based on the ACTFL Proficiency Guidelines—Speaking, and teach users to rate student oral proficiency responses to two semi-direct tests of Arabic.
2. An online tutorial for Arabic instructors and students to introduce and explain oral proficiency concepts of the ACTFL Proficiency Guidelines—Speaking through examples of student speech.

This project will fill a major gap in the availability of assessment-related professional development opportunities for teachers of Arabic, enabling them to assess their students' oral proficiency and address their students' language learning needs more effectively. In addition, by increasing Arabic teachers' and students' awareness of the components of oral language proficiency, the proposed materials will promote more informed approaches to language learning and teaching, resulting in improved instructional techniques and classroom practices.

To develop project materials, CAL will design, draft, pilot, and revise the MRTP-MSA materials with participation and feedback from partnering instructors and students. Involvement of instructors and students will give them an investment in the products. Certified Arabic testers will be retained through ACTFL to review the materials and rate student performance on the tasks. Three Pillar Software will provide the necessary computer programming services.

Development of the MRTP-MSA will allow U.S.-based Arabic language programs to assess student progress more frequently and to develop a deeper understanding of standards-based assessment. These changes will have a number of significant outcomes. Increased frequency of testing will allow students and instructors to monitor progress more closely and fine-tune instruction to meet areas of need, and will emphasize the importance of speaking skills in language proficiency development. Deeper understanding of standards-based assessment will give both students and instructors a more comprehensive picture of the language acquisition process and a clearer understanding of the factors that define language proficiency and influence its development.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1239-CAL MRTP-MSA Narrative 4.22.09 FINAL.pdf**

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1. Need for the Project

This proposal from the Center for Applied Linguistics (CAL) outlines a plan for the development of a self-paced training program that will enable secondary and postsecondary teachers of Arabic to rate the oral language proficiency of their students, and a companion tutorial that will increase teachers' and students' understanding of the nature of oral proficiency and oral proficiency assessment. The proposed Multimedia Rater Training Program for Modern Standard Arabic (MRTP-MSA) and companion online tutorial will fill a major gap in the availability of assessment-related professional development opportunities for teachers of Arabic, enabling them to assess their students' oral proficiency and address their students' language learning needs more effectively. In addition, by increasing Arabic teachers' and students' awareness of the components of language proficiency, the proposed materials will promote more informed approaches to language learning and teaching, resulting in improved instructional techniques and classroom practices. The proposed MRTP-MSA and companion tutorial will thus help to address the critical need in this country for citizens who are knowledgeable about other cultures and proficient in languages other than English, thereby contributing to U.S. security and global competitiveness.

a. Need for the Materials

Enrollment numbers in Arabic language courses at the K-12 and university levels have risen dramatically in recent years and will likely continue to rise (Furman et. al., 2007; Welles, 2004). The National Capital Language Resource Center (NCLRC) identifies 210 K-12 schools that teach Arabic and calculates that over 46,000 students are currently studying the language, mostly at the high school level (M. Greer, personal communication, April 17, 2009). In addition,

approximately 144 Arabic programs operate at U.S. colleges and universities (Brod & Huber, 1997). From 1998 to 2002, enrollments in Arabic language programs in U.S. institutions of higher education increased by 92.3%, and from 2002 to 2006, Arabic language enrollments increased by 126.5% (Furman et al, 2007; Welles, 2004). These numbers do not account for summer institutes in the U.S. and overseas where students learn Arabic and then return to their home institutions to continue their studies.

In order to provide quality instruction for this growing student corps and articulate instruction across grade levels and between K-12 and university programs, Arabic language instructors need assessment tools and training in how to measure student progress on an ongoing basis. Effective assessment improves classroom instruction by informing teachers and students about the areas in which language learning has been successful and those in which improvement or change may be needed. In order to obtain such positive impact from oral language assessment, Arabic teachers and students need to develop a thorough understanding of the components of oral language proficiency and the nature of oral proficiency assessment.

However, the lack of assessments and assessment training for Arabic and other high priority less commonly taught languages is a nationally acknowledged issue. In addition, to ensure that assessment results are relevant beyond a particular classroom or program, Arabic teachers need to be able to use assessment instruments aligned to commonly used guidelines. In the case of oral proficiency, the *Proficiency Guidelines–Speaking* developed by the American Council on the Teaching of Foreign Languages (ACTFL) are nationally recognized and commonly used by both universities and K-12 language programs. However, research has noted discrepancies between students’ actual proficiency levels on official oral proficiency assessments and the perceived proficiency levels reported by educators. Glisan and Foltz (1998) found that teachers tend to base

proficiency ratings on classroom achievement and completion of textbook chapters rather than on test results consistent with the *ACTFL Guidelines*, and Malone and colleagues (2009), in a national survey of U.S. foreign language professionals, confirmed that instructors often overestimate their students' proficiency. Arabic language programs and instructors need assessment training based on the *ACTFL Guidelines* in order to accurately track student progress and share information across programs

Students can maximize the positive effects of assessment when they understand their assessment results (Hughes, 2003). In addition, providing students with accessible information about oral proficiency and their assessment results can encourage them to apply these results to their learning.

To address these needs, CAL proposes to develop the Multimedia Rater Training Program for Modern Standard Arabic (MRTP-MSA) and companion online tutorial. The tutorial will provide an accessible way for both teachers and students of Arabic to develop their understanding of oral proficiency and the principles and practice of oral proficiency assessment. The MRTP-MSA will provide in-depth information on speaking proficiency assessment for Arabic teachers and will train them to rate the CAL Simulated Oral Proficiency Interview (SOPI) and Computerized Oral Proficiency Instrument (COPI) in Arabic.

The SOPI is a performance-based, tape-mediated speaking test. It follows the general structure of the oral proficiency interview (OPI) used by ACTFL and government agencies to measure speaking proficiency. Whereas the OPI is a face-to-face interview, the SOPI relies on audiotaped instructions and a test booklet to elicit language from the examinee. Unlike many semi-direct tests, the SOPI contextualizes all tasks to ensure that they appear as authentic as possible. The COPI is a computer-adaptive oral proficiency test administered via CD-ROM. Its

design stems from the OPI and SOPI. The COPI includes on-screen written and spoken directions as well as on-screen illustrations to elicit language from the examinee. Like the SOPI, the COPI contextualizes all tasks to ensure that they appear as authentic as possible.

The MRTP trains instructors to rate the SOPI and COPI in the languages they teach, and enables them to become certified SOPI/COPI raters by providing follow-up calibration sets that trainees rate and submit for verification of their reliability as raters. To date, CAL has developed MRTPs for the Spanish, French, and German SOPI and COPI. Since the MRTP-Spanish was made available in 2007, 59 Spanish language programs have obtained it for their instructors. These data on the usefulness of CAL's existing MRTPs, along with the requests that CAL has received for information about the nature and uses of the Arabic COPI since it was released November 2008 (including six requests for implementation at the 9-16 level), indicate that the proposed project will meet a recognized need in the Arabic language teaching community.

b. Significance to National Interest

Arabic is currently a language of national priority. Title VI of the Higher Education Act stresses that proficiency in world languages is critical to the national interests of the United States (Title VI, IEP, Sec. 601 (a)). Fluent speakers of world languages who are knowledgeable about other cultures promote the security, stability, and economic vitality of the United States (Birkbichler, 2007; Brecht, 2007; Freedman, 2004; Ruther, 2003). Of the ten federal agencies responding to a language needs survey from the Department of Education, eight listed Arabic as one of the critical languages for which they need fluent speakers to carry out their work (U.S. Department of Education, n.d.).

As a designated critical language, Arabic has received unprecedented funding in recent years through the National Security Language Initiative (NSLI). As part of the Language Flagship,

NSLI has funded a K-12 program in Arabic in Dearborn, Michigan that seeks to create an articulated, sustained program that will produce highly proficient speakers of the language. NSLI has also funded STARTALK, a multi-agency initiative to promote the teaching and learning of critical languages from kindergarten through university; Arabic was one of the program's first two focal languages. By giving secondary and postsecondary Arabic language teachers an effective, easily accessible way to develop their understanding of oral language proficiency and language proficiency assessment, the MRTP-MSA and companion online tutorial will support these important government programs.

2. Potential for the Use of Materials in Other Programs

Multimedia-based and online training tools respond to the needs of language programs that are unable to sustain the time and cost involved in bringing in a live trainer or sending language instructors to offsite professional development workshops. The proposed MRTP-MSA and companion online tutorial will be available to university and K-12 Arabic language programs nationwide where the need for professional development exists but resources preclude in-person training. The self-paced nature of the training offered through the MRTP-MSA and companion tutorial will make the program accessible and convenient for Arabic teachers at all levels. By providing a way for Arabic language teachers to become certified SOPI and COPI raters, the MRTP-MSA will increase the ease and frequency with which Arabic language students can be assessed using valid and reliable measures of oral proficiency. In addition, the MRTP-MSA, SOPI and COPI are low-cost resources that can be used by programs with limited operating budgets for multiple years. The MRTP-MSA and tutorial will thus be useful in many contexts, including K-12 districts with large Arabic programs such as Dearborn Public Schools; states such as Utah that are instituting Arabic programs in schools across the state; and university

programs that are in need of accessible Arabic language assessments. Using the MRTP-MSA and accompanying tutorial will allow these programs to develop cadres of instructors who are certified Arabic SOPI/COPI raters, measure student oral proficiency in relation to the nationally recognized ACTFL Standards, and share comparable information about the oral proficiency of their students.

Hughes (2003) points out that language tests can have a positive impact on teaching and learning if they assess skills used in real-life situations. Instructors preparing students for such assessments emphasize those skills in their teaching. When these skills are practical and of real-world use, the impact of the test on teaching is beneficial. The professional development provided to instructors who use the MRTP-MSA and the accompanying tutorial will promote increased awareness of oral proficiency levels and assessment for both teachers and students. Thus, the MRTP-MSA has great potential for positive impact on the teaching and learning of Arabic at all levels. As instructors and students learn about oral proficiency and as instructors learn to rate oral proficiency assessments, they will be more likely to integrate additional oral proficiency activities into their classrooms.

3. Account of Related Materials

a. Existing Materials: Description and Adequacy

Options for assessing students' Arabic language proficiency are few, particularly in the area of oral proficiency, and teacher training in their use is even more limited. Table 1 lists the currently available oral assessment options for students in grades 9 and higher.

Table 1. Oral Proficiency Assessment Options for Teachers of Arabic

Test	Grade Levels	Developer
ACTFL Oral Proficiency Interview	Secondary & postsecondary	ACTFL
Modified Oral Proficiency Interview	Grade 9 & beyond	ACTFL

Test	Grade Levels	Developer
Simulated Oral Proficiency Interview	Grade 11 & beyond	CAL
Computerized Oral Proficiency Instrument	Grade 9 & beyond	CAL

The ACTFL OPI is well-established as the field's most reliable measure of oral proficiency, particularly in high-stakes situations, and ACTFL provides rater training for the ACTFL OPI and the Modified Oral Proficiency Interview (MOPI). However, the cost and time involved present obstacles to the widespread use of these instruments and to participation in the training (Dierdorff & Surface, 2003). ACTFL OPI training costs over \$600/person and lasts four days, and modified ACTFL OPI training workshops last two or three days and cost \$350. Participation in such courses usually requires travel, and they are offered infrequently.

The SOPI is a tape-based assessment, and the COPI is a computerized, CD-ROM version of the SOPI, which improves upon the original format by using an algorithm to adapt the test to each examinee. Correlations among the COPI, SOPI and ACTFL OPI are high (.88-.90) (Kenyon and Malabonga, 2001; Stansfield and Kenyon, 1992). While the ACTFL OPI is often most appropriate for high-stakes testing situations, such as use as an exit exam, the SOPI and COPI can provide affordable and accessible testing for other testing situations. The proposed MRTP-MSA will provide a similarly accessible alternative to the ACTFL training for rating oral proficiency in Arabic.

Another option for training Arabic raters in the *ACTFL Guidelines* is the paper- and cassette-based Arabic Rater Training Kit (RTK) offered by CAL. Through taped speech samples, rater candidates can develop familiarity with the rating scale and rating processes at their own pace, and become certified to rate the Arabic SOPI and COPI. However, the RTK uses outdated technology that is quickly becoming obsolete.

In recent years, assessment training for Arabic instructors has also been offered through one- or two-week summer institutes such as the STARTALK program, a project of the National Security Language Initiative (NSLI). While these short-term programs provide valuable professional development opportunities, they do not provide the in-depth training required to produce reliable test raters who have deep familiarity with the *ACTFL Guidelines*. Arabic programs and instructors need assessment tools and training which are both accessible enough for widespread accessibility and in-depth enough to train reliable raters.

b. Duplication of Existing Materials

The proposed MRTP-MSA will be the only training option of its kind available for teachers of Arabic. It will provide a full orientation to the *ACTFL Guidelines* and to the principles of oral proficiency assessment, and an extensive set of Arabic student speech samples at all levels (Novice through Superior) so that users develop a thorough understanding of the features that characterize proficiency at each level. By using current technology, it will replace the Arabic RTK as the only training available for certification to rate the Arabic SOPI/COPI.

The companion online tutorial program will likewise be the only resource available to both teachers and students of Arabic who wish to increase their understanding of oral proficiency assessment. No comparable self-paced online tutorial currently exists.

4. Likelihood of Achieving Results

The proposed project has a high likelihood of achieving its expected outcomes since it builds upon an established foundation of experience and resources. The methodology used in developing the MRTP-MSA will build on CAL's successful development of MRTPs for French, German, and Spanish, and will incorporate lessons learned from recent CAL research projects that have involved the use of focus groups, cognitive laboratories (one-on-one interviews with

users to observe and discuss their experience with a resource), and surveys. The content of the companion tutorial will draw on an existing online tutorial about understanding and selecting language assessments.

a. Objectives

The goal of the proposed project is to increase the availability of training in the nature of oral proficiency and the principles and practice of oral proficiency assessment in Arabic. To accomplish this goal, the project team will develop, field test, and operationalize an easily accessible rater training program for Arabic teachers and a companion self-access tutorial for students and teachers of Arabic. These materials will be designed to serve four main objectives:

1. To increase students' and teachers' understanding of the nature and parameters of oral proficiency in Arabic;
2. To increase students' and teachers' grasp of the principles and the process of Arabic oral proficiency assessment;
3. To give students a way to assess their own oral proficiency in Arabic in relation to the *ACTFL Guidelines*; and
4. To provide a way for secondary and postsecondary teachers of Arabic to become certified to rate the Arabic SOPI and COPI.

The rater training program and online tutorial will be designed to achieve these objectives. The self-access online tutorial will provide information on the *ACTFL Guidelines* and a series of modules that will build students' and teachers' understanding of what oral proficiency is and how the guidelines for oral proficiency are applied in oral proficiency testing. It will include a downloadable self-assessment that students can use to rate their own oral proficiency. The MRTP-MSA will provide the in-depth level of training that Arabic instructors need to become

certified as SOPI/COPI raters. It will include several hundred oral proficiency samples illustrating actual student performances at the ACTFL Novice through Superior levels, quizzes for the instructors as they work through the program, and continuous feedback on the accuracy of their practice proficiency ratings. As a training and certification resource for the SOPI and COPI, the MRTP-MSA will be designed specifically for Arabic language instructors at the high school and post-secondary levels.

b. Methods and Procedures

In developing the MRTP-MSA and the online tutorial, CAL will collaborate with the Arabic Language Instructional Flagship (ALIF) at Michigan State University (MSU), Charlestown High School (CHS) in Boston, Fordson High School (FHS) in Dearborn, Michigan, and Washington, DC area schools in the National Capital Language Resource Center's (NCLRC) network of Arabic schools. These partners will help to ensure the success of the project and the achievement of results by participating in focus groups, cognitive laboratories, and surveys, as well as providing student performance samples. By working with such varied partners, CAL will be able to conduct a broad scope of data collection that will guarantee the robust nature of the resources developed.

The proposed project will use the following methodology to achieve two tangible products:

- 1) Multimedia Rater Training Program - Modern Standard Arabic (MRTP-MSA).** Focus group research will be employed to gather information on the design of the MRTP-MSA, extensive sampling at a variety of sites will be conducted to gather the audio samples needed, and survey research will be used to pre-test and revise the resource after its initial creation. Certified ACTFL OPI testers at Language Testing, Inc. (LTI) will rate samples and write justifications of ratings for the course to ensure the materials will be consistent with the

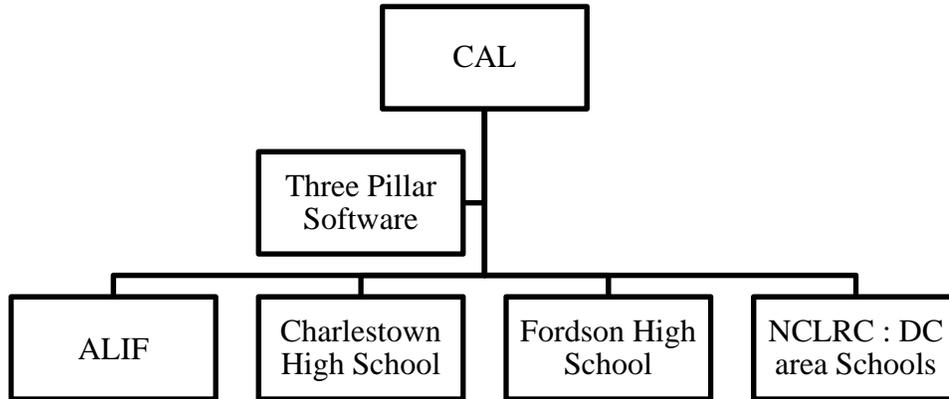
ACTFL Guidelines. Arabic language experts from ALIF will review audio samples, justifications, and project materials to ensure they address specific issues related to oral proficiency in Arabic.

- 2) **Companion Online Tutorial.** Using data from the project, CAL will develop an online tutorial that accompanies the MRTP-MSA and can be used by both the instructors using the MRTP-MSA and their students. The tutorial will be available online using a password that accompanies the MRTP-MSA and will include an introduction to oral proficiency assessment; an introduction to the ACTFL proficiency levels; examples of Arabic language performances at each level, including audio samples; and a downloadable self-assessment for students. Teachers and students can use this resource together when preparing for an Arabic language oral proficiency assessment. Use of this resource will facilitate positive impact on classroom instruction by emphasizing the practical skills tested on oral proficiency assessments. CAL will draw on recent experience in developing an online tutorial on how to select language assessments, using focus group research, cognitive laboratories, and surveys to develop, pre-test, and revise the tutorial. An additional benefit of developing, pre-testing, and revising the companion tutorial with student input is the creation of students who are able to self-assess and consequently manage the development of their language skills.

Figure 1 shows how CAL and its partner organizations will produce the two tangible results. ALIF, CHS, FHS, and NCLRC contacts will provide a diverse base of students, encompassing a large university system, a high school with an autonomous Arabic program and a summer program, a school system with a comprehensive K-12 Arabic program, and a sampling of smaller programs. This diversity of programs will contribute better data, which will accurately reflect the state of Arabic teaching. Three Pillar Software will provide programming for the MRTP-MSA.

The research methods that will be used to develop the two deliverables are outlined in greater detail in the plan of operation.

Figure 1. Collaboration among Stakeholders for Project Development



c. Knowledge of Pertinent Areas

CAL’s experience and expertise in language assessment and teacher training is widely recognized. The team selected to carry out the project is composed of leading experts who have developed similar products in the past, including MRTPs in other languages.

5. Expected Contribution to Other Programs

The MRTP-MSA and companion online tutorial are designed to be of immediate use to a wide spectrum of Arabic programs across the United States. The materials will be useful to programs seeking a convenient, affordable, and readily-accessible oral proficiency assessment training program based on the *ACTFL Guidelines* that will enable them to use the SOPI or COPI for student placement, program evaluation, or research.

The ALIF program at MSU, Charlestown High School, Fordson High School, and NCLRC-affiliated Arabic language programs have all indicated support for this initiative, confirming the

critical need for collaborations of this sort in the secondary and post-secondary levels and for proficiency assessments and training for teachers that use computer-based technology to improve language education and assessment.

a. Contribution of the MRTP-MSA

The MRTP-MSA will serve as the first computer-based training program for rating secondary and post-secondary level oral proficiency assessments in Arabic according to the *ACTFL Guidelines*. Modern Standard Arabic was selected for development because of its widespread use in Arabic programs and materials. By using the MRTP-MSA, programs can strengthen their capabilities to integrate the *Guidelines*' criteria into their instructional and assessment programs. By learning to accurately measure the proficiency of students in their programs, instructors will be able to set performance goals and benchmarks. Norris (2009) points out that the "key component of the effectiveness of any educational program is the inclusion of on-going evaluative processes, which enable educators to understand, improve, demonstrate, and ensure the quality of services and outcomes. Unfortunately, foreign language programs may not be prepared to incorporate evaluation processes into their practices, despite increasing impetuses-even requirements-to do so." By establishing reasonable outcomes expectations for Arabic language programs, training Arabic language professionals in assessment of student outcomes and educating students on outcomes expectations, this project will help meet this need in Arabic.

The format of the MRTP-MSA will also increase its impact. The MRTP-MSA will come on a CD-ROM which can be used on any number of computers, meaning that one MRTP-MSA CD-ROM can be used to train multiple instructors in an Arabic language program. The CD-ROM format is computer-based but not Internet-based. This means that the MRTP-MSA will have the advantage of not requiring users to download large files from the Internet, nor will users need a

high-speed Internet connection. The CD-ROM format can store hundreds of audio files of Arabic speech without taking time to download them from the Internet.

The MRTP-MSA will also function as a form of professional development, familiarizing instructors with the *ACTFL Proficiency Guidelines*, and having positive impact on classroom activities. As instructors familiarize themselves with the principles of oral proficiency, this will be reflected in classroom activities geared toward developing oral proficiency.

b. Contributions of the Companion Online Tutorial

The online tutorial will include an introduction to oral proficiency assessment, an introduction to the ACTFL proficiency levels, samples of student speech in Arabic at the different proficiency levels, and a downloadable self-assessment for students. The tutorial will serve as another form of professional development for teachers, and as a useful resource for their students in learning the basic concepts of oral proficiency assessment. Instructors and students using the tutorial together will contribute to positive impact and the alignment of instruction with assessment. As an Internet-based tool, the tutorial will be available to all instructors who are using the MRTP-MSA and have a password, and it can be shared with their students. Since the tutorial can be used at any time, this will maximize its impact by removing barriers such as cost, time, and availability of materials, from instructor training and student learning.

The tutorial will also provide for flexibility of use. Instructors may choose to incorporate the tutorial into their lesson plans, having students use the information for assignments and out-of-class work. Giving students an understanding of the proficiency guidelines will allow them to measure their progress and set their own learning goals, as well as manage their learning through exploring the key concepts of oral proficiency assessment and hearing Arabic speech samples at the different proficiency levels of the *ACTFL Guidelines*.

6. Plan of Operation

a. Project Design

Appendix B includes both a project timeline and list of major activities. The proposed project will be a cooperative venture of CAL, along with its partners at MSU, CHS, FHS, and the NCLRC. In Year 1, CAL will work with its partners and the lead programmer from Three Pillar Software to hold focus groups with both secondary and post-secondary level instructors and students of Arabic. Focus groups with instructors will review the draft design of the MRTP-MSA based on the structure of MRTPs in other languages. Instructors and students will also participate in focus groups to develop the initial design for the companion online tutorial. Furthermore, in Year 1, students will take the COPI in order for audio samples to be collected. Based on the results and recommendations from the focus groups, CAL and Three Pillar Software will develop an initial version of the MRTP-MSA that includes the audio samples collected from testing.

In Year 2, as the MRTP-MSA is being developed and more audio samples are collected using the COPI, the companion online tutorial will be released to certain students and instructors for pre-testing, with feedback data being collected through cognitive laboratories and online surveys. Year 3 will see the revisions of the companion online tutorial based on feedback from the pre-test. Another round of revisions will follow based on a final review of the tutorial by three instructors and three students.

Upon release of a preliminary version of the MRTP-MSA in Year 3, CAL will elicit feedback from secondary and post-secondary level Arabic language instructors to determine how well the materials are designed to provide professional development on the ACTFL levels and how the materials can be improved. During Year 3, secondary and post-secondary instructors will participate in the pre-testing of the MRTP-MSA to determine (1) how long it takes for users

to work through the materials and (2) the reliability of raters after working through the MRTP-MSA. The MRTP-MSA will be revised based on this feedback, and then three instructors will take the revised version, providing feedback that will be incorporated into the final version. Finally, the two products will be ready for release, and CAL will develop a report on the outcomes and backgrounds of participating students with instructions for using that data in connection with program outcomes.

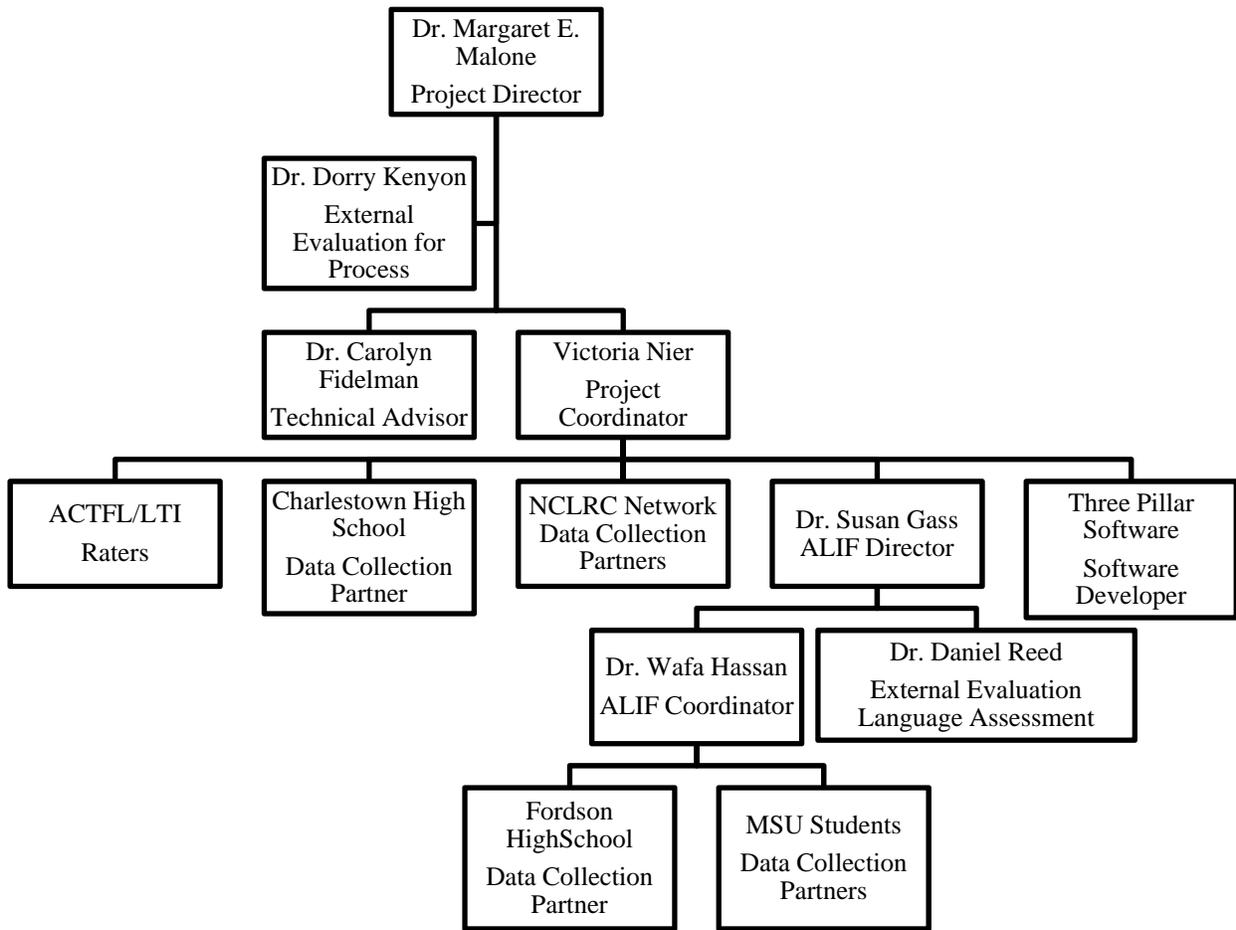
b. Management Plan

Figure 2 shows the management plan for the proposed project. The project team will consist of experienced CAL staff members in the Language Testing Division, along with partner staff from MSU's ALIF and cooperating programs at CHS, FHS, and the NCLRC. Three Pillar Software will provide all programming for the project. Dr. Margaret Malone, Project Director, will oversee all aspects of the project. She will be assisted in the day-to-day work of the project by Victoria Nier, Project Coordinator. The Management Plan allows for maximum collaboration and efficiency among all members of the project team at CAL and at partner institutions as well as with the programmers at Three Pillar.

c. Relationship of Objectives to the Purpose of Section 605 of the IRS Program

The proposed project relates directly to the purposes outlined in subsection (f) of Section 605: "The development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for training foreign language, area, and other international specialists." The proposed MRTP-MSA and companion online tutorial will provide specialized assessment training materials for Arabic and will use computer-based and Web-based delivery technology to provide assessment training for Arabic language teachers, with the ultimate goal of increasing the effectiveness of instructional practice.

Figure 2. Management Plan



d. Use of Resources and Personnel

The proposed project is designed to maximize resources and personnel. Time allocations of project staff are based on prior experience with similar projects. In addition, the resources of the partner organizations will leverage the strengths of each organization to achieve project goals.

e. Equal Access Treatment

Opportunities for use of the operational MRTP-MSA and companion online tutorial will be open to all persons who are fluent in Arabic and English and wish to increase their understanding

of the principles and practices of Arabic language proficiency assessment. The format of both products will comply fully with the provisions of the Americans with Disabilities Act. CAL's GEPA statement provides CAL's plans to address the provisions of Section 427 of the Department of Education's General Education Provisions Act (GEPA). CAL's equal access and treatment policies and the complete GEPA statement will apply and be adhered to in all aspects of the proposed project.

7. Quality of Key Personnel

The project will be staffed by qualified and experienced personnel from the Center for Applied Linguistics. In addition to CAL's Project Director, Project Coordinator and Senior advisors, CAL will collaborate with language specialists from ALIF, including a native speaker of Arabic (Dr. Hassan) and an assessment and evaluation expert (Dr. Reed). Finally, the project team will collaborate with Three Pillar Software to attain the objectives of the project.

a. Project Director

Dr. Margaret E. Malone (Ph.D., Georgetown University), Project Director, will oversee all aspects of the project. Dr. Malone has nearly 20 years of experience in oral proficiency test development and directed the French, German and Spanish MRTP development. In addition, she managed the work of personnel from Three Pillar Software during the development of the Arabic and Spanish COPIs. Dr. Malone is an expert in oral proficiency test development. As Senior Testing Associate in the Language Testing Division at CAL, she directs the testing projects for the National Capital Language Resource Center. She is currently Project Director for CAL's project (Department of Education grant # P017A050033) to update and merge two existing databases of foreign language education tests and develop an accompanying tutorial.

b. Quality of Other Key Personnel

Ms. Victoria C. Nier (M.S., Georgetown University) will serve as Project Coordinator. Ms. Nier has served as project coordinator, under Dr. Malone's guidance, in developing an online tutorial on language assessment for K-16 foreign language instructors (Department of Education grant # P017A050033). The Measurement Specialist, Dr. Carolyn Fidelman, will work with Dr. Malone to develop the evaluation instruments. Dr. Fidelman has nearly 30 years of experience in language teaching and measurement and regularly develops evaluation instruments for language projects. Senior Advisor Dr. Dorry Kenyon of the Center for Applied Linguistics is an internationally regarded psychometrician and will work with Dr. Malone to ensure that all project activities maximize positive impact on the field.

Senior Advisor Dr. Susan Gass, of Michigan State University, will coordinate with Dr. Malone and facilitate collaboration between CAL and MSU. The Arabic language consultant, Dr. Wafa Hassan of MSU, is a native speaker of Arabic and has over 20 years of experience in Arabic teaching, learning, and assessment. Dr. Daniel Reed, Assessment Director at MSU, is a leading assessment specialist and developer. Three Pillar, a software company located in Fairfax, Virginia, will perform all programming functions for the MRTP-MSA. Three Pillar provides ready, reliable technical with a dynamic, responsive approach to programming and development and will draw on its past experience with CAL and similar projects to develop the MRTP-MSA.

c. Appropriate Time Commitment to the Project

CAL's experience with developing technology-based assessments and training courses informs the allocation of time commitments to ensure that all key personnel are able to meet deadlines and manage commitments effectively. See Section 8a for details concerning time commitments for key personnel.

d. Non-Discriminatory Employment Practices

All CAL employees are recruited and selected on the basis of their qualifications and working experience and not for any reason unrelated to employment. CAL does not discriminate against any person because of race, color, religion, sex, national origin, age, handicap, sexual orientation, or veteran status, including disabled veterans and veterans of the Vietnam era. CAL takes Equal Employment Opportunity concerns seriously and strives to identify and hire qualified individuals from minority backgrounds. CAL is proactive in encouraging minorities to consider linguistics as a career; actively searching for projects that will create new positions that are attractive to minority candidates; and listing notification of CAL job openings in recently developed databases maintained by the National Urban League, the NAACP, NABE, NCELA, and other minority advocacy groups.

8. Budget and Cost Effectiveness

A detailed budget for the proposed research project is provided in the Budget attachment. The outlined cost estimates are based on the costs of similar projects that CAL has completed. The proposed project is based on CAL's previous research and development of the Spanish and Arabic COPI programs, the French, German, and Spanish MRTPs, and an online tutorial on language test selection. Using these extant materials means that this materials development project can begin immediately. The overall project cost will be significantly less than it would be if this research and development had not yet been carried out.

a. Adequacy of Budget

The Project Director will devote 12% of her time annually to the project, and the Project Coordinator, 55%. Dr. Hassan of ALIF will devote 12 days per year of her time to the project,

and Dr. Reed will spend five days per year to evaluate project effectiveness. The allocated time is adequate based on similar projects.

b. Reasonableness of Costs

The most expensive aspect of the project is programming. CAL has elected to work with Three Pillar Software, a leader in software development, to develop a maximally useful product at the lowest possible price. Together with the contributions of ALIF and Three Pillar, the total cost represents an efficient use of CAL staff time and that of outside consultants, partners and students. In addition, CAL will contribute \$5,000 during Year 1 to offset the cost of programming.

9. Evaluation Plan

a. Plan for Periodic Evaluation

Patton (2004) emphasizes that evaluation includes “the systematic collection of information about the activities, characteristics and outcomes” of a program (p. 23). The proposed project and its activities include continuous evaluation of project goals, products and outcomes as well as its impact on the field of Arabic language teaching. Therefore, the proposed project includes several key evaluation activities in each phase of the project to ensure that true evaluation occurs in both improvement of the materials and positive impact on teaching and learning. In addition to the evaluation plan, CAL also plans to document the product revisions and development through journal articles and presentations at national conferences.

Throughout all evaluation and revision of the MRTP-MSA and companion online tutorial, Dr. Hassan will provide Arabic language support to project staff. Dr. Hassan will contribute by reviewing audio sample transcriptions and justifications, and in reviewing the products to address Arabic language specific issues, such as dialect sensitivity.

Evaluation of the MRTP-MSA

To ensure effective use of project resources, preliminary evaluation of the MRTP-MSA, in the form of focus groups, will occur before Three Pillar Software begins to program the product. This will ensure that a product is created that meets the needs of the users. After the draft design of the MRTP-MSA in Year 1, project staff will conduct two focus groups to elicit feedback on the planned design. Focus groups are a valuable qualitative research methodology (Krueger & Casey, 2000). The structured conversational nature of focus groups elicits rich self-reported data and is therefore particularly appropriate for investigating questions about the MRTP-MSA's usability.

To gather data from a range of users, focus group participants (N=12) will include instructors from all partner institutions, including ALIF, CHS, FHS and the DC area programs. Standardized protocols will be designed and piloted before use, and the same protocol will be used for both focus groups to ensure comparable results. Focus group questions will highlight how the MRTP-MSA can better explain concepts of proficiency for teachers to improve student outcomes. Each focus group will be conducted by a trained moderator, and an additional observer will take notes. Focus groups will be recorded. After each focus group, the moderator and the observer will compare notes, verify findings with the audio recordings, and submit a written report of results.

The project team will revise the development plan according to the results of the two focus groups. During Year 3, the MRTP-MSA will be evaluated using qualitative and quantitative methods. First, the MRTP-MSA will be pre-tested with instructors (N=20) from all participating programs. Data from this stage of the evaluation will be gathered via an online survey. The survey will be developed by CAL and will contain both open-ended and selected response items. The content of the survey will be developed to elicit information on each section of the training

in order to gather in-depth information about the efficacy of the MRTP-MSA. Surveys will be drafted, piloted and revised before being sent to participants. Survey results will be coded and analyzed by two CAL researchers and presented to the project team.

The pre-test will also include the analysis of reliability information from the training program. While pre-testing the training materials, instructors (N=20) will rate student oral proficiency samples which have been double-rated by certified testers. The pre-test will be conducted at ALIF, CHS, and FHS. Participating teachers will rate a set of at least 20 calibration samples on MRTP-MSA to determine levels of reliability between raters and compare these with the official ACTFL ratings; Dr. Carolyn Fidelman (Measurement Specialist) will work with the Project Director to design this part of the study consistent with measurement standards. Thus, the evaluation plan for Year 3 includes both qualitative and quantitative evaluation methods. At this phase of development, mixed method evaluation will provide both quantitative and qualitative data to inform revisions to the MRTP-MSA.

Finally, during Year 3, three instructors will conduct an in-depth review of the final format of the MRTP-MSA. These instructors will be selected from participating programs. For this final review, project staff will develop a detailed review checklist to ensure standardized procedures. The instructors will review both the final content and format of the MRTP-MSA. The results of this review will inform changes to the final format of the MRTP-MSA.

Evaluation of the Companion Online Tutorial

As with the MRTP-MSA, the companion online tutorial will be reviewed by users. In Year 1, two focus groups will be conducted to discuss content that should be included in the tutorial. These two focus groups will be conducted with instructors (N=12) and students (N=12) from

ALIF, CHS, FHS, and DC area programs. Focus group development will follow the same methodology described for the MRTP-MSA focus groups.

Once the tutorial is developed, the evaluation plan includes two methods for user review. In Year 3 the online tutorial will be distributed to students (N=20) and instructors (N=20) who will complete an online survey focusing on clarity, usefulness, and format. The survey will be developed by CAL staff and piloted by a total of five participants before being used to review the tutorial. The content of the survey will closely follow the content of the tutorial. Results of the survey will be coded and analyzed by CAL staff and reported to relevant project staff.

Cognitive laboratories are also included in the evaluation plan during Year 3. While surveys provide breadth of information, cognitive laboratories allow researchers to gather in-depth information from participants. During the cognitive laboratories, students (N=5) and instructors (N=5) will be observed by two project staff members while completing the online tutorial. After completing the tutorial, each participant will be interviewed about his or her experience completing the tutorial. Interviews will be conducted using a standardized protocol which will be drafted, reviewed and piloted by two participants before being used in the project. The data collected through the cognitive laboratories and the survey will be used to revise the tutorial into its final format to ensure that it provides positive impact on teaching and learning.

Finally, during Year 3 both students (N=3) and instructors (N=3) will review the final version of the online tutorial and will complete an online survey which includes both open-ended and selected response questions. In addition, they will respond to short questions to determine to what extent they understand the materials based on the tutorial. Dr. Carolyn Fidelman (Measurement Specialist) will work with the Project Director to correlate responses to these

questions to the intended outcomes of the tutorial. Therefore, both qualitative and quantitative information will be used to ensure that the tutorial has maximum impact.

Internal Evaluation

CAL's work will be guided by internal and external evaluators of the project and its deliverables. Internal evaluators will include Dr. Dorry Kenyon, Director of the Language Testing Division at CAL. Dr. Kenyon will serve as a Senior Project Advisor and will review each aspect of the project for adherence to measurement principles. Dr. Kenyon and Dr. Malone will meet monthly to discuss project progress. Dr. Kenyon will provide input on data-collection instruments including focus group protocols, surveys, and cognitive laboratory protocols. He will also review of the MRTP-MSA and the online tutorial twice, the first time prior to the pre-testing of the products. Dr. Kenyon will conduct a second review of the materials before they are finalized.

External Evaluation

External evaluators will include both student and teacher stakeholders. Information from these participants will be gathered using focus groups, surveys, and cognitive laboratories as described above. These instruments will be standardized and tested to ensure reliable and comprehensive evaluation. In addition to providing input and feedback on project materials, the feedback from students and teachers will determine how well these materials are meeting the stated goals of the project. External evaluation will also be conducted by assessment specialist Dr. Daniel Reed of MSU, the project's official external evaluator. Dr. Reed will meet quarterly with CAL project staff, either remotely or face-to-face, to review progress and to determine how well the project is meeting stated project goals. To facilitate this review, Dr. Reed will develop a series of evaluation checklists. Dr. Reed will provide both written and oral feedback based on his

reviews. In addition to regularly reviewing progress toward overall project goals, Dr. Reed will review data collection materials, including focus group protocols, surveys, and cognitive laboratory protocols. He will provide written feedback to project staff on these materials. Finally, Dr. Reed will review and provide written feedback about both the MRTP-MSA and the online tutorial after each major revision of the materials. Together, the evaluation team will work toward the continuous improvement and positive impact of the proposed project.

b. Time Schedule for Evaluation

Evaluation will be an ongoing part of the materials development process. As detailed above, both internal and external evaluation procedures will be implemented regularly to ensure the highest quality materials.

10. Adequacy of Resources

a. Facilities

CAL, a private nonprofit organization with headquarters in Washington, DC, is an established leader in language education and assessment. With a mission focused on language and culture, CAL accomplishes its goals through research, information collection, and analysis; teacher training and materials development; and publications and conferences. It also serves as a liaison among public and private sector institutions, professional organizations, and government agencies. CAL's 100-person staff is multidisciplinary and multilingual. CAL offers a full range of services and facilities to support project operations including administrative support, project accounting, materials preparation/processing facilities, a library, and IT services. CAL's offices include conference space and internet communication capabilities to support meetings.

b. Equipment and Supplies

CAL has the equipment and supplies required to carry out the proposed project. CAL utilizes eCollege's online learning platform to provide distance learning and WEBEX for video-conferencing or online meetings. CAL's computer capabilities include a networked system of Pentium-based microcomputers with software that makes it possible for CAL personnel to create and edit all graphic, sound, and text data needed for the online course, including Macromedia DreamWeaver and Photoshop for HTML authoring, SoundForge for sound editing, iMovie, Avid Liquid Pro, and Flash Video Studio for video file editing. CAL is connected to the Internet over a Dedicated Leased-Line and protected by a firewall. The technology needed to generate the proposed Arabic materials is already in use in other CAL projects.

11. Description of Final Format of Materials

The project will have two products. The first is the Multimedia Rater Training Program-Modern Standard Arabic (MRTP-MSA), a CD-ROM-based self-access, multimedia rater training program that will allow secondary and post-secondary Arabic instructors to learn to rate student performances according to the *ACTFL Proficiency Guidelines-Speaking (Revised 1999)* from ACTFL levels Novice through Superior. The CD-ROM component will feature samples of Arabic speech at all proficiency levels and rating instructions. There will also be a calibration set of audio samples that raters will complete and return to be scored by CAL specialists. The second product will be a companion online tutorial introducing students and instructors to the basics of assessment and to the ACTFL proficiency levels. This tutorial will be password-protected; however, an unlimited number of users will be able to access it with the same login information, enabling all the students in an instructor's class to access the materials.

These materials can be adapted for use in other languages, or other dialects of Arabic, in the future. Through the cooperation of all institutions, the proposed project will provide a unique opportunity in allowing students, instructors, and administrators to better understand, and for instructors to learn to reliably rate, oral proficiency according to the ACTFL proficiency levels. This will also contribute towards common understandings as well as develop consensus across institutions in understanding the development of proficiency levels in Arabic language learners.

12. Provisions for Pretesting and Revision

Just as evaluation can help lead to positive project impact on the field, pretesting and revision of the project are essential for high quality and maximum benefit. Kiely (2009) emphasizes evaluation as a process focusing on quality assurance and enhancement through dialogue for ongoing improvement, which will be accomplished in this project through extensive pre-testing and revision. CAL will ensure that the MRTP-MSA and accompanying online tutorial will be pretested and revised for maximum quality. The steps outlined in Table 2 are based on CAL’s extensive experience with test materials development and lessons learned from previous projects, as well as specific findings from developing the French, German and Spanish MRTPs. The MRTP-MSA and online tutorial contents will be informed by meetings with stakeholders, then developed, pretested and revised at each step of the development process.

Table 2. Provisions for Pretesting and Revision

Provisions for Pretesting and Revising MRTP-MSA	Provisions for Pretesting and Revising Online Tutorial
Determine needs of language instructors Partners: Instructors from ALIF, CHS, FHS, NCLRC	Determine needs of students and instructors Partners: Students and instructors from ALIF, CHS, FHS, NCLRC
Method: Conduct focus groups with Arabic language instructors	Method: Conduct focus groups with Arabic students and instructors
Pretest MRTP-MSA with instructors (Yr2)	Pretest tutorial with students
Method: Distribute MRTP to instructors	Method: Distribute online materials for

	student and instructor review
Elicit feedback from instructors on MRTP	Elicit feedback from students
Method: Develop and administer survey and incorporate feedback onto MRTP	Method: Develop and administer survey to review tutorial
Determine effectiveness of materials via interrater reliability study and cognitive labs	Determine effectiveness of tutorial via quiz on content and cognitive labs
Method: Compare instructor ratings with ACTFL OPI ratings	Method: Compare student responses with “correct” responses
Incorporate feedback into MRTP-MSA	Incorporate feedback into tutorial

13. Competitive Preference Priority

The proposed project directly addresses the U.S. Department of Education’s competitive preference priority 1: *The development of specialized instructional or assessment materials focused on any of 78 languages selected from the U.S. Department of Education’s list of Less Commonly Taught Languages.*

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-CAL MRTP-MSA Appendix A 4.22.09 FINAL.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-CAL MRTP-MSA Appendix B 4.22.09 FINAL.pdf**

Appendix A

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MARGARET EILEEN MALONE

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EXPERIENCE

CENTER FOR APPLIED LINGUISTICS

Senior Testing Associate, 2000-present. Directed research study on stakeholder beliefs regarding Internet-Based TOEFL. Oversaw development of online directory of US-based foreign language tests and accompanying tutorial on language testing for users. Supervised development and analysis of annual evaluation of K-16 summer language programs for students and instructors in Arabic, Chinese, Hindi, Persian, Urdu, Swahili and Turkish. Led re-tooling of on-line databases of foreign language tests and accompanying test selection criteria for users. Managed development computer-based oral proficiency test in Arabic and Spanish and accompanying distance learning rater training program. Manage tasks and projects of consultants, research assistants and interns. Past projects include directing language acquisition portion of a four-institution, three-year study on the effects of study abroad on language and cross-cultural development, designing tester training oral proficiency materials on an interactive CD-ROM in Spanish, French and German, developing of national Spanish listening and speaking test as part of the NAEP project, and creating distance learning course for raters of Arabic and Spanish oral proficiency.

INTERNATIONAL LANGUAGE TESTING ASSOCIATION

Nominations Committee Member. 2006, 2008.

LANGUAGE TESTING RESEARCH COLLOQUIUM

Co-Chair, 2009.

EAST COAST ORGANIZATION OF LANGUAGE TESTERS

Co-founder and chair. 2002-present.

PEACE CORPS

THE CENTER FOR FIELD ASSISTANCE AND APPLIED RESEARCH

Language Testing Specialist, 1996-2000. Managed a worldwide language testing program in over 60 countries in 150 languages and oversee the work of over 600 certified testers. Designed and supervised twelve trainings per year to certify language testers in the language proficiency interview in 10- 25 languages. Developed worldwide materials, including audio, video and print language testing manuals. Provided ongoing technical assistance to overseas and Headquarters

staff on language testing needs. Developed and managed a database to track and monitor Volunteer language proficiency. Managed budgets, operations planning, workshop facilitation and reporting. Developed worldwide criteria for cross-cultural assessment with worldwide team.

INTERAGENCY LANGUAGE ROUNDTABLE

Co-chair, Testing Committee, 1999-2000. Organized meetings and agenda for testing committee of Interagency Language Roundtable. Served as member of Steering Committee for Interagency Language Roundtable. Co-chair GURT pre-session for ILR, 2000.

TESOL STANDARDS AND ASSESSMENT COMMITTEE

Assessment Committee Member, 1995-2000. Developed guidelines for assessing English Language Learners. Designed materials, trainer of trainer sessions, and agenda for training teachers and administrators to use TESOL's preK-12 Standards.

GEORGETOWN UNIVERSITY SPRING, 2007, FALL, 2000; SUMMER, 1994, FALL, 1993

Adjunct Professor. Taught graduate level classes on language testing and language teaching methods.

THE GEORGE WASHINGTON UNIVERSITY

REGION III COMPREHENSIVE CENTER/EVALUATION ASSISTANCE CENTER EAST

Research Associate/Project Director, 1994-1996. Designed and revised rubric for classroom language assessment, the Massachusetts English Language Assessment-Oral (MELA-O). Created and implemented two investigations of interrater reliability of a classroom based oral language assessment. Planned and implemented training program for two chief trainers and 57 assistant trainers. Directed project to design a classroom based oral assessment rubric in Spanish for Spanish/English bilingual programs. Provided technical assistance to six states on teaching and learning through a cooperative, team approach. Conducted workshops for teachers, administrators and other professionals on Goals 200, language assessment, program evaluation and Title VII legislation. Reviewed state policies on LEP student assessment.

CENTER FOR APPLIED LINGUISTICS

Test Development Specialist, 1990-1994

Coordinated team developing and the Spanish Speaking Test. Participated in a team to develop the Japanese Speaking Test, including item writing and primary responsibility for field testing. Conducted presentations about the Japanese Speaking Test. Conducted workshops in the rating of the Spanish Speaking Test. Evaluated and reviewed tests submitted by professionals and non-professionals. Evaluated articles for submission to ERIC database and other journals.

THE AMERICAN UNIVERSITY

Adjunct Lecturer, Summer, 1993.

Developed and taught graduate level summer course on English language teaching methods in listening and speaking.

EDUCATION

GEORGETOWN UNIVERSITY

Ph.D., Linguistics. 1999. Dissertation title: The Development of the English Speaking Test.
Title VII Bilingual Fellow.

GEORGETOWN UNIVERSITY

M.S., Applied Linguistics. 1992.
Title VII Bilingual Fellow.

WELLESLEY COLLEGE

B.A., Language Studies, 1990.

Magna Cum Laude, Departmental Honors in Language Studies, Durant Scholar. Awarded four Ford Foundation Grants for teaching and research. Massachusetts Commonwealth Scholar, 1986.

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Malone, Margaret E. (2005) *Review: Woodcock-Munoz Language Survey*. In Stoyhoff, S. and C. A. Chapelle *ESOL Tests and Testing*. TESOL: Alexandria, VA

Malone, Margaret E., Rifkin, B. Christian, D and Johnson, D.E. (2004) Attaining high levels of proficiency: Challenges for language education in the US. *Journal for Distinguished Language Studies* (2)

Malone, Margaret E. (2004) Research on the oral proficiency interview: analysis, synthesis and future directions. *Foreign Language Annals* 36 (4) 491-497.

Malone, Margaret E., Rifkin, B. Christian, D and Johnson, D.E. (2003) Attaining high levels of proficiency: Challenges for foreign language education in the United States. *ERIC/CLL Newsbulletin*, 26. (2) 1-3.

Malone, Margaret E. (2000) Using standards for classroom-based assessment. In Snow, A.M. (Ed.) *Implementing the ESL Standards for PreK-12 Students Through Teacher Education*. TESOL: Alexandria, VA

Malone, Margaret E. (1996) *Review: Bilingualism and testing: A special base of bias. Language Testing* 14:1.

Malone, Margaret E. (1995) *Review: Understanding and developing language tests. Language Testing* 12:1.

Malone, Margaret E. and Sylvia B. Rasi. (1995) "The Development and Validation of the Japanese Speaking Test." *Acts of the Loyola Conference: Bridging Theory and Practice*.

PRESENTATIONS

Regular presentations at AAAL, TESOL, ACTFL, WATESOL and other conferences.

VICTORIA C. NIER

4646 40th Street NW, Washington, DC 20016

EXPERIENCE

CENTER FOR APPLIED LINGUISTICS

Research Assistant, September 2007 – present

Ms. Nier works on projects related to assessment literacy, including developing a web-based assessment tutorial, conducting workshops for professional development for foreign language specialists, facilitating focus group and cognitive lab research, qualitative data collection and analysis, and conference planning and web design. Ms. Nier has experience teaching Spanish at the elementary school level.

EAST COAST ORGANIZATION OF LANGUAGE TESTSTERS Annual Conference

Co-Chair (2007-2009)

CENTER FOR SOCIAL JUSTICE, DC SCHOOLS PROJECT

Research Intern, September 2006 – May 2007

SPANISH ON THE HILL

Assistant Teacher, September 2006 – May 2007

EDUCATION

GEORGETOWN UNIVERSITY

M.S. in Applied Linguistics, 2008

GEORGETOWN UNIVERSITY

B.A., Linguistics, 2007

Summa cum laude, received Francis Dineen Award in Linguistics, member of Phi Beta Kappa

PUBLICATIONS

Nier, V. (2009). Introducing the Foreign Language Assessment Directory and companion tutorial,

Understanding Assessment. *NCLRC Newsletter*, 13(1). Retrieved March 5, 2009 from http://nclrc.org/teaching_materials/assessment/testing_tips.html.

PRESENTATIONS AND WORKSHOPS

Albert, L., Bor, E., Johnson, D., Malone, M. & Nier, V. (2008, November). *50 years of Title VI programs: Analysis and impact*. Poster presented at the American Council on the Teaching of Foreign Languages conference in Orlando, Florida.

Cavella, C., Thomas, L.D., Malone, M.E. & Nier, V. (2008, November). *Language tests: Test users and developers in cooperation*. Paper presented at the American Council on the Teaching of Foreign Languages conference in Orlando, Florida.

Malone, M., Montee, M. Gallagher, C. & Nier, V. (2008, November). *Online resources for selecting foreign language assessments*. Paper presented at the American Council on the Teaching of Foreign Languages conference in Orlando, Florida.

Malone, M., Montee, M., Gallagher, C. & Nier, V. (2008, April). *Understanding assessment: A guide for foreign language educators*. Paper presented at the Language Symposium, University of Illinois, Chicago, Illinois.

Malone, M., Montee, M. & Nier, V. (2008, June). *Understanding Assessment*. National Capitol Language Resource Center Summer Institute conducted at the Center for Applied Linguistics, Washington, DC.

Malone, M., Thompson, L., Montee, M. & Nier, V. (2008, June). *STAR Assessment Workshop*. Workshop for STARTALK foreign language instructors conducted at the Center for Applied Linguistics, Washington, DC.

CAROLYN GRIM FIDELMAN

4646 40th Street NW, Washington, DC 20016

EDUCATION

PH.D. EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION

Lynch School of Education, Boston College 2007

MASTER OF EDUCATION IN INTERACTIVE TECHNOLOGY

Harvard Graduate School of Education 1988

Master of Education in Foreign Language Education
University of Georgia, College of Education 1978

Bachelor of Arts in French
University of Georgia, Romance Languages Department 1974

WORK EXPERIENCE

CENTER FOR APPLIED LINGUISTICS, RESEARCH SCIENTIST, WASHINGTON, DC, 2007 – PRESENT

Leader, Research Core of multi-site NICHD grant *Acquiring Literacy in English*.
Implementation of cross-project analyses by developing a comprehensive plan for examining the combined set of data on English/Spanish bilinguals from the three subprojects and on the English and Spanish monolinguals from the Research and Assessment Core

Psychometrics/Testing. Lead psychometrician on language aptitude tests for government agencies. Conduct research into various aspects of language testing internally and in consultation with external agencies. Development and piloting of researcher-developed assessments. Development of guidelines and procedures for external researchers to apply for researcher-developed assessments

Research Design. Consult to the organization on research planning, design and analysis for sponsored projects including experimental and quasi-experimental inquiries. IES RCT Institute certified.

Coordinator, Quantitative Research Team. Manage team of quantitative researcher specialists. Assure database integrity and data archiving.

AGORA EDUCATION SERVICES, EVALUATOR

BOSTON, MA, 1999 – 2006.

Selected Clients: U.S. Dept of Ed. grants for University of Maine, Regis College; MassDOE

External consultant to evaluate government-sponsored research grants. Evaluation design including use of logic models of evaluation. Instrumentation and survey research. Online data collection design and implementation. Annual reporting and grant writing.

BOSTON COLLEGE, GRADUATE ASSISTANT

CHESTNUT HILL, MA, 2003-2007

NCATE Accreditation data collection and reporting. Designed and implemented online data collection for faculty input to the accreditation process.

Institutional Research. Organized and report data for institutional research purposes.

Statistics tutoring for graduate and undergraduate students.

Teaching Assistant for educational research courses.

Research assistant to faculty in Educational Research, Measurement and Evaluation program.

BROOKLINE PUBLIC SCHOOLS, TESTING COORDINATOR

BROOKLINE, MA, 2003-2005

MCAS Coordinator, Administer and report on standardized tests in large urban high school.

Grant writing and administration of grant program for underachieving students.

Teacher certified in MA in Technology. Taught web design and online database.

Language lab director.

REGIS COLLEGE, COORDINATOR, LANGUAGE LEARNING CENTER

WESTON, MA, 1998 – 2002

Manage operations of language lab, supervise 10 student workers.

Implemented innovative system of online access to audio materials.

Grant writing and management for faculty training in technology integration.

College committee work.

French Instructor for Dept. of Foreign Languages & Literatures.

Northeastern University, Research Associate

Boston, MA, 1995 – 1998

Principal Investigator of 3-year research and dissemination project FIPSE “Face-To-Face With Change” for teaching nonverbal communication skills to foreign language learners.

Field testing of interactive teaching materials for French, Spanish and German.

Statistical analysis and validation of tests for nonverbal decoding skills.

University of Massachusetts, Research Associate

Boston, MA, 1989 – 1993

Principal Investigator of 3-year educational research project FIPSE “In the French Body” for teaching nonverbal communication skills to foreign language learners.

Produced nonverbal decoding tests for French and German (FPONS and GPONS).

Produced interactive video teaching materials for French, Spanish and German.

Network Technology Corporation, Instructional Technology Consultant,

BOSTON, MA, 1985 – 1997

Consulted to various companies such as: IBM, performing coursework design and programming for prototype Advanced Technology Classroom project IBM Headquarters Armonk N.Y

HARVARD UNIVERSITY, FRENCH INSTRUCTOR

CAMBRIDGE, MA, 1986 – 1988

**INTERACTIVE TRAINING SYSTEMS, AUTHORING SYSTEM PROGRAMMER &
QUALITY ASSURANCE**

CAMBRIDGE, MA, 1984 – 1985

**MIT MEDIA LABORATORY, GRADUATE DEGREE PROGRAM COORDINATOR &
ASSISTANT TO NICHOLAS NEGROPONTE**

CAMBRIDGE, MA, 1982 – 1984

COMPETENCIES

SPSS • R statistical packages • Stata • Winsteps • BILOG • PARSCALE • Excel • plus specialized statistical packages as needed • SQL Database • HTML and online database programming • UNIX, Macintosh and Windows OS • other software as required by projects and technical advances. Fluent in French; familiarity with several other human languages.

ORGANIZATIONS & ASSOCIATIONS

American Educational Research Association, Division D • National Council on Measurement in Education • Computer Assisted Language Instruction Consortium • American Evaluation Association • American Association of Public Opinion Research • Survey Research in Education SIG Graduate Student Award, AERA 2007 • CALICO C.A.T. Award "Commitment to the Advancement of Technology in Language Education", 1996

PRESENTATIONS (selected)

“Development of the Pre-DLAB” with Lett, J.A., Stansfield, C. and Kelly, J. 2008 ECOLT (East Coast Organization of Language Testers), Washington DC, Nov 7, 2008

“Survey Nonresponse and Ratings Bias for Online Course Evaluation” 2008 AERA Annual Meeting, New York City, NY March 2008.

“Impact of Student Disposition Toward Course Evaluations on Course Ratings: A Pilot Study” Survey Research SIG, 2007 AERA Annual Meeting, Chicago, IL April 2007.

“Rasch Analysis of French and American responses to video test items of French nonverbal behavior”, 38th Annual Meeting of the New England Educational Research Organization. Northampton, MA, April, 2006.

“Effect of Intrinsic Saliency on Web Survey Response Rates and Ratings”, LSOE Graduate Research Forum. Boston College, Chestnut Hill, MA, March, 2006.

“Item Analysis of a Measure of Graduate Student Attitudes Toward Two Services at Boston College”, 37th Annual Meeting of the New England Educational Research Organization. Northampton, MA, April, 2005.

"Web-Based Evaluation" poster session, SITE Annual Meeting, Atlanta, GA, March 2004.

“Increasing Your Response Rates with On-Line Data Collection” ED-MEDIA 2003, Honolulu HI, June 2003. See presentation at <http://edevaluator.org/EDMEDIA2003/index.html>

"On-Line Data Collection for Project Evaluation: Seeing the forest while cutting fewer trees!" SITE Annual Meeting, Albuquerque, NM, March 2003.

"Testing Prospective Technology Employees with the 'Software Olympics'," NERALLD2000 Regis College, Weston, Massachusetts.

Sine Nomine: "Teaching the Nonverbal Aspects of Language," co-presentation with Stephen Sadow, Northeastern University 2/21/98, Boston, Massachusetts.

ACTFL 97: "Nonverbal Communication in Language Study: Practical Issues and Recent Research," co-presentation with Allen Rowe, U.Colo. 11/22/97, Nashville, Tennessee.

ACTFL 97: "Psychology on CALL: Face-To-Face With Change: Project Report on Field Testing Nonverbal Language Component in French and German," co-presentation with Christopher Pinet, Kathryn Murphy-Judy, Warren Roby. 11/22/97, Nashville, Tennessee.

PUBLICATIONS (selected)

"On-Line Data Collection for Project Evaluation: Seeing the forest while cutting fewer trees!" Proceedings of SITE Annual Meeting, Albuquerque, NM, March 2003.

"Extending the Language Curriculum with Enabling Technologies: Nonverbal Communication and Interactive Video," CALICO Monograph Series, vol. 4, 1997, pp. 28-41.

"The Third Annual Internet Use Survey of Language Professionals (1996)," Agora Newsletter, vol. 3 no. 1, Jan. 1997.

"A Language Professional's Guide to the World Wide Web," CALICO Journal, Vol. 13, Nos. 2 & 3, 1996.

"Dans la peau des Français," "In deutsche Haut geschlüpft," une approche du rythme linguistique, de l'intonation et des comportements corporels, grâce au vidéodisque piloté par ordinateur," in Intercultures No. 23, nov.-déc. 1993. SIETAR (Société pour l'Education, la formation et la recherche interculturelles), Paris, France.

In The French Body [interactive videodisc program for teaching nonverbal communication skills in French], Network Technology Corp., Charlestown, MA, Nov. 1992.

In The German Body [interactive videodisc program for teaching nonverbal communication skills in German], Network Technology Corp., Charlestown, MA, Nov. 1992.

"Enabling Technologies and Curricular Change," in ERIC database, May, 1992.

"Formative Evaluation in Foreign Language Materials Development," *Journal of Educational Techniques and Technologies*, vol. XXII, no. 4, Winter 1989 - 90.

DORRY M. KENYON

4646 40th Street NW, Washington, DC 20016

EDUCATION

PhD (1995)
Measurement, Applied Statistics
and Evaluation

University of Maryland
Maryland Graduate Tuition Scholarship
Dissertation Title: *Linking Multiple-Choice Test
scores to Verbally-Defined Proficiency Levels: An
Application to Chinese Reading Proficiency*
(Winner of the 1997 Award for Outstanding
Doctoral Dissertation Research on Second/Foreign
Language Testing by the Educational Testing
Service's TOEFL Policy Council)

MA (1984)
Teaching English as a
Foreign Language

American University in Cairo
Teaching Fellowship, Merit Scholarship

GROSSES SPRACHZEUGNIS (1981)
(Highest Certificate in German
as a Foreign Language)

Albert-Ludwigs-Universität
Freiburg, Germany

MTS (1980)
Theology

Gordon-Conwell Theological Seminary
Magna Cum Laude

BA (1978)
German/Economics
in German
Junior Year Abroad (1976-77)

Bowdoin College
Summa Cum Laude, Phi Beta Kappa, High Honors

Albert-Ludwigs-Universität
Freiburg, Germany (via Wayne State University)

WORK EXPERIENCE

1995-present Director, Language Testing Division (formerly, Division of Foreign Language Education and Testing)
Center for Applied Linguistics
Washington, DC

Direct all aspects of CAL's test development and language assessment research activities through such functions as preparing proposals for the funding of testing and related projects; managing test development and related research projects; designing research and evaluation studies relevant to CAL's language assessment projects; conducting and interpreting statistical analyses; managing the work of the division's testing staff, interns and consultants; directing the publication of manuals and accompanying materials for CAL's operational testing programs; overseeing the marketing and operations of CAL's testing programs; and directing the preparation of final project reports.

Summers 1996-98 Adjunct Faculty
Department of Linguistics
Georgetown University

Taught the course *Language Testing* during the summer school session.

1994-present Associate Director, National Capital Language Resource Center
Center for Applied Linguistics
Washington, DC

Direct the day-to-day activities of a joint project with Georgetown University and The George Washington University; functions include directing the activities of CAL project staff, communicating with staff at the two universities and members of the national advisory board; and communicating with other federally-funded national and language resource centers.

1992-1995 Associate Director, Division of Foreign Language Education and Testing
Center for Applied Linguistics
Washington, DC

Assisted in managing all aspects of test development projects through such functions as collaborating in the writing of proposals for the funding of testing and related projects; coordinating the development of tests and related projects; designing research studies relevant to CAL's test development projects; conducting and interpreting statistical analyses; coordinating the work of FLET testing staff, interns and consultants; assisting in the preparation of and coordinating the publication of manuals and accompanying materials for CAL's operational testing programs; overseeing the marketing of CAL's tests; and assisting in writing final project reports.

1987-1992 Test Development Specialist
Center for Applied Linguistics
Washington, DC

Worked on a variety of tasks surrounding test development including writing proposals for funding; coordinating projects for the development and validation of language tests; assisting in the development of language tests; directing the marketing of and the operational program for CAL test products; writing final reports; serving as a statistical consultant on a variety of research projects; and supervising administrative assistants and interns working on testing projects.

1985-1987	Instructor, ESL George Mason University, Fairfax, VA
1985	Instructor, ESL University of the District of Columbia, Washington, DC
1984-1985	Lecturer, ESL Montgomery College, Takoma Park, MD
Summer 1986 1984-1985	Instructor, ESL Foundation for Advanced Education in the Sciences National Institutes of Health, Bethesda, MD
1984	Instructor, ESL U.S. Department of Agriculture Graduate School, Washington, DC
1983-1984	Materials Developer and Writer Huwa wa Hiyya Magazine, Cairo, Egypt
1981-1984	Materials Developer/Intern in EFL Division of Public Service American University in Cairo, Cairo, Egypt
1980-1983	Teacher, German/EFL
Summers 1980-1981	American School in Switzerland, Montagnola, Switzerland Teaching Assistant, English Goethe Gymnasium, Freiburg, Germany

SELECT LIST OF TEST AND TEST MATERIALS PROJECTS AT CAL

Acquiring Literacy Skills in English, Principle Investigator for the Assessment Core
2003 Foreign Language NAEP Item Development Project, Conversation-based Tasks
Web-Based Tests of Listening and Reading Proficiency, (Generic Framework Development,
Arabic and Russian Tests), Project Director

2003 Foreign Language NAEP Framework and Specifications Development Project, Project
Director

Computer-assisted Basic English Skills Test – Oral, English-as-a-Second-Language

Simulated Oral Proficiency Interviews (SOPIs) in: Spanish, French, German, Russian, Chinese
(revisions), Japanese, Arabic, Hausa, Hebrew, Indonesian, Portuguese

Self-instructional Rater Training Kits for SOPIs in: Spanish, French, German, Russian, Chinese,
Japanese, Arabic

Multimedia Self-instructional Rater Training Kit for SOPI in Spanish, French and German

Computerized Oral Proficiency Interview (COPI) in Spanish and Arabic

Rater Training Materials for SOPIs in: Spanish, French, German, Chinese, Japanese, Arabic,
Portuguese

Texas Oral Proficiency Test (TOPT) in Spanish, French

Listening and Reading Proficiency Tests in: Chinese (Mandarin and Cantonese), Polish, Arabic,
Hindi

Guam Educators Test of English Proficiency (GETEP)

Spanish-English Verbatim Translation Test

English-Spanish Listening Summary Translation Exam

Spanish-English Listening Summary Translation Exam

Basic English Skills Test (BEST)

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

American Association of Applied Linguistics (AAAL)

American Council on the Teaching of Foreign Languages (ACTFL)

American Educational Research Association (AERA)

East Coast Organization of Language Testers (ECOLT), *founding member*

International Language Testing Association (ILTA)

National Council on Measurement in Education (NCME)

Washington, DC, Area TESOL (WATESOL)

Member, Organizing Committee, *Annual Meeting of the East Coast Organization of Language Testers*, 2002-present

Member at Large, Executive Board, *International Language Testing Association*, 2001-2003

Member, Nominating Committee, *International Language Testing Association*, 1997

Abstract Reviewer, *American Association of Applied Linguistics Annual Meeting*, 1995, 1996, 1997, 2002

Abstract Reviewer, *Language Testing Research Colloquium*, 1992, 1993, 1994, 1995, 1996, 1997, 1998

Book Review Editor, *Language Testing*, 1993-2002

Member, Editorial Board, *Language Assessment Quarterly*, 2003-present

Coordinator, 16th Annual *Language Testing Research Colloquium*, 1994

Member, Coordinating Committee, *Language Testing Research Colloquium*, 1992-1995

Member, Editorial Advisory Board, *WATESOL Journal*, 1989-1991

Symposium Coordinator, "The Development and Use of Rating Scales in Language Testing."
14th Annual Language Testing Research Colloquium, Vancouver, BC, February, 1992.

Editor: "What Works in Higher Education." *WATESOL Newsletter*, 1986-1987.

Reviewer of the draft of *Promising Assessment Practices* for TESOL's *ESL Standards for Pre-K-12 Students*.

Reviewer of numerous articles for the journals *Language Testing*, *Language Learning*, *Applied Language Learning*, *Language Learning and Technology*.

Reviewer of book manuscripts in language testing for several publishers.

PUBLICATIONS

- Kenyon, D. & Malabonga, V. (2001). Comparing examinee attitudes toward computer-assisted and other oral proficiency assessments. *Language Learning & Technology* 5(2), 60-83. (Also available at <http://llt.msu.edu>)
- Kenyon, D.M. (2000). Enhancing oral proficiency assessment through multimedia: A model, applications, and research needs. In E. Tschirner, H. Funk, and M. Koenig (Eds.), *Schnittstellen: Lehrwerke zwischen alten und neuen Medien* (pp. 171-201). Berlin, Germany: Cornelsen Verlag.
- Kenyon, D.M. (2000). Tape-mediated oral proficiency testing: Considerations in developing Simulated Oral Proficiency Interviews (SOPIs). In S. Bolton (Ed.), *TESTDAF: Grundlagen für die Entwicklung eines neuen Sprachtests. Beiträge aus einem Expertenseminar* (pp. 87-106). Köln (Cologne), Germany: Gilde Verlag.
- Kenyon, D.M., & Tschirner, E. (2000). The rating of direct and semi-direct oral proficiency interviews: Comparing performance at lower proficiency levels. *Modern Language Journal*, 84 (1), 85-101.
- Malabonga, V., & Kenyon D. (1999). Multimedia computer technology and performance-based language testing: A demonstration of the Computerized Oral Proficiency Instrument (COPI). In M. B. Olsen (Ed.), *Computer mediated language assessment and evaluation in natural language processing: Proceedings of a symposium sponsored by the Association for Computational Linguistics and International Association of Language Learning Technology* (pp. 16-23). New Brunswick, NJ: Association for Computational Linguistics.
- Kenyon, D.M. (1998). An investigation of the validity of task demands on performance-based tests of oral proficiency. In A. J. Kunnan (Ed.), *Validation in language assessment* (pp. 19-40). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.
- Kenyon, D. M. (1997). Further research on the efficacy of rater self-training. In Huhta, A., Kohonen, V, Kurki-Suonio, L, and S. Luoma (Eds.), *Current Developments and Alternatives in Language Assessment: Proceedings of LTRC 96*. (pp. 257-273). Jyväskylä, Finland: University of Jyväskylä.
- Scott, M.L, Stansfield, C.W. & Kenyon, D.M. (1996). Examining validity in a performance test: The Listening Summary Translation Exam (LSTE) - Spanish Version. *Language Testing*, 13, 83-109.
- Stansfield, C.W. & Kenyon, D. M. (1996). Comparing the scaling of speaking tasks by language teachers and by the ACTFL guidelines. In Cumming, A. and R. Berwick (Eds.), *The Concept of Validation in Language Testing*. Clevedon, Avon, England: Multilingual Matters.

- Tyndall, B. & Kenyon, D.M. (1996). Validation of a new holistic rating scale using Rasch multi faceted analysis. In Cumming, A. and R. Berwick (Eds.), *The Concept of Validation in Language Testing*. Clevedon, Avon, England: Multilingual Matters.
- Kenyon, D. M. & Stansfield, C.W. (1993). A method for improving tasks on performance-based assessments through field testing. In Huhta, A., Sajavaara, K. and S. Takala (Eds.), *Language Testing: New Openings* (pp. 90-102). Jyväskylä, Finland: Institute for Educational Research.
- Stansfield, C.W. & Kenyon, D.M. (1993). Development and validation of the Hausa Speaking Test with the ACTFL proficiency guidelines. *Issues in Applied Linguistics*, 4, 5-31.
- Stansfield, C.W. & Kenyon, D. M. (1992). Research on the comparability of the oral proficiency interview and the Simulated Oral Proficiency Interview. *System*, 20, 347-364.
- Stansfield, C. W., Scott, M.L., & Kenyon, D.M. (1992, Winter). The measurement of translation ability. *The Modern Language Journal*, 67, 455-67.
- Stansfield, C. W., Kenyon, D. M., & Jiang, X. (1992). *The Preliminary Chinese Proficiency Test (Pre-CPT): Development, Scaling and Equating to the Chinese Proficiency Test (CPT)*. (Technical Report Number 1). Washington, DC: Center for Applied Linguistics.
- Stansfield, C.W., & Kenyon, D.M. (1992). The development and validation of a Simulated Oral Proficiency Interview. *The Modern Language Journal*, 76, 129-141.
- Milleret, M., Stansfield, C. W. & Kenyon, D.M. (1991). The validity of the Portuguese Speaking Test for use in a summer study abroad program. *Hispania*, 7.
- Stansfield, C.W., Kenyon, D. M., Paiva, R., Doyle, F., Ulsh, I. & Cowles, M. A. (1990, September). The development and validation of the Portuguese Speaking Test. *Hispania*, 72.
- Stansfield, C. W. & Kenyon, D. M. (1990). Extension of ACTFL Guidelines for Less Commonly Taught Languages. In Padilla, A.M., Fairchild, H.H. & Valadez, C.A. (Eds.), *Foreign Language Education: Issues and Strategies*. Newbury Park, CA: SAGE Publications, Inc.
- Shohamy, E., Gordon, C., Kenyon, D. M. & Stansfield, C.W. (1989, Fall). The development and validation of a semi-direct test for assessing oral proficiency in Hebrew. *Bulletin of Higher Hebrew Education*, 4 (1).
- Stansfield, C. W. & Kenyon, D. M. (1989, September). A report on extending the ACTFL proficiency guidelines to the less commonly taught languages. *Northeast Conference Newsletter*.

Kennedy, D. B., Kenyon, D. M. & Matthiesen, S. J. (1989). *Newbury house TOEFL preparation kit*. New York: Newbury House Publishers.

Kenyon, D. M., Stansfield, C.W., Doyle, F. Paiva, R. & Ulsh, I. *Portuguese Speaking Test*. (3 forms, Official Test Manual, Examinee Handbook). A nationally available secure semi direct test of oral proficiency.

Kenyon, D.M. (1985, June). Teaching reading via the 'Reading and Thinking' approach. *WATESOL News*.

Kassabgy, O. & Kenyon D. (1985). *Key to English: Books Three and Five*. Cairo: American University in Cairo Press.

Papapavlou, A. & Kenyon, D. (1983). Neurophysical, sociocultural and psychological factors in foreign accents. *Indian Journal of Applied Linguistics*. vol. IX (1).

PRESENTATIONS

AAAL Poster BEST Plus

Kenyon, D., Stauffer, S., Louguit, M., VanDuzer, C. (2003 March). Building a computer adaptive scripted oral interview: The pilot study. Poster session presented at the annual conference of the American Association for Applied Linguistics, Arlington, VA

BEST Plus at TESOL (2)

Kenyon, D., Stauffer, S., & VanDuzer, C. (2003 March). *Developing an adaptive test of oral proficiency*. Paper presented at the annual convention of the Teachers of English to Speakers of Other Languages, Baltimore, MD.

Kenyon, D., Stauffer, S., Terrill, L., & Van Duzer, C. (2003 March). *Assessing oral language using the BEST Plus*. Paper presented at the annual convention of the Teachers of English to Speakers of Other Languages, Baltimore, MD.

Standard Setting Paper at LTRC (Reading)

Kenyon, D. (2002 July). *Linking Results on a New Language Test to National Performance Level Descriptions*. Paper presented at the 25th Language Testing Research Colloquium, Reading, England.

Kenyon, D., Malabonga, V., Louguit, M., Caglarcan, S., August, D., Carlo, M. (2002). *Assessing transfer of vocabulary and morphological awareness in bilingual children*. Poster accepted for presentation at the 24th Language Testing Research Colloquium, December 12-15, 2002, Hong Kong, China.

- Malabonga, V., Carpenter, H., & Kenyon, D. (2002). *Computer assisted rating: Reliability, efficiency, and perceptions on the COPI*. Paper presented at the 24th Language Testing Research Colloquium, Hong Kong, China, December 12-15, 2002.
- Kenyon, D., Stauffer, S., Louguit, M. & Van Duzer, C. *Building a Computer-Adaptive Face-to-Face Oral Interview: The BEST Plus*. Paper presented at the 24th Language Testing Research Colloquium, December 12-15, 2002, Hong Kong, China.
- Kenyon, D., Malone, M. (2002 April). *Assessing students' conversational skills through telephone-mediated interaction*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.
- Malabonga, V., Carpenter, H., & Kenyon, D., Developing oral proficiency tasks for the Computerized Oral Proficiency Instrument (COPI). In M. Malone (Chair), *Applying national reading, listening and speaking criteria to task development*. Colloquium at the Annual Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL), April 12-14, 2002.
- “First Foreign Language National Assessment of Educational Progress in 2003” Paper (with Andrea Fercsey, Michael Fast, and Elvira Swender), Annual Meeting of the American Council on the Teaching of Foreign Languages, Washington, DC, November, 2001.
- “The Foreign Language NAEP,” Presentation, 4th Annual Conference of the Southern California Association for Language Assessment Research, Los Angeles, CA, May, 2001.
- “Effects of Examinee Control on Examinee Attitudes and Performance on a Computerized Oral Proficiency Test”. Paper (with Valerie Malabonga and Helen Carpenter), 23rd Annual Language Testing Research Colloquium, St. Louis, MO, February, 2001.
- “Development of a Web-based Listening and Reading Test for Less Commonly Taught Languages”. Work in Progress Session (with Margaret Malone, Helen Carpenter and Paula Winke), 23rd Annual Language Testing Research Colloquium, St. Louis, MO, February, 2001.
- “The Framework for the 2003 Foreign Language National Assessment of Educational Progress (NAEP)”. Poster Session, 23rd Annual Language Testing Research Colloquium, St. Louis, MO, February, 2001.
- “A Computer-assisted, Computer-adaptive Oral Proficiency Assessment Instrument Prototype”. Poster Session (with Stephanie Stauffer), 23rd Annual Language Testing Research Colloquium, St. Louis, MO, February, 2001.
- “New Initiatives at the National Capital Language Resource Center (NCLRC)”. Paper (with James E. Alatis and Anna Uhl Chamot), Annual Meeting of the American Council on the Teaching of Foreign Languages, Boston, MA, November, 2000.

“Report on the 2003 Foreign Language National Assessment of Educational Progress (NAEP).” Paper (with Martha Abbott and Michele Anciaux), Annual Meeting of the American Council on the Teaching of Foreign Languages, Boston, MA, November, 2000.

“Computer Technology and Language Testing: The Computerized Oral Proficiency Instrument.” Paper (with Valerie Malabonga), Annual Meeting of the American Council on the Teaching of Foreign Languages, Boston, MA, November, 2000.

“NAEP in the New Millennium: The 2003 Foreign Language Assessment.” Presentation (with Beverly Farr, Steven Ferrara, and Gene Johnson), CCSSO 30th Annual National Conference on Large-Scale Assessment, Snowbird, UT, June 2000.

Malabonga, V. & Kenyon, D. (2000). Multimedia performance-based language assessment: The Computerized Oral Proficiency Instrument. Paper presented at the World Conference on Educational Media, Hypermedia and Telecommunications (ED-MEDIA), June 26-July 1, 2000, Montreal, Canada.

“Development of an Adaptive Computer-Assisted Oral Interview Prototype” Paper and Demonstration (with Carol Van Duzer and Jill Wooddell), ALT 2000 Conference (Adult Learning and Technology), Washington, DC, June, 2000.

“Framework and Specifications for the First Foreign Language NAEP” Paper (with Ed Scebold), 47th Annual Conference of the Northeast Conference on the Teaching of Foreign Languages, Washington, DC, April, 2000.

“A Self-Instructional Multimedia Rater Training Program” Poster and Demonstration (with Helen Carpenter), 22nd Annual Language Testing Research Colloquium, Vancouver, BC, March, 2000.

“Multimedia Performance-Based Language Assessment: The Computerized Oral Proficiency Instrument (COPI)” Poster and Demonstration (with Valerie Malabonga), 22nd Annual Language Testing Research Colloquium, Vancouver, BC, March, 2000.

“Special Forum on the Foreign Language National Assessment of Educational Progress” Forum (with Ed Scebold), Annual Meeting of the American Council on the Teaching of Foreign Languages, Dallas, Texas, November, 1999.

“Validation Research on a National K-6 Oral Proficiency Assessment” Paper (with Lynn Thompson), Annual Meeting of the American Council on the Teaching of Foreign Languages, Dallas, Texas, November, 1999.

- “Multimedia Computer Technology and Performance-based Language Testing: A Demonstration of the Computerized Oral Proficiency Instrument (COPI).” Paper and Demonstration (with Valerie Malabonga), Symposium on Computer Mediated Language Assessment and Evaluation in Natural Language Processing, Sponsored by the Association for Computational Linguistics and International Association of Language Learning Technology, University of Maryland, College Park, MD, June, 1999.
- "A Multimedia Program for Learning to Score Oral Proficiency Assessments." Demonstration, Annual Meeting of the American Council on the Teaching of Foreign Languages, Chicago, IL, November, 1998.
- "Developing Proficiency-Based Assessment Instruments at Two National Research Centers." Presentation (with Daniel Reed), Annual Meeting of the American Council on the Teaching of Foreign Languages, Chicago, IL, November, 1998.
- “Using Multimedia to Improve the Assessment of Language Learning.” Paper presented at the 10th World Conference on Educational Multimedia and Hypermedia and World Conference on Educational Telecommunications, Freiburg, Germany, June, 1998.
- “Enhancing Oral Proficiency Assessment through Multimedia: A Model, Applications and Research Needs.” Paper presented at the Werkstattgespräche Schnittstellen: Deutsch als Fremdsprache zwischen alten und neuen Medien, Goethe Institut, Munich, Germany, June, 1998.
- "New Developments in Proficiency Testing." Invited Participant in AATSEEL/ACTR Roundtable on Russian Language Testing, Annual Meeting of the American Association of Teachers of Slavic and East European Languages, Toronto, Canada, December, 1997.
- "Concerns of the Profession: Assessments for the German Language." Panel Presentation (with Kathryn Corl and Ulrike Arendt), Annual Meeting of the American Association of Teachers of German, Nashville, TN, November, 1997.
- "Linking Traditional Language Tests to Language Proficiency Descriptors." Invited Presentation, Association of Language Testers in Europe, Athens, Greece, November, 1997.
- "Development and Use of a Computer-Generated Task Bank for Assessing Oral Proficiency." Work-in-Progress, 19th Annual Language Testing Research Colloquium, Orlando, FL, March 1997.
- "Self-Assessment and Speaking Tasks: Research and Application" Workshop, Annual Meeting of the American Council on the Teaching of Foreign Languages, Philadelphia, PA, November, 1996.
- "Further Research on the Efficacy of Rater Self-Training." Poster, 18th Annual Language Testing Research Colloquium, Tampere, Finland, July, 1996.

- "Linking Performance on a Multiple-Choice Reading Test to Verbally-Defined Proficiency Levels." Poster, 18th Annual Language Testing Research Colloquium, Tampere, Finland, July, 1996.
- "Relating Verbally-Defined Proficiency Levels to Performance on a Multiple-Choice Test Using the Rasch Model." Paper, Annual Meeting of the American Educational Research Association, New York, NY, April, 1996.
- "Self-Assessment: Pro's." Talk Given as Part of a Training Institute Preceding the Annual Meeting of Teachers of English to Speakers of Other Languages on "Alternative Assessment: The pro's and con's," Chicago, IL, March, 1996.
- "Research and Development in Assessing Oral Proficiency: The Simulated Oral Proficiency Interview." Paper, Annual Meeting of the American Council on the Teaching of Foreign Languages, Anaheim, CA, November, 1995.
- "A Self-Instructional Rater Training Kit for the Chinese Speaking Test." Paper, Annual Meeting of the Chinese Language Teachers Association, Anaheim, CA, November 1995.
- "Using Rasch Analysis to Examine a Student Self-Assessment of Foreign Language Speaking Proficiency." Paper, Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1995.
- "An Investigation of the Validity of the Demands of Tasks on Performance-based Tests of Oral Proficiency." Paper, 17th Annual Language Testing Research Colloquium, Long Beach, CA, March, 1995.
- "New Developments in the Chinese Language Testing Field." Paper, Annual Meeting of the Chinese Language Teachers Association, Atlanta, GA, November, 1994.
- "Evaluating the Efficacy of Rater Self-Training." Paper, 15th Annual Language Testing Research Colloquium, Cambridge, England, August, 1993. (with Charles W. Stansfield)
- "Measuring and Understanding the Components of Performance Assessments." Experimental Session, Annual Meeting of the American Education Research Association, Atlanta, GA, April, 1993. (with Robert Hess, John Michael Linacre, Robert Mislevy, Carol Myford, and Charles W. Stansfield)
- "Examining the Validity of a Scale Used in a Performance Assessment From Many Angles Using the Many-Facet Rasch Model." Paper, Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1992. (with Charles W. Stansfield)

- "Extending a Scale of Language Proficiency Using Concurrent Calibration and the Rasch Model." Paper, Annual Meeting of the American Educational Research Association, San Francisco, CA, April, 1992. (with Charles W. Stansfield)
- "Using Authentic Materials to Test Proficiency in Listening and Reading: The Case of the Polish Proficiency Test." Presentation, The George Washington University Colloquium on Foreign Language Teaching, Washington, DC, April, 1992. (with Rafal Kwiatkowski and Charles W. Stansfield)
- "Direct Scalar Rating versus Multiple Binary Rating of ESL Learner Writing." Paper, 14th Annual Language Testing Research Colloquium, Vancouver, BC, February, 1992. (with Fred Davidson and Liz Hamp-Lyons)
- "Validation of a New Holistic Rating Scale Using Rasch Multi-Faceted Analysis." Paper, 14th Annual Language Testing Research Colloquium, Vancouver, BC, February, 1992 (with Belle Tyndall)
- "Comparing the Scaling of Speaking Tasks by Language Teachers and by the ACTFL Guidelines." Paper, 14th Annual Language Testing Research Colloquium, Vancouver, BC, February, 1992. (with Charles W. Stansfield)
- "The Chinese Proficiency Test." Paper, Annual Meeting of the Chinese Language Teachers Association, Washington, DC, November, 1991. (with Charles W. Stansfield and Xixiang Jiang)
- "The Development and Validation of the Texas Oral Proficiency Test (TOPT)." Paper, Annual Meeting of the American Council for the Teaching of Foreign Languages, Washington, DC, November, 1991. (with Charles W. Stansfield)
- "An Inquiry Into the Nature of Probing in the Simulated Oral Proficiency Interview (SOPI)." Paper, Annual Meeting of the American Council for the Teaching of Foreign Languages, Washington, DC, November, 1991. (with Charles W. Stansfield)
- "A Method for Improving Tasks on Performance Assessment through Field Testing." Paper, Annual Meeting of the National Council on Measurement in Education, Chicago, IL, April, 1991. (with Charles W. Stansfield)
- "Development and Validation of a Spanish-English Translation Exam." Paper, Annual TESOL conference, New York, NY, March, 1991. (with Charles W. Stansfield and Mary Lee Scott)
- "Simulated Oral Proficiency Interviews for the Less Commonly Taught Languages." Poster Session, 13th Annual Language Testing Research Colloquium, Princeton, NJ, March, 1991. (with Charles W. Stansfield)

- "Classroom and Program Assessment for Speaking: The Simulated Oral Proficiency Interview." Workshop, Meeting of the Texas Association for Language Supervision and the Texas Education Agency, October, 1990.
- "An ESL Proficiency Test for Teachers on Guam." Paper, 12th Annual Language Testing Research Colloquium, San Francisco, CA, March, 1990. (with Charles W. Stansfield)
- "Validation of the BEST Oral Interview: Short Form." Paper, Annual TESOL Conference, San Francisco, CA, March, 1990 (with Charles W. Stansfield); WATESOL Fall Conference, Arlington, VA, October, 1989 (with Peggy Seufert-Bosco).
- "An Introduction to Computer Adaptive Testing." Panel Presentation on "Computer-assisted Testing of L2 Reading and Listening," Annual TESOL Conference, San Antonio, TX, March, 1989.
- "The Basic English Skills Test: An Overview." Demonstration, Annual Southeast Regional TESOL Conference, Raleigh, NC, October, 1989; Annual National Association for Asian and Pacific American Education (NAAPAE) Conference, Rockville, MD, April, 1989; Annual TESOL Conference, San Antonio, TX, March, 1989 (with Charles W. Stansfield); WATESOL Fall Conference, Bethesda, MD, October, 1988. (with Charles W. Stansfield)
- "The Development and Validation of the Portuguese Speaking Test." Paper, GWATFL/MFLA Fall Conference, Greenbelt, MD, September, 1988. (with Ricardo Paiva)
- "Study Skills in the ELI: A Needs Analysis Survey." Paper, Annual TESOL Conference, Chicago IL, March, 1988.
- "Cooperative/Competitive Reading Games for TOEFL Preparation." Demonstration, WATESOL Fall Conference, Rosslyn, VA, November, 1987.
- "Putting the Writing Process into Classroom Practice." Workshop for teachers, Annual TESOL conference, Miami, FL, April, 1987.
- "Basic Study and Time Management Strategies." Workshop for English Language Institute students, George Mason University, Fairfax, VA, April, 1987.
- "Practicing the Writing Process: Practical Pointers." Demonstration/work-shop for teachers, WATESOL Spring Conference, Arlington, VA, March, 1987.
- "What Works: A Communication Exercise." Demonstration, WATESOL Fall Conference, Washington, DC, October, 1986.
- "The Whole-Class Roleplay." Demonstration, WATESOL Fall Conference, College Park, MD, October, 1985.

BOOK REVIEWS

The Development of a Common Framework Scale of Language Proficiency (B. North), *Modern Language Journal*, 86, (Autumn, 2002) pp. 482-483.

Access: Issues in Language Test Design and Delivery (G. Brindley & G. Wigglesworth), *Modern Language Journal*, 83, pp. 274-276.

Language Testing in Practice (L.F. Bachman & A.S. Palmer), *Modern Language Journal*, 82(1), (Spring 1998), pp. 143-144.

Measuring Second Language Performance (T. McNamara), *Language Testing*, 15(1), (March 1998), pp. 112-117 (with J.M. Linacre).

NATIONAL ADVISORY COMMITTEES (selected)

Member, Technical Advisory Group, *Equipped for the Future* Assessment Consortium, 2001-present

Chair, EELIAS Cycle IV Task Force, 2001-present

INVITED TRAINING WORKSHOPS (selected)

"Assessing Speaking," Workshop for students and teachers presented as part of the Southern California Association for Language Assessment Research, Fourth Annual Conference, Los Angeles, CA, May 11, 2001.

"Middlebury Summer Assessment Workshop," Workshop for coordinators of Middlebury's language programs, Middlebury College, Middlebury, VT, July 22-23, 2000.

"Tape-mediated Oral Proficiency Testing: The Simulated Oral Proficiency Interview (SOPI)," Workshop for Test Developers, TESTDAF Experten Workshop (Goethe Institut), Augsburg, Germany, 29 October 1998.

"Assessing Oral Skills," Pre-Service Workshop, Institute for English Language Programs, Harvard University, Cambridge, MA, June 23, 1997.

"GENOVA: Its Use in Language Test Evaluation", Workshop, Interagency Testing Seminar: Alternative Statistical Model Series, Center for the Advancement of Language Learning, Arlington, VA, July 19-20, 1995.

"FACETS: Its Use in Language Test Evaluation", Workshop, Interagency Testing Seminar: Alternative Statistical Model Series, Center for the Advancement of Language Learning, Arlington, VA, July 11-12, 1995.

LANGUAGES

German	Excellent
French	Some working knowledge of these three languages
Italian	
Egyptian Arabic	
Dutch	One to two years of formal study
Biblical Greek	
Biblical Hebrew	
Spanish	Some reading knowledge

RESIDENCE ABROAD

Cairo, Egypt	1981-1984
Freiburg, Germany	1976-1977, 1980-1981
Montagnola, Switzerland	1973-1974, Summers 1980-1983

SPECIAL SKILLS

Computer Applications	
Word Processing	WordPerfect, Microsoft Word
Spreadsheet	Quattro Pro, Excel
Presentational	Power Point
Languages	BASIC, MS-DOS
Statistical Applications	SAS, SPSSx, SPSS for Windows, GENOVA
Database Management	Paradox, Filemaker Pro
Testing Programs	BIGSTEPS, FACETS, Test Analysis Package
Optical Scanner	NCS Sentry 3000 with MicroTest Score II Software, ScanTools (Document System) Remark OMR Software

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EDUCATION

BA 1966 University of California-Berkeley
major: Italian
MA 1967 Middlebury College
major: Italian
MA 1973-76 UCLA (MA 1974)
Linguistics
Ph.D. 1979 Indiana University
Dissertation title: An investigation of syntactic transfer in adult second language acquisition.

HONORS/AWARDS

1995 Department of English/ College of Arts and Letters nominee for Teacher-Scholar Award
1995 MSU Outstanding Research Award, Golden Key Honor Society, 1995
1996 Paul Pimsleur Award for Outstanding Research, ACTFL (American Council for the Teaching of Foreign Languages).
1998 Distinguished Faculty Award, Michigan State University
1998 Ralph Smuckler Award for advancing international studies and programs, Michigan State University
1999 Michigan Association of Governing Boards Award
2002 Distinguished Scholarship and Service, American Association for Applied Linguistics

ACADEMIC POSITIONS

1979-80 Visiting Lecturer, English Language Institute, University of Michigan
1980-83 Lecturer, English Language Institute, University of Michigan
1984-87 Assistant Professor, Department of Linguistics, University of Michigan
1987-89 Assistant Professor, Department of English, Michigan State University
1989-90 Associate Professor, Department of English, Michigan State University
1990→2001 Professor, Department of English, Michigan State University
2001→ Professor, Department of Linguistics & Languages, Michigan State University
1990→ Director, English Language Center
1996→ Co-Director (with P. Paulsell), Center for Language Education and Research

Center for Applied Linguistics

(CLEAR), supported by federal funds (Department of Education).
1997→ University Distinguished Professor, Michigan State University

VISITING APPOINTMENTS

- 1980 Department of Linguistics, University of Minnesota (summer)
- 1986 TESOL Summer Institute, University of Hawaii
- 1988 University of Wisconsin-Madison (summer)
- 1988 Distinguished Visiting Professor, American University in Cairo, December
- 1990 Distinguished Lecturer, Temple University Japan, Tokyo and Osaka, March and April
- 1992 Visiting Faculty, Finnish Summer School of Linguistics, June, Jyvaskala, Finland
- 1994 Iowa State University, TESOL Institute, June-July.
- 1995 Distinguished Lecturer, Temple University Japan, Tokyo and Osaka, January
- 1995 University of New Mexico, Linguistic Institute, June-July
- 2002 Penn State University, Applied Linguistics Institute, July
- 2005 Penn State University, Applied Linguistics Institute, July

PUBLICATIONS

Books

In preparation

Handbook of Second Language Acquisition. London: Routledge (with A. Mackey).

In preparation

Research Methodologies in Second Language Acquisition. London: Blackwell (with A. Mackey)

- 2008 Second Language Acquisition: An Introductory Course. New York: Taylor & Francis (with L. Selinker).
- 2007 Data elicitation for second and foreign language research. Lawrence Erlbaum Associates (with A. Mackey).
- 2005 Second language research: Methodology and design, Lawrence Erlbaum Associates (with A. Mackey).
- 2004 *World Applied Linguistics*. Amsterdam: John Benjamins (ed. with S. Makoni).
- 2002 Pedagogical norms for second and foreign language learning and teaching: Studies in honour of Albert Valdman. (co-edited with K. Bardovi-Harlig, S. Magnan, J. Walz). Amsterdam: John Benjamins.
- 2001 Second Language Acquisition: An introductory course. 2nd edition, with L. Selinker. Lawrence Erlbaum Associates.
- 2000 Stimulated Recall in Second Language Research, with A. Mackey, Lawrence Erlbaum Associates.

- 1999 *Interlanguage Refusals: A Cross-cultural Study of Japanese-English* (with N. Houck). Mouton de Gruyter
- 1998 *Second Language Learning: Data Analysis*. Lawrence Erlbaum Associates (with Antonella Sorace and Larry Selinker)—2nd edition
- 1997 *Input, Interaction and the Development of Second Languages..* Lawrence Erlbaum, Associates.
- 1996 *Second Language Classroom Research: Issues and Opportunities* (co-edited with Jacquelyn Schachter). Lawrence Erlbaum Associates. (xiv + 187).
- 1996 *Speech Acts Across Cultures: Challenges to Communication in a Second Language* (ed. with Joyce Neu) Mouton de Gruyter (350)
- 1995 *Varieties of English* (with Natalie Lefkowitz). University of Michigan Press. (xii + 120)
- 1994 *Second Language Learning: Data Analysis*. Lawrence Erlbaum Associates (with Antonella Sorace and Larry Selinker) (x + 260)
- 1994 *Second Language Acquisition: An Introductory Course* (with Larry Selinker). Lawrence Erlbaum, Inc. (xvi + 357)
Translated into Korean (1999). Published by Hanshin Publishing Co.
- 1994 *Research Methodology in Second Language Acquisition*. Lawrence Erlbaum Associates (ed. with Andrew Cohen and Elaine Tarone) (xxiii + 356)
- 1993 *Tasks and Language Learning: Integrating Theory and Practice* (ed. with Graham Crookes). Multilingual Matters (v + 169)
- Tasks in a Pedagogical Perspective: Integrating Theory and Practice* (ed. with Graham Crookes). Multilingual Matters (vii + 163)
- 1992 *Language Transfer in Language Learning*. (ed. with Larry Selinker). Amsterdam: John Benjamins. (236). Paper back available, 1994.
- 1989 *Linguistic Perspectives on Second Language Acquisition*. Cambridge: Cambridge University Press. (ed. with J. Schachter) (viii + 296)
- Variation in Second Language Acquisition: Discourse and Pragmatics*. Clevedon: England. (ed. with C. Madden, D. Preston and L. Selinker) (vii + 288)
- Variation in Second Language Acquisition: Psycholinguistic Issues*. Clevedon: England (ed. with C. Madden, D. Preston and L. Selinker. (vii + 264)

- 1985 *Input in Second Language Acquisition*. Rowley, MA: Newbury House. (ed. with C. Madden) (ix + 464)
- Teachers' Manual for Workbook in Second Language Acquisition*. Rowley, MA: Newbury House (ed. with L. Selinker) (viii + 110)
- 1984 *Workbook in Second Language Acquisition*. Rowley, MA: Newbury House. 1984. (with L. Selinker) (vi + 186)
- 1983 *Language Transfer in Language Learning*. Rowley, MA: Newbury House. (ed. with L. Selinker) (xii + 374)

Journals Edited

- 2006 Expanding the methodological boundaries (with A. Mackey). *SSLA*.
- 1998 Input/interaction (with A. Mackey). *The Modern Language Journal*.
- 1993 *Second Language Research: Second Language Acquisition: Cross-disciplinary perspectives*.
- 1987 *Studies in Second Language Acquisition: Vocabulary Acquisition*

Series Edited

Second Language Research: Theoretical and Methodological Issues (Gass and Schachter—Research; Gass and Mackey—Methodological Issues), Lawrence Erlbaum Associates.

Books Published		
Author/Editor	Title	Year
Tarone, Gass, Cohen	Research methodology in second language acquisition	1994
Schachter/Gass	Second Language Classroom Research	1996
Yule, G.	Referential Communication Tasks	1997
Birdsong	Second Language Acquisition and the Critical Period Hypothesis	1999
Markee	Conversation Analysis	2000
Gass/Mackey	Stimulated Recall Methodology in Second Language Research	2000
Ohta	Second Language Acquisition Processes in the Classroom: Learning Japanese	2001
Major	Foreign Accent: Ontogeny and phylogeny of second language phonology	2001
Dörnyei	Questionnaires in Second Language Research: Construction, administration, and processing	2003
VanPatten, B	Processing Instruction: Theory, research and commentary	2004
VanPatten, Williams, Rott, Overstreet	Form-Meaning Connections in Second Language Acquisition	2004
Bardovi-Harlig/Hartford	Interlanguage Pragmatics: Exploring Institutional Talk	2005
Dörnyei	Psychology of the Second Language Learner: Individual Differences	2005
Long	Problems in SLA	2007

VanPatten & Williams	Theories in Second Language Acquisition	2007
Duff	Case Study Research in SLA	2007
Liceras/Zobl/Goodluck	The role of formal features in SLA	2007

Books In Press and Books under contract		
Author/Editor	Title	Year
Larson-Hall, J.	Statistics & SLA	2009
McDonough/Tromlovich	Priming Research	2009

Articles

- in press Interactionist perspectives in SLA. In R. Kaplan (ed.). *Handbook of Applied Linguistics*. Oxford: Oxford University Press
- in press Experimental Research. To appear in B. Paltridge & A. Phakiti *Second Language Research Methods*. Continuum Press.
- in press A survey of SLA research. To appear in W. Ritchie and T. Bhatia. *Handbook of SLA*. Elsevier.
- in press Relating L2 input and L2 Output. E. Macaro (ed.). *Continuum Companion to Second Language Acquisition*, Continuum Press.
- 2008 Second Language Acquisition and Bilingualism. In *An Introduction to Bilingualism: Principles and Processes*, ed. by J. Altarriba and R. Heredia. Lawrence Erlbaum Associates (with Margo Glew). Pp. 265-294.
- in press Research Timeline: Statistical Rigor in SLA. In *Language Teaching*, 42 (2)181-196 (with Shawn Loewen)
- 2008 Epilogue: A tale of two copulas. In *Bilingualism, Language, & Cognition*, 11, 383-385. (with Eve Zyzik).
- in press Second Language Acquisition. In *Handbook of Acquisition*. S. Foster-Cohen (ed.). Palgrave.
- in press Language Teaching: Environment, Presentation & Complexity. In W. Hu (ed). "ELT in China". Beijing: Foreign Studies University Press.

- 2007 Perceptions of interactional feedback: Differences between heritage language learners and non-heritage language learners. In Mackey, A. (Ed.) *Conversational interaction in second language acquisition: A series of empirical studies* (pp. 173-196). Oxford, UK: Oxford University Press (with Kim Lewis).
- 2007 Firth and Wagner: New ideas or a new articulation?. *Modern Language Journal*, 91 pp. 788-799 with J. Lee & R. Roots.
- 2007 Second Language Acquisition of Relative Clauses: A Commentary. *Studies in Second Language Acquisition* with J. Lee.
- 2007 Input, interaction and output in second language acquisition. In J. Williams and B. VanPatten (Eds.) *Theories in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 2006 Input, Interaction and Output: An Overview. *AILA Review*. (with A. Mackey). Pp. 3-17. Amsterdam: John Benjamins.
- 2006 Introduction. *SSLA*, 28, 169-178 (with A. Mackey).
- 2006 Using Stimulated Recall to Investigate Native Speaker Perceptions in Native Nonnative Speaker Interaction. *SSLA* (with C. Polio & L. Chapin) pp. 237-267.
- 2006 Models of Second Language Acquisition. In K. Wahba and L. England. *A Handbook for Arabic Language Teaching Professionals in the 21st Century* pp. 21-33.
- 2006 Generalizability: What are we generalizing anyway? To appear in M. Chalhoub Deville, C. Chapelle, & P. Duff (eds.) *Generalizability in Applied Linguistics: Multiple Research Perspectives* (pp. 209-220). Amsterdam: John Benjamins.
- 2006 Fundamentals of Second Language Acquisition. In *Language and Linguistics in Context*. H. Luria, D. Seymour, & T. Smoke (Eds.). Reprint of an article published in 2000. Lawrence Erlbaum Associates (pp. 43-60).
- 2005 Task-based interactions in classroom and laboratory settings. *Language Learning*. Pp. (with A. Mackey & L. Ross-Feldman)
- 2005 Attention when? An investigation of the ordering effect of input and interaction. *Studies in Second Language Acquisition* (with M. Alvarez Torres). 27, 1: 1-31.
- 2004 Conversation analysis and input-interaction. *The Modern Language Journal*., 88(4): 597-602.
- 2004 SLA: Where are we and where are we going? *Korean Journal of Applied Linguistics*. Volume 20, (2), 1-27.

- 2004 Context and second language acquisition. In S. Rott, J. Williams, B. VanPatten, & M. Overstreet. *Form-Meaning Connections*. Mahwah, NJ: Lawrence Erlbaum Associates. Pp. 77-90
- 2003 Differential effects of attention. *Language Learning*, 53(3). With Ildiko Svetics and Sarah Lemelin, pp. 495-543.
- 2003 Input and interaction. In C. Doughty and M. Long (eds.) *Handbook of second language acquisition*. Oxford: Blackwell Publishers pp. 224-255.
- 2003 Apples and Oranges: Or, Why Apples are Not Orange and Don't Need to Be. *Modern Language Journal*, 82,1. 83-90. Reprinted in *Controversies in Applied Linguistics*. Oxford: Oxford University Press, pp. 220-231.
- 2002 Frequency effects and second language acquisition: A complex picture?. *Studies in Second Language Acquisition*, 24: 249-260. (with A. Mackey).
- 2002 Introduction. In *Pedagogical Norms for Second and Foreign Language Learning and Teaching*. S. Gass, K. Bardovi-Harlig, S. Magnan, & J. Walz (eds.). (pp. 1-12). Amsterdam: John Benjamins.
- 2002 Interactionist perspectives in SLA. In R. Kaplan (ed.). *Handbook of Applied Linguistics*. Oxford: Oxford University Press (pp. 170-181).
- 2001 Sentence Matching: A Reexamination, *Second Language Research*, 17 (4): 421-441.
- 2001 Innovations in L2 research methods. In *Annual Review of Applied Linguistics*. M. McGroarty (ed.)
- 2001 Changing views of language learning. In BAAL Proceedings. *Multilingual Matters*. H. Trappes-Lomax (Ed.). *Change and Continuity in Applied Linguistics*. British Studies in Applied Linguistics 15.
- 2000 The Fundamentals of Second Language Acquisition. In *Handbook of Undergraduate Second Language Education*. J. Rosenthal (Ed.). Lawrence Erlbaum Associates (pp. 29-46).
- 2000 How do learners perceive implicit negative feedback? In *Studies in Second Language Acquisition*. (with A. Mackey & K. McDonough). 22.4. 471-497.
- 1999 Discussion: "Incidental" Vocabulary Learning. *Studies in Second Language Acquisition*, 21, 319-333.
- 1999 The effects of task repetition on linguistic output. *Language Learning*, 49 (4). 549-581. (with A. Mackey, Maria Alvarez, Marisol Fernandez).

- 1998 The role of interaction in native speaker comprehension of nonnative speaker speech. *Modern Language Journal*, 82, 3 (with Charlene Polio)
- 1998 Dancing a Waltz to Rock & Roll Music: Resolving Conflicting Discourse Expectations in Cross-cultural Interaction. (with Noel Houck). In *Studia Anglica Posnaniensia* ed. by Jacek Fisiak. pp. 131-140.
- 1998 The role of input and interaction in second language acquisition. *Modern Language Journal*, 82, 3,4-20 (with A. Mackey & T. Pica).
- 1998 Ahistoricity Revisited: Does SLA have a History? (with Catherine Fleck, Nevin Leder, Ildikó Svetics). *Studies in Second Language Acquisition*, 20.3.407-421.
- 1998 Apples and Oranges: Or, Why Apples are Not Orange and Don't Need to Be. *Modern Language Journal*, 82,1. 83-90.
- 1997 Cross-cultural back channels in English refusals: A source of trouble. In A. Jaworski (ed.) *Silence: Interdisciplinary Perspectives*. Berlin: Mouton de Gruyter. (with Noel Houck)
- 1997 Replication and Reporting: A commentary (with Charlene Polio), *Studies in Second Language Acquisition*, 19.4: 499-508.
- 1996 Transference and Interference. In *Contact Linguistics*. (H. Goebel, P.H. Nelde, W. Wolck eds.) Verlag Walter de Gruyter and Co. pp. 558-567.
- 1996 Second language acquisition and linguistic theory: the role of language transfer. In W. Ritchie and T. Bhatia (eds.) *Handbook of Language Acquisition*. New York: Academic Press. (29 pp)
- 1995 Universals, SLA, and language pedagogy. In L. Eubank, L. Selinker, and M. Sharwood Smith (eds.). *Festschrift for W. Rutherford*. Amsterdam: John Benjamins. (12 pp)
- 1996 Non-native refusals: a methodological perspective (with N. Houck). In S. Gass & J. Neu (eds.). *Speech Acts Across Cultures: Challenges to Communication in a Second Language*. Berlin: Mouton.(18 pp)
- 1996 Introduction to *Speech Acts Across Cultures* Berlin: Mouton (17 pp)
- 1995 Learning and teaching: The necessary intersection. In *Second Language Acquisition Theory and Pedagogy*, F. Eckman, Highland, Lee, Mileham, Rutkowski Weber (eds.). Hillsdale, NJ: Lawrence Erlbaum Associates. (18pp).

- 1994 The reliability of L2 grammaticality judgments. In E. Tarone, S. Gass and A. Cohen (eds.). *Research Methodology in Second Language Acquisition*. Lawrence Erlbaum Associates. (20pp)
- 1994 Introduction. *Research Methodology in Second-Language Acquisition*. Lawrence Erlbaum. (with E. Tarone & A. Cohen) (11 pp)
- 1994 Input, interaction and second language production. *SSLA*. 16.3.283-302 (with E. Varonis).
- 1993 Second-language production: SLA Research in Speaking and Writing. In *Research in Language Learning: Principles, Processes and Prospects*. A. O. Hadley (ed.) (with S. Magnan): Lincolnwood, Ill: National Textbook Company. (42 pp)
- 1993 Second language acquisition: past, present and future. *Second Language Research*, 9.2.99-117.
- 1993 English Language Teaching from a Learning Perspective. *Explorations and Innovations in ELT Methodology*. Chulalongkorn University: Bangkok, Thailand. (pp. 53-77)
- 1993 Interlocutor and Task Familiarity: Effects on Interactional Structure. In S. Gass and G. Crookes (eds). (with India Plough) *Tasks and Language Learning: Integrating Theory and Practice*. pp. 35-56.
- 1993 Introduction to *Tasks and Language Learning: Integrating Theory and Practice*. (with G. Crookes). Clevedon: Multilingual Matters. pp. 1-7.
- 1992 Introduction to *Language Transfer in Language Learning*: (with Larry Selinker), Amsterdam: John Benjamins (1-17)
- 1991 Grammar instruction, selective attention and learner processes. In R. Phillipson, E. Kellerman, L. Selinker, M. Sharwood Smith & M. Swain (eds). *Foreign/Second Language Pedagogy Research: A commemorative volume for Claus Faerch*. Clevedon: Multilingual Matters. (134-141)
- Miscommunication in non-native speaker discourse. In H. Giles and N. Coupland and J. Wiemann (eds). *The Handbook of Miscommunication and Problematic Talk*. Clevedon: Multilingual Matters. (121-145) (with E. Varonis)
- Accounting for Interlanguage subject pronouns. *Second Language Research*. 7.3. (with U. Lakshmanan) (181-203)
- 1990 Second and foreign language learning: same, different or none of the above? In B. VanPatten and J. Lee. *Second and Foreign Language Learning*. Clevedon, Multilingual Matters. (34-45)

- Interlocutor familiarity and task performance. *Second Language Research Forum*. H. Burmeister and P. Rounds (eds.) University of Oregon (with I. Plough)
- 1989 Incorporated repairs in NNS discourse. In *The Dynamic Interlanguage: Empirical Studies in Second Language Variation*. M. Eisenstein (ed.) Plenum. (with E. Varonis). (71-86)
- Introduction. In *Linguistic Perspectives on Second Language Acquisition*. S. Gass and J. Schachter (eds.). Cambridge: Cambridge University Press. (pp. 1-9)
- How do learners resolve linguistic conflicts? In *Linguistic Perspectives on Second Language Acquisition*. S. Gass and J. Schachter (eds.). Cambridge: Cambridge University Press. (pp. 183-199)
- Introduction. In *Variation in Second Language Acquisition (Volumes I and II)*. S. Gass, C. Madden, D. Preston and L. Selinker (eds). pp. 3-10 (Volume I) and 3-11 (Volume II).
- Second language vocabulary acquisition. In R. Kaplan (ed). *Annual Review of Applied Linguistics*. New York: Cambridge University Press. Pp. 92-106.
- Language Universals and Second Language Learning. *Language Learning*. 39.4. 497-534.
- 1988 Integrating research areas: a framework for second language studies. *Applied Linguistics*. 9.2.198-217.
- Second language acquisition and linguistic theory: the role of language transfer. In S. Flynn and W. O'Neil (eds.) *Second Language Acquisition and Linguistic Theory*. Dordrecht: Reidel Publishing Company. (pp. 384-403).
- 1987 Lexical constraints on syntactic acquisition. *Studies in Second Language Acquisition*. 9.2.233-252. (with J. Ard)
- The resolution of conflicts among competing systems: a bidirectional perspective. *Applied Psycholinguistics*. 8.329-350.
- 1986 An interactionist approach to L2 sentence interpretation. *Studies in Second Language Acquisition*. 8.1. 19-37.
- Sex differences in NNS/NNS interactions. In D. Day (ed) *Talking to Learn*. Rowley, Mass.:Newbury House. 327-351 (with E. Varonis)

- 1985 Task variation and nonnative/nonnative negotiation of meaning. In S. Gass and C. Madden (eds). *Input in Second Language Acquisition*. Rowley, Mass.: Newbury House. 149-161 (with E. Varonis)
- Introduction. In S. Gass and C. Madden (eds) *Input in Second Language Acquisition*. Rowley, Mass.: Newbury House. 3-12 (with C. Madden)
- Variation in native speaker speech modification to non-native speakers. *Studies in Second Language Acquisition*. 7.1.37-57 (with E. Varonis)
- Miscommunication in native/non-native conversation. *Language in Society*. 14.3.327-343. (with E. Varonis)
- Non-native/non-native conversations: a model for negotiation of meaning. *Applied Linguistics*. 6.1. 71-90. (with E. Varonis)
- 1984 A review of interlanguage syntax: language transfer and language universals. *Language Learning*. 34.2. 115-132.
- The effect of familiarity on the comprehensibility of non-native speech. *Language Learning*. 34.1. 65-89. (with E. Varonis)
- Development of speech perception and speech production abilities in adult second language learners. *Applied Psycholinguistics*. 5.1.51-74.
- Empirical evidence for the universal hypothesis in interlanguage studies. In *Interlanguage*. A. Davies, C. Criper and A. Howatt (eds) Edinburgh: University of Edinburgh Press.3-24.
- L2 acquisition and the ontology of language universals. In *Second Language Acquisition and Language Universals*. W. Rutherford (ed). Amsterdam: John Benjamins. 33-68 (with J. Ard)
- Translated into Russian as "Ovladenie vtorym jazykom i ontoligija jazykovx universalij" and reprinted in *Novoe v zarubezhnoj lingvistike. v. XXV Konstrastivnaja lingvistika*. V.P. Neroznaka and V.G. Gaka (eds). Moscow, USSR: Progress Publishers. (1989)
- 1983 Second language acquisition and language universals. In R. DiPietro, W. Frawley and A. Wedel (eds). *The First Delaware Symposium on Language Studies: Selected Papers*. Newark: University of Delaware Press. 249-260.
- Introduction. In S. Gass and L. Selinker (eds). *Language Transfer in Language Learning*. Rowley, MA: Newbury House. 1-18 (with L. Selinker)

Language transfer in language learning: a conference report. In F. Eppert (ed) *Transfer and Translation in Language Learning and Teaching*. Singapore: Singapore University Press. 5-26. (with L. Selinker)

The development of L2 intuitions. *TESOL Quarterly*. 17.2.273-291.

1982 The comprehensibility of non-native speech. *Studies in Second Language Acquisition*. 4.2.114-136 (with E. Varonis)

Sentence processing by L2 learners. *Studies in Second Language Acquisition*. 2.2.85-98.

Pragmatic and semantic constraints in Bikol relativization. *Linguistics*. 19.1095-1106.

The scope and function of language repair in foreigner discourse. *Interlanguage Studies Bulletin*. 6.1.112-120. (with Abunahleh et al.)

From theory to practice. In M. Hines and W. Rutherford. *On TESOL '81*. Washington D.C.: TESOL. 129-139.

1981 Predicting the distribution of relative clause types in discourse. *General Linguistics*. 21.1-10. (with J. Ard)

Variability in L2 experimental data. *Indian Journal of Applied Linguistics*. 6.1.85-98.

1980 L2 data: their relevance for language universals. *TESOL Quarterly*. 14.443-452. (with J. Ard)

An investigation of syntactic transfer in adult L2 learners. In R. Scarcella and S. Krashen (eds). *Research in Second Language Acquisition*. Rowley, Mass.: Newbury House. 132-141

1979 Language transfer and universal grammatical relations. *Language Learning*. 29.2.327-344.

Encyclopedia Articles

1999 Rewrite of "Second Language Acquisition: Conversation" in Concise Encyclopedia of Educational Linguistics. Elsevier Science.

1993 Rewrote/edited 18 articles for *World Book Encyclopedia*

1993 Entry entitled "Second Language Acquisition: Conversation" in 10 Volume Encyclopedia "Language and Linguistics" pp. 3716-3720.

Others (Working Papers, Conference Proceedings, Squibs)

- 1992 Training Applied Linguists for the Future. *IAL*.
- 1990 Participant relationship to task: effects on interactional structure. *PALM* (Papers in Applied Linguistics-Michigan) (with I. Plough)
- 1989 One child was named Ababis: Miscommunication and the non-native speaker. In *Papers in Applied Linguistics*. University of Alabama.
- 1987 L2 vocabulary acquisition *Proceedings from the Symposium on the Evaluation of Foreign Language Proficiency*. A. Valdman (ed.) Bloomington, Indiana.
- 1986 The resolution of conflicts in competing systems. *Papers in Applied Linguistics*. University of Michigan.

Reviews and Replies

- 2008 Review of *You're wearing that? Understanding mothers and daughters in conversation*. By D. Tannen. *Language*, 84 (2) 439-442.
- 1999 Review of Evaluating research articles from start to finish. *Studies in Second Language Acquisition*, 21 (3).
- 1990 Review of A. Tinkel. *Explorations in Language*. *Studies in Second Language Acquisition*. 12.368-369.
- 1989 Review of P. Meara. *Vocabulary Acquisition*. *Studies in Second Language Acquisition*.
- Review of A. Doff. *Teaching English: Trainer's Handbook and Teacher's Workbook*. *Studies in Second Language Acquisition*
- 1984 Discussion of Kumpf In W. Rutherford. *Second Language Acquisition and Language Universals*. Amsterdam: John Benjamins. 73-77 (with J. Ard)
- 1982 Review of Fisiak's "Theoretical Issues in Contrastive Linguistics". *Studies in Second Language Acquisition*. 5.1.131-134.
- Research notes. *TESOL Quarterly*. 16.2. 268-269.
- Reply to Silva. *TESOL Quarterly*. 16.1. 105-108 and 15.3. 352-356. (1981) (with J. Ard)
- 1980 Review of Arabski's "Errors as Indications of the Development of Interlanguage". *Language Learning*. 30.2.505-508 (with J. Ard)

KEYNOTE/FEATURED ADDRESSES

- 2008 Interaction Research: From description to explanation. 33rd International LAUD Symposium: Cognitive Approaches to Second/Foreign Language Processing: Theory and Pedagogy, March, Landau, Germany.
- 2008 Learning to talk like a teacher. English Education for Internationalization and Intercultural Understanding in 2008: Innovations and Challenge, Taipei, Taiwan, March.
- 2007 Teacher Talk: From Novice to Experienced, Plenary, Applied Linguistics Association of Brazil, Brasilia, July.
- 2006 Learning to talk like a teacher. Plenary, Pan-Pacific Association for Applied Linguistics. July, Chuncheon, Korea.
- 2006 Attention: When, where and for whom. University of Wisconsin.
- 2005 Task Design and Talk in Tasks, Washington University, St. Louis, November.
- 2005 From Research to the Classroom, Washington University, St. Louis, November.
- 2004 Language Teaching: Environment, Presentation & Complexity, 4th International Conference on English Language Teaching in China, Beijing, May.
- 2004 The role of attention in SLA: A tale of two studies, University of South Carolina
- 2003 SLA: Where are we and where are we going?, ALAK, Seoul, December
- 2003 SLA: What's it good for anyway?, SLRF, Tucson, October
- 2002 The perception of feedback by learners, February, Emory University
- 2002 The role of context in SLA. Conference on Form-Meaning Connections, University of Illinois, Chicago, February
- 2001 2001 SLA Odyssey: Where do we go from here?, Plenary, American Association for Applied Linguistics (AAAL), February.
- 2001 Learning and Teaching: What is the intersection? TESOL Conference, Mar del Plata, Argentina
- 2001 Perceptions and misperceptions of feedback in NS-NNS Interactions. Perth Round Table, Perth, Australia
- 2000 The perception of feedback, University of California, Davis, April.

- 2000 Second language learners' perception of feedback: Is all feedback created equal?, University of California, Berkeley, April.
- 1999 How do learners perceive feedback in task-based interaction?, U. of Illinois, April
- 1999 Changing views of language learning, British Association of Applied Linguistics, Edinburgh, September
- 1998 SLA: Where we are now: Paper presented at the 20th Anniversary celebration of *Studies in Second Language Acquisition*, Bloomington, Indiana.
- 1998 Second Language Acquisition: Classroom Implications and Applications, University of Pennsylvania, Conducting and Interpreting Teaching and Learning Research: What are the basics we need to know?, University of Pennsylvania
- 1998 Second Language Acquisition and Language Teaching: Do they intersect?, Penn State University. Distinguished Lecture Series
- 1997 Pan Asian TESOL Conference, Bangkok Thailand, Focus on Form, Focus on Meaning A role for Content-Based Instruction, January
- 1997 Spanish Language Acquisition Symposium, October 4, University of Texas, Austin, Environment and internal capacities: Where is the intersection?
- 1996 PacSLRF, Victoria University, Wellington, New Zealand, February, Garbage In, Garbage Out: The Theoretical and Descriptive Status of Input
- 1994 Task-based learning: What is it? and What can we do with it? The Barbara Gordon Lecture on Linguistics, Florida International University, Miami, February
- 1993 The many faces of input. SLA/FLL Conference, Purdue University February
- 1993 Models of SLA and Input Requirements. EUROSOLA Conference, Sofia, Bulgaria, June
- 1993 Research Issues in Foreign Language Acquisition, Teachers of Hebrew as a Foreign Language, University of Michigan, June
- 1993 Learning and Teaching: Or, Why we Need an SLA Course in an MA TESOL Program, University of Wisconsin-Milwaukee Linguistics Conference, October
- 1993 From Theory to Practice and Practice to Theory: Relating Second Language Learning to Language Teaching, Seventeenth Annual Conference on the Teaching of Foreign Languages and Literatures, Youngstown, Ohio, October
- 1992 SLA: Past, Present and Future, Australian Linguistics Institute, Sydney, Australia, July

- 1992 The Need to Win Fields and Influence Disciplines, Second Language Research Forum, Michigan State University, April.
- 1991 ELT Methodology from a Learning Perspective. Second Chulalongkorn University Conference on Language Teaching Bangkok, Thailand, December
- 1991 Second Language Acquisition: Looking Backwards, Looking Forwards. Ohio State University Foreign Language Conference Columbus, Ohio, October
- 1991 Language Universals vs. Input: A matter of interpretation, Regional English Language Center, Singapore, April
- 1988 Approaches to Language Universals: Will the Relevant One Please Stand Up? Second Language Research Forum, University of Hawai'i, March
- 1988 Conversation in the classroom. TESOL Summer Institute Flagstaff, Arizona, June
- 1987 A bidirectional perspective on second language acquisition. Pacific Linguistics Conference, Eugene, Oregon, February
- 1987 Integrating the strands of research, University of Hawai'i, TESOL Summer Institute, July
- 1985 Conversation in an L2: What can we say about acquisition?, Israel TESOL, Jerusalem, Israel, July
- 1982 Language transfer in language learning Regional English Language Center, Singapore, April

INVITED PRESENTATIONS/WORKSHOPS

- 2009 Interaction and language learning: Recent trends and classroom practices. Central Connecticut State University, April
- 2008 Teaching teachers to talk. Texas Tech University, January
- 2008 Interaction research, Western Michigan University, February
- 2006 Theoretical perspectives on the roles of input, interaction and output in SLA. AESLA, Madrid, Spain, March.
- 2005 Interaction research: Extending the methodological boundaries. Symposium at SLRF 2005, Columbia University, October. With A. Mackey.
- The roles of input, interaction, and output in SLA. AILA, Madison, WI (with A. Mackey)

- 2003 Attention: when, where for whom. Distinguished Lecture Series, Georgetown University, February. The role of context. AAAL, March.
- 2002 Interaction and task-based learning/teaching, Emory University, February.
- 2001 The Interaction Hypothesis and Task-Based Learning, Northwestern University, September.
- Comments on Context in Second Language Acquisition Research. University of Western Australia, Perth, June.
- Issues in SLA, Input & Interaction, and Task-based Teaching. Workshop at University of Mar del Plata, Argentina, April.
- 2000 Interaction and language teaching. Paper presented at TESOL, Vancouver
- 1998 Pragmatic Communication strategies. (with Noël Houck). Paper presented at TESOL, Seattle.
- The facilitative effect of interaction on native speaker comprehension of nonnative speaker output: A reevaluation (with Charlene Polio). Paper presented at PACSLRF, Tokyo.
- How do learners perceive feedback in task-based interaction? (with Alison Mackey). Paper presented at PACSLRF, Tokyo.
- The effects of task repetition and attention to form/meaning on linguistic output. (with Marisol Fernandez, Alison Mackey, India Plough, Charlene Polio), Paper presented at PACSLRF, Tokyo.
- 1997 Learning to disagree in a second language (with N. Houck) TESOL, Orlando
Combining internal and external factors in second language acquisition, AAAL, Orlando
Second language acquisition and the language classroom: Implications and Applications, ACTFL, Nashville
- 1996 Issues in we? University of Tromso, Norway, June
- Input and Interaction in Second Language Acquisition, University of Tromso, Norway, June
- Second Language Acquisition and Linguistics: One way or Two way street? University of Tromso, Norway, June
- Colloquium on SLA theory and Praxis, SLRF, Tucson, Arizona, October

- Discussant, Lexical acquisition, Association Internationale de linguistique appliqué, Jyväskylä, Finland, August
- Professional ethics in TESOL-related research: issues of replication (with C. Polio)
TESOL, Chicago, March
- The pragmatics of disagreement, Sociolinguistics Colloquium (with N. Houck) TESOL, Chicago, March
- 1995 Second language acquisition and language teaching: A necessary intersection? Doshisha Women's College, Kyoto Japan, January
- Second language acquisition, language universals and language teaching. JALT and LLA, Kyoto Japan, January
- The role of input and interaction in second language acquisition, Temple University Japan, Tokyo and Osaka
- Refusing in a second language (with Noel Houck), TESOL, Sociolinguistics colloquium Long Beach, California
- 1994 Research methods: the case of grammaticality judgments, Iowa State University, Ames, Iowa, July
- Input and interaction in second language acquisition, Jagellonian University, Second Language Acquisition Workshop, Krakow, Poland, June
- SLA models: Where does input fit?, Florida International University, Miami, February
- Input: Getting the Whole Picture, University of Edinburgh, Edinburgh, Scotland, February
- Anatomy of a Refusal, Speech Communication Association, New Orleans, Louisiana, November 20
- Search for Common Ground: The case of Refusals, Atlanta, Georgia, November
- 1993 Mentoring Graduate Students, ACTFL, San Antonio, November
- Task-based learning: Recent Issues, ACTFL San Antonio November
- The role of input in SLA, University of Arizona October
- The negotiation of expectations: Searching for common ground. (with N. Houck)
TESOL, Atlanta, April

- 1992 Grammar Instruction and Communicative Classrooms: Looking at the Learning Correlates, Finnish Summer School of Linguistics, Jyvaskala, Finland, June
- Input Considerations vs. Universal Grammar: Interpreting L2 Data, Finnish Summer School of Linguistics, Jyvaskala, Finland, June
- Miscommunication in NNS Interactions, Finnish Summer School of Linguistics, Jyvaskala, Finland, June
- SLA: Looking Towards the Future, Finnish Summer School of Linguistics, Jyvaskala, Finland, June
- Interpreting Second Language Data, Finnish Summer School of Linguistics, Jyvaskala, Finland, June
- Group Work in the Language Classroom, Finnish Summer School of Linguistics, Jyvaskala, Finland, June
- Grammaticality Judgments, Colloquium on Second Language Research Methods, AAAL, Seattle, February
- Preparing Applied Linguistics for the Future, AAAL, Seattle, February
- Non-Verbal Communication (with N. Houck), TESOL, Vancouver, March
- 1991 Grammar Instruction, University of Arizona, November
- Input and Universal Grammar, University of Oregon, November
- Miscommunication in NNS Discourse, Regional English Language Center, Singapore, April
- L2 Grammaticality judgments: can we trust them?, University of Pittsburgh, April
- 1990 Second Language Acquisition, University of Delaware, October
- Unique Explanations, Language and Cognition Colloquium, Northwestern University, November
- Vocabulary Acquisition, Temple University Japan, March-April
- Input and Interaction, Temple University Japan, March-April
- 1989 A Model of Miscommunication, Boston University Language Development Conference, October

- 1988 Miscommunication and the Non-Native Speaker, American University in Cairo, December
- Three Approaches to Language Universals, American University in Cairo, December
- Second Language Acquisition: The What, The How and the Why, American University in Cairo, December
- The Role of Grammar in a Language Program, American University in Cairo, December
- Structuring Group Work in the Language Classroom, American University in Cairo, December
- Talk Between Non-Native Speakers: Implications for the Classroom, American University in Cairo, December
- Modified input or interactional input?: The effect on subsequent non-native language production, Intereuropean Council, Dubrovnik, Yugoslavia, June
- The role of conversation in second language development. Intereuropean Council, Dubrovnik, Yugoslavia, June
- Can learners learn in group work? Michigan Foreign Language Association, Lansing, November
- 1987 A unified approach to second language acquisition, UCLA, Division of ESL, February
- The relationship between second and foreign language acquisition, Conference on Second Language and Foreign Language Learning, Champaign-Urbana, IL.
- Language Proficiency: The Lexicon. Symposium on Proficiency, Bloomington, IN.
- Can I learn if I just hear my classmates' mistakes?, TESL Ontario, Toronto
- 1986 Conversations in an L2, Michigan State University, July
- Conversational Analysis, TESOL Anaheim, California, March
- Assessing grammatical proficiency, ACTFL, Dallas, November
- 1985 Discourse analysis/pragmatics and second language acquisition, TESOL, New York, April
- Language transfer and linguistic theory. Conference on second language acquisition and linguistic theory, M.I.T. Departments of Linguistics and Foreign Languages and Literatures

A bidirectional approach to L2 sentence interpretation, Israel TESOL, Jerusalem, Israel, July

An integrative model of L2 acquisition, University of Ottawa
Conversation and second language acquisition, McGill University, Montreal, Concordia University, Montreal

The acquisition of syntax, semantics and pragmatics: an interactive approach, Indiana University

- 1984 Empirical evidence for the universal hypothesis in interlanguage studies, Symposium in honor of Pit Corder, Edinburgh University, Scotland
- 1983 Interlanguage syntax: state of the art, TESOL, Toronto
- 1982 L2 acquisition and the ontology of language universals, Conference on second language acquisition and language universals, University of Southern California
- 1981 Experimental research, TESOL Detroit

REFEREED CONFERENCE PAPERS (since 1985)

- 2008 The Effects of Captioning on Video-based Listening Activities in the Second Language Classroom, to be presented at AILA Congress, Essen, Germany, August. (with P. Winke and T. Sydorenko)
- 2007 Getting students to talk: preservice teacher intervention and learner output. Paper presented at the Fifth International Conference on Language Teacher Education, University of Minnesota (with Charlene Polio).
- 2007 The Effect of Rater Background on the Evaluation of Speech Samples. Paper presented at Language Testing Research Colloquium, Barcelona, Spain (with P. Winke and D. Reed).
- 2006 Inhibition and working memory capacity in a second language, EUROSOLA, Antalya, Turkey (with R. Roots & J. Lee).
- 2005 Preservice and Experienced Teachers' Perceptions of Feedback during Interaction. Paper presented at Voice and Vision in Language Teacher Education Conference, University of Minnesota, June (with C. Polio and L. Chapin)
- Perceptions of interactional feedback: Differences between heritage and non-heritage language learners. EUROSOLA, Dubrovnik, Croatia (with K. Lewis)
- 2003 Input and Interaction: When and in what order? Applied Linguistics Association of Korea, Seoul, December.

- Input and interaction: Combination and Ordering Effects, BAAL, Leeds, UK September.
- The role of setting in classroom and laboratory interaction. SLRF, October. Tucson, Arizona. With Alison Mackey and Lauren Feldman.
- Reconsidering essays as IEP placement tools. TESOL, Baltimore, March (with Pat Walters and Larry Zwier)
- 2002 Attention when? Paper presented at AILA (International Association of Applied Linguistics), Singapore. With M. Alvarez-Torres.
- 1999 Measuring grammaticality: A perennial problem (with I. Plough). American Association for Applied Linguistics, March
- NNS Hedges in Opinion Giving. Paper presented at International Pragmatics Conference on Pragmatics and Negotiation, (with Noël Houck) Tel Aviv Israel, June.
- 1998 Non-native speaker strategies for recovering from an uncomfortable moment (with Noël Houck). Paper presented at the International Pragmatics Association Conference. Reims, France, July.
- Pay attention to attention and beware of awareness (with C. Fleck, N. Leder, A. McCullough, and I. Svetics). Paper presented at Second Language Research Forum, University of Hawai'i.
- 1996 The significance of child L2 acquisition (symposium with J. Schachter)
- Association Internationale de linguistique appliqué, Jyväskylä, Finland, August
- Structure-based tasks: cognitive, social and linguistic perspectives (with P. Rounds & G. Samuda), Association Internationale de linguistique appliqué, Jyväskylä, Finland, August, and TESOL, Chicago, March
- Actions speak louder than words: Nonverbal behavior in cross-cultural encounters, International Pragmatics Association, Mexico City, July
- 1993 Long and short term learning effects of interaction (with E. Varonis) Association Internationale de linguistique appliqué, Amsterdam. August
- The role of input and interaction in acquisition (with E. Varonis) Second Language Research Forum, Pittsburgh, March
- Intercultural Communication: The case of refusals (with N. Houck) International Pragmatics Association, Kobe, Japan, July

- 1992 Negative Evidence: Is the Cup Half Empty or Half Full? (with I. Plough), PACSLRF, Sydney, Australia, July
- Once again with feeling: non-native speaker refusals. (with N. Houck), PACSLRF, Sydney, Australia, July
- 1991 The reliability of L2 grammaticality judgments (with A. Beretta), Second Language Research Forum, Los Angeles
- Syntactic constraints and the reliability of grammaticality judgments (with A. Beretta), American Association for Applied Linguistics, New York
- Methodological concerns in interlanguage refusals (with N. Houck), TESOL, New York
- Conversational analysis, TESOL, New York
- 1990 Miscommunication in NNS Discourse (with E. Varonis), Association Internationale de Linguistique Appliquee, Thessaloniki, Greece
- Another look at Interlanguage Subject Pronouns (with U. Lakshmanan), Internationale de Linguistique Appliquee, Thessaloniki, Greece
- Task Familiarity in Language Learning (with I. Plough), TESOL, San Francisco
- NNS Miscommunication (with E. Varonis), TESOL, San Francisco.
- Interlocutor Familiarity and Task Performance (with I. Plough), Second Language Research Forum, University of Oregon, Eugene
- Variation in input and interlanguage subject pronouns (with U. Lakshmanan), Second Language Research Forum, University of Oregon, Eugene
- 1989 Repairs, Incorporated Repairs and Second Language Development (with E. Varonis), Second Language Research Forum, UCLA, February
- Looking at the Teaching Performance of a Math T.A. (with M. Haynes, M. Wierich, W. Rittenberg), TESOL, San Antonio, March
- 1988 Conversational interactions and the development of an L2. (with E. Varonis), TESOL, Chicago
- Second and foreign language acquisition: same, different, or none of the above? AAAL, New Orleans, December
- 1987 Grammar instruction: to malign or not to malign, MLA, San Francisco.

Interaction, input and second language development (with E. Varonis), Second Language Research Forum, Los Angeles.

Task negotiation: verbal and non-verbal indicators. (with S. Fiksdal), TESOL, Miami

1986 An interactionist approach to L2 acquisition, TESOL, Anaheim

1985 Sex differences in NNS/NNS interactions. (with E. Varonis), TESOL, New York

Repairs in NNS discourse and the evidence for second language development. (with E. Varonis), AAAL Annual Meeting, Seattle

SERVICE (since 1987)

Department of English-Michigan State University

1987- Placement Committee

1987- English Language Committee

1988-90 Women's Studies Committee

1988-89 Policy Committee

1988-89 Search Committee, Applied Linguistics (Co-chair)

1988-89 Search Committee, American Literature

1989-90 Graduate Committee

1989-91 Search Committee, ELC lecturers (Chair)

1989-90 Search Committee, ELC Specialist

1991 Task Force on National Ranking

1991-93 Policy Committee

1991-92 Search Committee, Applied Linguistics (Chair)

1991 Bylaw Revision Committee

1991-92 Assignment to Research Committee

1994-95 Graduate Committee

1994-95 Salary Committee

1994-95 Search Committee for TESOL Position (Chair)

1995-96 Search Committee for Department Chair

1996-98 Policy Committee

Linguistics

2000-01 Search Committee for LCTL Coordinator, Chair

2001-03 Departmental Advisory Committee

2000-01 Admissions Committee, Linguistics

2001-02 MAALL, Admissions Committee

College of Arts & Letters-Michigan State University

1991 Applied Linguistics Committee

1992 Promotion and Tenure Committee

1999- Faculty Advisory Board, Matrix

2002 Chair, SLA Ph.D. Committee

University

1998 MAGB Awards Committee

1998 CASE Awards Committee

1997 Travel Committee

1998 UDP Selection Committee

2002 Centers and Institutes Outreach Advisory Committee

2002 Associate member of the Literacy Team for Phase I of the Teachers for a New Era project

2001- Steering Committee of e-lctl project.

SERVICE TO THE PROFESSION

OFFICES HELD

1981-83 TESOL, Committee on Research

1983 Nominating Committee, American Association for Applied Linguistics

- 1983-85 Research Special Interest Section, TESOL, Associate Chair (83-84), Chair (84-85)
- 1985-86 Vice-President (85-86) American Association for Applied Linguistics
- 1986 Chair, Annual meeting, American Association for Applied Linguistics, New York
- 1986-87 President, American Association for Applied Linguistics
- 1987-88 Executive Committee, American Association for Applied Linguistics
- 1989-1992 MLA, Executive Committee Divisional Board, Applied Linguistics
- 1989-1991 Task Force for the future of AAAL, Chair
- 1990-1992 TESOL Awards Committee
- 1990-1992 Chair, Committee for the Mary Finocchiaro Award for Excellence in Teaching
- 1994-95 Task Force for Long Range Planning, AAAL, Chair
- 1996 Abstract coordinator and reader for AAAL, Psycholinguistics/SLA
- 2000-01 Distinguished Scholarship and Service Award selection committee
- 2002-03 Distinguished Scholarship and Service Award selection committee
- 2002-08 President, Association Internationale de Linguistique Appliquée
- 2002-03 Ad hoc Committee for “Applied Linguistics as a Discipline”

Conferences Organized/Sessions Organized

- 1980-81 Chairperson, IXth Conference on Applied Linguistics, University of Michigan: Language Transfer in Language Learning
- 1982-83 Co-chair, Xth Conference on Applied Linguistics, University of Michigan: Language Input in Second Language Acquisition
- 1986-87 Co-Chair, XIth Conference on Applied Linguistics, University of Michigan: Language Variation in Second Language Acquisition
- 1991 Director, TESOL Summer Institute
- 1990-91 Co-Chair, Michigan State Applied Linguistics Conference on Theory Construction

- 1992 Faculty advisor, SLRF, Michigan State University
- 1991 Universals and Second Language Acquisition. American Association for Applied Linguistics, New York
- 1993 Issues in Classroom Research, AILA, Amsterdam
- 1994 Classroom Research, AAAL, Baltimore.
- 1997 Faculty advisor, SLRF, Michigan State University
- 2005 Interaction research (with A. Mackey), SLRF, Columbia University, NY.
- 2007 Multiple Perspectives on Interaction in SLA (with A. Mackey), AAAL, Costa Mesa, CA, April.

Editorial Positions

Board Member

Studies in Second Language Acquisition-Cambridge University Press

Pan-Pacific Association of Applied Linguistics (PPAAL). Seoul, Korea

Applied Linguistics-Oxford University Press. AILA representative.

International Journal of Applied Linguistics—Blackwell

Porta Linguarum—Granada, Spain (a consortium of 13 universities)

Eurosla Yearbook

Spanish Journal of Applied Linguistics

Editor

Studies in Second Language Acquisition-Cambridge University Press-Associate Editor (Reviews/state of the art)

External Examiner

Programs

University of Minnesota

Southern Illinois University, Department of Linguistics

Southern Illinois University, CESL

Western Association of Schools and Colleges (WASC), Accreditation Team at Monterey

Institute of International Studies

Iowa State University, Department of English

University of Arizona, Department of English

University of Maryland, School of Languages, Literatures and Cultures

Ph.D. Candidates

University of Toronto

University of Ottawa

University of Melbourne (Australia)

University of Leuven, Belgium

External Boards

Georgetown University, Center for Language Education and Development

Georgia Institute of Technology, Distance Learning and Professional Education

Reviewer

Reviewer for numerous journals and publishing companies.

Tenure and/or promotion reviewer for many universities.

Regular reader for AAAL conference.

Reviewer for scientific commissions (e.g., NSF, Israel-US Binational Science Foundation)

GRANTS

- 1981 Rackham funds for Language Transfer Conference (\$1000)
- 1982 CRLT grant for curriculum development of MA program in Applied Linguistics (with D. Keller-Cohen and J. Lawler) (\$4000)
- 1983 Rackham funds for Language Input Conference (\$800)
- 1984 American Council of Learned Societies grant for conference travel to Brussels (\$500)
Rackham funds for travel to conferences in Edinburgh and Brussels
- 1987 Rackham Grant/Fellowship (\$10,000)
Rackham funds for Variation in Second Language Acquisition Conference (\$1000)

1989-90 AURG, College of Arts and Letters, MSU

1989-1990 TESOL Summer Institute (\$15,000)

1990 National Science Foundation, Travel Grant

1993 Fund for international travel (MSU)

1996-2010 Title VI, Department of Education, National Foreign Language Resource Center
(with P. Paulsell).

2001-2003 South African Research Institute (with G. Smitherman). Spencer Foundation,
\$130,000. Provides outreach to South African faculty at University of North-
West.

2006-2007 ETS Grant with P. Winke to examine listener bias for new TOEFL

2006-2008 National Arabic Flagship, ≈\$1,000,000/year

2007 STARTALK; ≈\$44,000

Daniel J. Reed, Ph.D.

(Last updated 4-16-2009)

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East Lansing, MI 48824

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EDUCATION

Ph.D. 1991. Linguistics, Indiana University, Bloomington

Major Field: Applied Linguistics

Minor Field: General Linguistics

Dissertation: *An Empirical Investigation of the Relationship between Oral Proficiency Ratings and other Measures of Second Language Ability*

M.A. 1983. Applied Linguistics (TESOL), Indiana University, Bloomington

A.B. 1980. Telecommunications, Indiana University, Bloomington

PROFESSIONAL EXPERIENCE

August, 2005 – present. Head of Testing and Certification in the English Language Center (ELC) and the Center for the Support of Language Teaching (CSLT) at Michigan State University, and Language Assessment Specialist at Michigan State University's Center for Language Education and Research (CLEAR), a Title VI Language Resource Center. For CSLT, I am leading a world language proficiency testing program to serve colleges within the university, including the Residential College in Arts and Humanities, which has a proficiency-based language requirement for its students, and the College of Education, which has to satisfy a state requirement for oral proficiency testing as part of its language teacher education and certification program. I have also created digital versions of the Center for Applied Linguistics Simulated Oral Proficiency Interview tests and established a rater training and certification program in several languages, including French, German, Spanish, Russian, Japanese, Arabic, Mandarin, and Hebrew. In addition, grant writing and test development are also among my primary duties for CSLT. In the ELC, I am responsible for test development and for the testing of incoming international students for placement and admissions purposes, and for the assessment of the English proficiency of international teaching assistant candidates. I also conduct local workshops and hold office hours to provide guidance to ELC instructors on matters related to classroom assessment. At CLEAR I am in charge of designing and carrying out evaluations of the center's products, projects and services as well as developing proficiency assessments for less commonly taught foreign languages and conducting related research.

1991-June, 2005 [except for 1997-1999--see next paragraph] Assistant Professor and Researcher and associate member of the graduate faculty in the Department of TESOL and Applied Linguistics, Indiana University, Bloomington, IN. I taught graduate courses in language testing, survey of applied linguistics and syntactic theory primarily to teachers of English as a second language. In addition, I taught courses in English as a second language, as well as test preparation classes. My main research areas included oral-aural proficiency testing and language learning aptitude. I also engaged in major test development activities (see pages 2 and 3).

PROFESSIONAL EXPERIENCE (continued)

1997-1999. Director of Assessment, Center for Advanced Research on Language Acquisition, University of Minnesota. Supervised a team of five full-time staff. I was also an associate member of the graduate faculty in English as a Second Language. I managed the development of computer-based tests in French, German, and Spanish (the “Minnesota Language Proficiency Assessments”); I also conducted research on proficiency assessment, taught classes, led institutes on second language assessment topics and wrote grant proposals (see **Grants and Contracts** on pages 8 and 9).

1985-1991. Associate Instructor, Department of Linguistics, Indiana University, Bloomington. I also taught intermediate and advanced courses in English as a second language during the summers in Indiana University's Intensive English Program.

1986-1989. Assistant Research Scientist, Speech and Hearing Center, Indiana University.

1983. Adjunct Lecturer, City College, New York City. Taught English as a second language.

1981-1983. Associate Instructor, Department of Linguistics, Indiana University, Bloomington.

SELECTED MAJOR TEST DEVELOPMENT ACTIVITIES (1999-2005)

- 2005-present, lead developer of language proficiency assessments needed at MSU and not available commercially. This ongoing work includes the creation of online speaking proficiency tests of Korean and Mandarin, as well as a tape-mediated test of Hebrew, and a pencil-and-paper test of Thai reading ability.
- *Modern Language Aptitude Test-Elementary Spanish (MLAT-ES)*. The Spanish title of the MLAT-ES is *Prueba de Aptitud para Lenguas Extranjeras*, abbreviated *PALE*. (Copyright 2005 by Second Language Testing Foundation). Co-led development of this version of the MLAT-E for Spanish-speaking children along with Charles W. Stansfield. I am a co-author of the test with Dr. Stansfield and Dr. Ana Maria Velasco, Spanish Program Head at the Graduate School of Translation and Interpretation, Monterey Institute of International Studies. I am also co-author with Dr. Stansfield for the test manual. The test was based on John Carroll and Stanley Sapon's *Modern Language Aptitude Test (MLAT)*, and field tested in Costa Rica on more than 200 examinees. A norming study was conducted with about 1200 students in four Hispanic. The test is designed for use in the U.S. with English Language Learners (ELLs) in grades 3-7.
- *Pimsleur Language Aptitude Battery (PLAB)*. (Copyright 2004 by Second Language Testing Foundation). Prepared all materials for republication and co-authored an updated version of the PLAB Manual.
- *Modern Language Aptitude Test-Elementary (MLAT-E)*. (Copyright 2002 by Second Language Testing Foundation).). Prepared materials for republication, updated the Manual.
- *Defense Language Aptitude Battery (DLAB) II Project*. Participated as the language testing expert on a 3-member, interdisciplinary panel convened by the Center for Applied Linguistics to provide recommendations for the DLAB revision project. The 159-page final report included written commentary Dr. Robert Sternberg, Director of the Center for the Psychology of Abilities, Competencies, and Expertise at Yale University.

SELECTED MAJOR TEST DEVELOPMENT ACTIVITIES (1999-2005)(continued)

- *Federal Court Interpreters Certification Exam (FCICE)*. Served as coordinator, item writer, and item reviewer for the English section and participated in field testing and operational testing for this high-stakes examination developed and operated by the Administrative Office of the United States Courts (AOUSC).
- Persian-English Verbatim Translation Examination (VTE), Arabic-English VTE, Iraqi, Egyptian and Yemeni Listening-Summary Translation Examination. Participated in field testing, data entry, and analysis of field test data for these tests that were developed for the U.S. Government. Assisted in developing rater training kit and in writing of final reports.
- Additional activities: In association with Second Language Testing, Inc., I participated in item review and standard setting for an English proficiency test developed for the GED Testing Service; assisted in research on state policies for test accommodations for English language learners (ELLs); assisted in writing a final report on the results of a study of linguistic simplification of science test items (test accommodation); reviewed items for Mountain States consortium ESL test development project.

PUBLISHED MANUSCRIPTS (Refereed, and invited but refereed)

Reed, D. J. and Bowles, M. (2008) "A Life in Language Testing: An Interview with Charles Stansfield." *Language Assessment Quarterly* 5,4.

Reed, D. J. (2006) "Diagnostic Assessment in Language Teaching and Learning" *CLEAR News*, vol. 10, issue 2, Fall 2006. Published by the Center for Language Education and Research at Michigan State University, East Lansing, Michigan.

Reed, D. J. and Stansfield, C. W. (2004). "Using the Modern Language Aptitude Test to Identify a Foreign Language Learning Disability: Is it Ethical?" *Language Assessment Quarterly* 1,(2&3).

Stansfield, C. W. and Reed, D. J. (2004) "An Interview with John B. Carroll: The Story behind the Modern Language Aptitude Test." *Language Assessment Quarterly* 1,1.

Pawan, F. and Reed, D. J. (2003). The Texas Airport Cookies: "Pragmatic Variation from an Urban Legend." In K. Bardovi-Harlig, B. S. Hartford, and R. Mahan-Taylor (Eds.), *Teaching Pragmatics: A volume on the teaching of pragmatics in ESL/EFL written by teachers for teachers*. USIA. Available online (last accessed 4-27-05):
<http://exchanges.state.gov/education/engteaching/pragmatics.htm>

Reed, D. J. and Cohen, A. D. (2001) "Revisiting raters and ratings in oral language assessment." In C. Elder, A. Brown, E. Grove, K. Hill, N. Iwashita, T. McNamara, and K. O'Loughlin (Eds.), *Experimenting with Uncertainty: Essays in Honour of Alan Davies*. (pp. 82-86). Cambridge: Cambridge University Press.

Gradman, H. L. and Reed, D. J. (1997). "Assessment and Second Language Teaching." In K. Bardovi-Harlig and B. S. Hartford (Eds.), *Beyond Methods: Companion Components in Language Teacher Education*. (pp. 198-213). New York: McGraw-Hill.

Reed, D. J. and Halleck, G. B. (1997). "Probing Above the Ceiling in Oral Interviews: what's up there?" In A. Huhta, V. Kohonen, L. Kurki-Suonio and S. Luoma (Eds.), *Current Developments and Alternatives in Language Assessment: Proceedings of LTRC 96* (pp. 225-38). Jyväskylä, Finland: University of Jyväskylä and University of Tampere. .

Ke, C. and Reed, D. J. (1995). "An Analysis of Results from the ACTFL Oral Proficiency Interview and the Chinese Proficiency Test before and after Intensive Instruction in Chinese as a Foreign Language." *Foreign Language Annals*, 28, No.2, pp. 208-222.

Reed, D. J. (1992). "An empirical study of the relationship between criterion-based levels of oral proficiency and norm-referenced scores of general proficiency in English as a second language." *System*, vol. 20, No. 3, pp. 329-345.

Kewley-Port, D., Watson, C. S., Elbert, M., Maki, D., and Reed, D. (1991). "The Indiana Speech Training Aid (ISTRA) II: Training curriculum and selected case studies." *Clinical Linguistics and Phonetics*, vol. 5, No. 1, pp. 13-38.

Watson, C. S., Reed, D. J., Kewley-Port, D., and Maki, D. (1989). "The Indiana Speech Training Aid (ISTRA) I: comparisons between human and computer-based evaluation of speech quality." *Journal of Speech and Hearing Research*, vol. 32, 245-251.

Kewley-Port, D., Watson, C. S., Maki, D. and Reed, D. J. (1987). "Speaker-dependent speech recognition as the basis for a speech training aid." *Proceedings of 1987 IEEE ICASSP--International Conference on Acoustics, Speech, and Signal Processing*, Dallas, Texas, pp. 372-375.

ADDITIONAL MANUSCRIPTS AND TEST MATERIALS

Carroll, J. B., Sapon, S. M., Reed, D. J. and Stansfield, C. S. (2008). *Modern Language Aptitude Test Manual*. Rockville, MD: Second Language Testing, Inc.

Stansfield, Charles W. and Reed, Daniel J. (2005). *Modern Language Aptitude Test – Elementary: Spanish Version Manual*. Rockville, MD: Second Language Foundation.

Stansfield, Charles W., Reed, Daniel J. and Velasco, Ana Maria (2005). *Prueba De Aptitud Para Lenguas Extranjeras – Versión De Primaria*, (the *Modern Language Aptitude Test- Elementary: Spanish Version* (MLAT-ES)). Rockville, MD: Second Language Testing Foundation.

Reed, Daniel J. (2004). *Assessing Ability for Higher-Level Language Learning*. Review Paper Prepared for the Center for Advanced Study of Language, University of Maryland. Presented at a working session at the University of Maryland, August 16, 2004.

Pimsleur, P., Reed, Daniel J. and Stansfield, Charles W. (2004). *Pimsleur Language Aptitude Battery Manual*. Rockville, MD: Second Language Testing, Inc.

Reed, Daniel J. (2003) "Recommendations for a Revised DLAB: A Language Testing Perspective." Paper commissioned by the Center for Applied Linguistics for the Defense Language Aptitude Battery II Project. Appears in the Final Report issued by CAL in March, 2004.

Reed, Dan and Stansfield, Charles (Article, 2003). "Republication of the Pimsleur Language Aptitude Battery." *Language Testing Update*, Issue 33, p. 26.

Reed, Dan and Stansfield, Charles (Article, 2003). "Republication of the Elementary Version of the Modern Language Aptitude Test." *Language Testing Update*, Issue 33, pp. 53-57.

Reed, D. J. (Review, 2003). *Language Testing* by Tim McNamara. *Studies in Second Language Acquisition*. *Studies in Second Language Acquisition* 24, pp. 642-44.

Stansfield, C. W. and Reed, D. J. (White Paper, 2003). "Adaptation of the Modern Language Aptitude Test and the Pimsleur Language Aptitude Battery for Examinees whose First Language is Not English." White paper for SLTF, also presented at the East Coast Organization of Language Testers (ECOLT), March 20-21, 2003, Washington, D.C.

Sweet, G., Lentz, L. and Reed, D. J. (1999) *Developing Speaking and Writing Tasks for Second Language Assessment: A MLPA Miniguide for Assessment Development*. (20-page booklet). Minneapolis, MN: Center for Advanced Research on Language Acquisition.

Reed, D. J. (Review, 1994). A New Decade of Language Testing Research: Selected Papers from the 1990 Language Testing Research Colloquium. *Studies in Second Language Acquisition* 16:3.

Watson, C. S., Kewley-Port, D., Maki, D. and Reed, D. J. (Abstract). Evaluation of a speaker-dependent recognition metric as a substitute for human judgements of speech quality. *Journal of the Acoustical Society of America*, 79, S95, presented at the 113th meeting of the Acoustical Society of America Meeting, Indianapolis, IN, May, 1987.

CONFERENCE PRESENTATIONS

Reed, D. J., Park, O., and Ahn, S. (2009). Paper submitted for presentation at the American Association of Teachers of Korean 14th Annual Conference, to be held June 25-27 in Seattle, Washington.

Ahn, S., Park, O. and Reed, D. J. (2009). "Development and Validation of a Web-based Multimedia Korean Oral Proficiency Test." Presentation at the 30th Annual Language Testing Research Colloquium (LTRC), March 17 through Friday, March 20, 2009 in Denver, Colorado.

Reed, D. J. and Lentz, U. (2008). "Evaluating Oral Proficiency: Language Resource Center Tools for Teachers." Presentation at the American Council on the Teaching of Foreign Languages (ACTFL) 2008 program in Orlando, FL November 21-23, 2008.

Reed, D. J. and Stansfield, C. W. (2008). "A History of Foreign Language Aptitude Testing in the US Military." Paper presented at the History of Education Society 2008 Annual Meeting, St. Petersburg, FL, November 6-9, 2008.

Reed, D. and Hoopingarner D. (2008). "Online Language Portfolios: A Dynamic Display of Learning." Presentation at the Michigan World Language Association annual conference, Lansing, MI, October 23-24.

Reed, D. J. (2007). "A Unified Model for Assessing Competency in Less Commonly Taught Languages." Poster presented at the East Coast Organization of Language Testers (ECOLT), November 2-3, 2007, Washington, D.C.

Winke, P. M., Gass, S. M. and Reed, D. J. (2007). "The Effect of Rater Background on the Evaluation of Speech Samples." Presentation at the 29th Annual Language Testing Research Colloquium (LTRC), June 9-11, 2007, Barcelona, Spain.

Reed, D. J. and Stansfield, C. W. (2006). "A Higher-Level Modern Language Aptitude Test." Presentation accepted for the 28th Annual Language Testing Research Colloquium (LTRC), June 28-July 1, 2006, Melbourne, Australia.

Reed, D. J. (2005). "Assessing Aptitude for Higher-Level Language Learning." Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL) 2005 program in Baltimore, MD November 18-20, 2005.

Hoopingarner, D. J. and Reed, D. J. (2005). "Online Approaches for Assessing LCTL Oral and Pragmatic Skills." Presented at the ACTFL 2005 program in Baltimore, MD Nov. 18-20, 2005.

Reed, D. J. and Stansfield, C. W. (2005). "Creating a Modern Language Aptitude Test for Spanish-Speaking Children." Poster presentation at ACTFL 2005 program in Baltimore, MD Nov. 18-20, 2005.

Reed, D. J. and Stansfield, C. W. (2005). "Introducing the Modern Language Aptitude Test for Spanish-Speaking Children." Poster presentation at the 27th Annual Language Testing Research Colloquium (LTRC), July 20-22, 2005, Ottawa, Canada.

Reed, D. J. (2004). "Assessing Aptitude for Higher-Level Language Learning." Paper presented at the East Coast Organization of Language Testers (ECOLT), October 29, 2004, Washington, D.C.

Stansfield, C. W. and Reed, D. J. (2004). "Creating a Modern Language Aptitude Test for Spanish-Speaking Children." Poster presented at the East Coast Organization of Language Testers (ECOLT), October 29, 2004, Washington, D.C.

Reed, D. J. and Stansfield, C. W. (2004). "An Adaptation of the Modern Language Aptitude Test for Spanish-Speaking Children." Presentation at the 26th Annual Language Testing Research Colloquium (LTRC), March 24-28, 2004, Temecula, California.

Reed, D. J. and Stansfield, C. W. (2003). "The Modern Language Aptitude Test Adapted for Spanish Speaking Children." Paper presented at the 5th annual conference of the Midwest Association of Language Testers (MwALT), October 18-19, 2003, Purdue University, West Lafayette, Indiana.

Reed, Daniel J. "Recommendations for a Revised DLAB: A Language Testing Perspective." Invited presentation at the Defense Language Institute Foreign Language Center, Monterey, California, October 1 and 2, 2003.

Reed, D. J. and Gradman, H. (2003). "Masking Speech with Speech: An Upgraded Noise Test." Paper presented at the Annual Conference of the American Association for Applied Linguistics (AAAL), March 22-2, 2003, Arlington, Virginia.

Stansfield, C. W. and Reed, D. J. (2003). "Adaptation of the Modern Language Aptitude Test for Examinees whose First Language is Not English." Presented at the East Coast Organization of Language Testers (ECOLT), March 20-21, 2003, Washington, D.C.

Stansfield, C. W. and Reed, D. J. (2002). "Steps in the Republication of the Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (PLAB)." Presentation at the Language Testing Research Colloquium (LTRC), December 12-15, 2003, Hong Kong.

Reed, D. J. and Stansfield, C. W. (2002). "The use of the MLAT in the assessment of foreign language learning disability - What's at stake?" Invited presentation at Language Assessment Ethics Conference in Pasadena, California, May 16-18, 2002.

Reed, D. J. (1999) "Comparisons between performances on, and attitudes toward, computer-based and pencil-and-paper versions of second language reading proficiency instruments." Accepted for presentation at the 12th World Congress of Applied Linguistics in Tokyo, Japan, but canceled due to budgetary and scheduling reasons.

Halleck, G. B. and Reed, D. J. (1999) "Rating the VOICI: Alternative methods." Presented at the Language Testing Research Colloquium (LTRC) , July 28-31, Tsukuba, Japan.

Hoyt, S. V. and Reed, D. J. (1999) "Curriculum and Assessment Choice in a Web-Based Course." Presented at CALICO 1999, June 1-5, Oxford, Ohio.

Cohen, A. D. and Reed, D. J. (1999) "The remarkable role of raters in oral language assessment." Presented at the Annual Conference of the American Association for Applied Linguistics. March 6-9, Stamford, Connecticut.

Reed, D. J. and Kenyon, D. M.. Developing Proficiency-based assessment instruments at two national research centers. Presented at the 1998 ACTFL Annual Meeting in Chicago, IL.

Halleck, G. B. and Reed, D. J. (1998). Prompt-by-prompt validation of a video-mediated test of oral proficiency. Paper presented at the 1998 meeting of the American Association for Applied Linguistics (AAAL) in Seattle, Washington.

Alcaya, C., Jacobs-Cassuto, M., Holzner, M., Lentz, U., Sweet, G. and Reed, D. J. (1998). The Development of Second Language Graduation Proficiency Tests in Reading and Writing. Poster Presentation given at the 20th Language Testing Research Colloquium (LTRC) in Monterey, California, March 9-12 1998.

Reed, D. J. and Halleck, G. B. (1997). The relationship between interviewer style and OPI ratings at three levels of proficiency. Paper presented at the 1997 Language Testing Research Colloquium (LTRC) in Orlando, Florida.

Halleck, G. B. and Reed, D. J. (1997). The empirical relevance of elicitation technique in oral interviews. Paper presented at the Thirty-first Annual TESOL Convention and Exposition in Orlando, Florida.

Reed, D. J. and Halleck, G. B. (1996). Probing Above the Ceiling in Oral Interviews: what's up there? Paper presented at the 1996 Language Testing Research Colloquium (LTRC) in Tampere, Finland.

Reed, D. J. and Gradman, H. (1996). A Longitudinal Analysis of Holistically-Assessed Writing Proficiency. Symposium paper presented at Eleventh World Congress of Applied Linguistics (AILA) in Jyvaskyla, Finland.

Reed, D. J. (1995). Writing assessment: Multiple-choice items versus holistic evaluation. Presented at the Annual TESOL Convention and Exposition in Long Beach, California.

Reed, D. J. and Ke, C. (1995). Multiple-choice and Oral Interview Assessment of Proficiency Gains before and after Intensive Instruction in Chinese as a Foreign Language. Paper presented at the 1995 meeting of the American Association for Applied Linguistics (AAAL) in Long Beach, California.

Reed, D. J. (1993). Interpreting the Empirical Relationship between Indirect and Direct Assessments of Second Language Academic Writing Ability. Presented at 1993 symposium: Research Perspectives in Adult Language Learning and Acquisition (RP-ALLA) in Columbus, Ohio.

Reed, D. J. (1993). Procedures for Improving the Predictive Value of Indirect Tests: a study based on Scores from the OPI and Essays scored on the TWE scale, and an Item-by-Item Analysis of a Multiple-Choice Examination. Poster presentation at 1993 Language Testing Research Colloquium (LTRC) in Cambridge, United Kingdom.

Reed, D. J. (1992). Computer-based Systems for Pronunciation Practice: assessing what the technology can do, and what it can't. Paper presented at Midwest TESOL Convention. Indianapolis, Indiana.

INVITED PRESENTATIONS

Reed, Daniel J. Invited workshop on SOPI rating, to be conducted at the annual MSU Workshop for Teachers of Japanese, to be held on Friday, June 19, 2009

Reed, Daniel J. Invited talk, "Revisiting Proficiency-based Assessment in the Foreign Language Classroom—Returning to the Fundamentals with an Eye on Technology." College of Du Page, Naperville, IL, October 5, 2007.

Reed, Daniel J. Keynote Presentation, "Integrating technology and assessment in language teaching and learning." Presented at 2007 Workshop for Teachers of Chinese, Japanese and Korean held on June 22, 2007 at Michigan State University

Reed, Daniel J. Invited talk, "Speaking proficiency: A framework for assessment" Invited presentation for World Languages Day at Michigan State University, April 21, 2007.

Reed, Daniel J. Invited talk, "Current and Future Approaches for Assessing Language Skills Online." Presented at World Languages Day at Michigan State University, April 22, 2006.

Reed, Daniel J. Invited talk, "The Psychology of Aptitude for Second Language Learning: Implications for Models of SLA and Applications for Social Good." University of Illinois, Urbana-Champaign, April 25, 2005.

Reed, Daniel J. Invited talk on the Modern Language Aptitude Test. Monterey Institute of International Studies, Monterey, California, October 3, 2003.

Reed, D. J. and Gradman, H. L., "Computer-based speech training in English as a second language." Presentation at Indiana University's Summer Leadership Forum, Indiana University-Purdue University, Indianapolis, Indiana, June 6, 2003.

Andrew Cohen and Dan Reed. "Rating oral language: Does it call for an impossible balancing act?" CARLA Noon Time Presentation, October 8, 1999.

Dan Reed and Bill Johnston. "Testing Reading Comprehension." Brown bag talk at Indiana University, Program in TESOL and Applied Linguistics, 1996.

Dan Reed . "Variability and stability in oral proficiency assessment." CARLA Noon Time Presentation, October 1, 1997.

"A Chat with the CARLA Assessment Team: A Discussion About the Projects and Services They Provide" ESL Forum presentation by Cheryl Alcaya (substituting for Dan Reed, who was ill and unable to attend) and the CARLA Assessment Team on Wednesday, December 3, 1997 12:10 - 1:10 p.m in the Dinky Dome at the University of Minnesota.

GRANTS AND CONTRACTS

A. *External Funding*

“Improving and strengthening proficiency-based testing in foreign languages using computer adaptive testing technologies.” U.S. Department of Education under the International Research and Studies Program (CFDA No. 84.017A). (1995-1999). I was appointed as Principle Investigator in January, 1998 after the original director had left the university. I managed the project through completion of the final report, which was submitted in September, 1999. **\$301,777**

“Computer adaptive testing project.” U.S. Department of Education under the Title VI National Language Resource Centers Program (CFDA No. 84.228). (1996-1999). I was coordinator for this project from 1997 until its completion in 1999. **\$209,329**

“Virtual Assessment Center” U.S. Department of Education under the Title VI National Language Resource Centers Program (CFDA No. 84.229). (Submitted March 31, 1999). I wrote this proposal to be included in the center’s proposal of 5 interrelated projects. The NLRC funding was successfully renewed, but all NLRC budgets were cut so that two more centers could be added. My project’s budget was about **\$50,000**; I left the University of Minnesota before it actually started.

B. *Internal Funding*

University of Minnesota

- College of Liberal Arts Instructional Technology Fees Committee proposal "Computer Administration of Entrance and Graduation Proficiency Tests in Second Languages: Facilitating Student Access and Test Delivery for the Direct Benefit of CLA Students" written with the Assessment Team of the Center for Advanced Research in Language Acquisition (CARLA), submitted 1/29/98 and fully funded for **\$45,289.45**

GRANTS AND CONTRACTS (continued)

- Small Grants Program for Technology Enhanced Learning, sponsored by the Executive Vice President and Provost's (EVPP) Office, proposal "Technology-Enhanced Learning Informed by Fundamental Principles of Language Testing: Writing, Assessment, and Feedback to Students on Computer." Submitted 1998 and fully funded in the amount of **\$9,950**
- College of Liberal Arts technology fees for Improvement of Access to Computing Facilities for the CLA Instructional Technology Fees, “Elliott Hall, ADCS Computing Lab Proposal, a collaborative proposal by the Academic Distributive Computing Services (ADCS) lab located on the main floor of Elliott Hall, the Center for Advanced Research on Language Acquisition (CARLA), the CLA Testing Center and the Department of Psychology.” Submitted May 1, 1998 and fully funded in the amount of \$98,552 (the CARLA-specific portion was **\$24,438**).

Indiana University

- Technology Assessment Grant, “Computer-based speech training in English as a second language.” Office of the Vice President for Information Technology and Chief Information Officer. January, 2002. **\$4,979**

Michigan State University

- College of Arts and Letters Undergraduate Research Initiative. Spring, 2007. **\$1,250**

SPECIAL CREDENTIALS, MEMBERSHIPS, SERVICES

- 2004, 2002 Spring semesters. EFL assessment consultant for online course: “Topical Workshop in Language Education: EFL/ESL Assessment.” Indiana University School of Education.
- 2003. Invited to serve on a three-member panel of international experts on language aptitude for a workshop held at the Defense Language Institute Foreign Language Center, Monterey, California, October 1 and 2, 2003. Commissioned to write a paper and to participate in the workshop with co-panelists Peter Robinson and William Strickland. Commentary for the final report was provided by Robert Sternberg.
- 2003. Invited to be a member of the board of trustees of the Second Language Testing Foundation.
- 2003. Elected to the Nominating Committee for the International Language Testing Association (ILTA).
- 1997. President of the Indiana State Affiliate of Teachers of English to Speakers of Other Languages (INTESOL).
- 1996. Vice-President of the Indiana State Affiliate of Teachers of English to Speakers of Other Languages. Organized the Eighteenth Annual INTESOL Conference.
- Reviewer for *Studies in Second Language Acquisition*.
- Reviewer for *Language Learning*.
- Reviewer for *Language Testing*.
- Reviewer for *Language Assessment Quarterly*.
- Reviewer for Newbury House Distinguished Research Award.
- Certified by ACTFL as Oral Proficiency Tester (ESL version of OPI).
- Memberships: International Language Testing Association (ILTA); Teachers of English to Speakers of Other Languages (TESOL), Indiana TESOL (INTESOL), American Council on the Teaching of Foreign Languages (ACTFL), The American Association for Applied Linguistics (AAAL), The International Association of Applied Linguistics (AILA).
- Languages: Strong familiarity with Spanish and French.
- Service on numerous departmental and campus-wide committees focused on language education issues at the University of Minnesota.
- 1991. Nominated to Pi Lambda Theta, an International Honor Society and Professional Association in Education

Wafa N. Hassan

E-mail address: hassanw@msu.edu

EDUCATION CREDENTIALS

2004: a doctorate degree in Education, The George Washington University, Washington DC, Graduate School of Education and Human Development with specialty in Bilingual Education.

1993: a master's degree in Education, The George Washington University, Graduate School of Education and Human Development, Washington DC, with specialty in Reading Management, Classroom and Clinic.

1985: a bachelor's degree in Art, School of Art, King Saud University, Riyadh, Saudi Arabia.

ACADEMIC EXPERIENCES IN EDUCATIONAL INSTITUTIONS

With over twenty years of commitment to excellence in teaching and academic administrative experiences in different institutions of education, I have been able to advance my professional expertise through a variety of successful services while assigned to the following positions:

2/27/07 – Now: Michigan State University: East Lansing, Instructor and Coordinator, Arabic Language Instructional Flagship Program, Department of Linguistics and Languages.

4/1999- 2/15/07 Islamic Saudi Academy-Pre K-12: Alexandria, VA, Director of Education Department, Accreditation and School Improvement Team leader, Pre K -12 Curriculum Supervisor, Elementary Coordinator, Arabic Reading Specialists, Homeroom Teacher for a dual Instructional language class (Arabic/English)

Summer 2000-2006: George Washington University: Washington DC, Summer Institutes, Instructional Trainer for Teachers of Arabic language/ Bilingual teachers, National Capital Language Resource Center.

Georgetown University: Washington DC, Summer Institutes, Instructional Trainer for Teachers of Arabic language and Bilingual program teachers.

Center for Applied Linguistics: Washington DC, Instructional Trainer and Material Developer in the area of teaching Arabic language.

1/94 – 6/94 PELAVIN Associate, INC. Washington DC: Conducting Research and Center Planning for the establishment of the Assessment and Skills Development Center in Jeddah, Saudi Arabia.

1/95 – 7/98 Maharat Center for Cognitive and Skills Development: Jeddah, Saudi Arabia, Assessment and Educational Therapist helped students with difficulties in Language Learning and Reading.

7/86 – 12/90 Secondary School, Dammam, Saudi Arabia, teacher and Academic Counselor for high school students.

8/85 – 7/86 Secondary School, Safwa, Saudi Arabia, Academic Counselor for high school students.

PROFESSIONAL ACTIVITIES IN THE FIELD OF ARABIC LANGUAGE TEACHING

- Co-author of the Arabic K-16 Standards for Foreign Language Learning in the 21st Century, which was published for the first time in year 2004.

- Developed and presented Arabic high school standard based curriculum includes thematic units and activities covered all language skills. This curriculum is being piloted by number of high schools in the US.
- STARTALK program team leader for twelve programs across the nation. Also serves on the advisory board for STARTALK program.
- Developed and administered STARTALK summer institutes for teachers and students of Arabic, summer 2007 and 2008
- Establishing Arabic classrooms libraries in more than 18 schools in the state of Michigan as an outreach project through the college of Letters and Arts and STARTALK program 2008.
- Teaching advanced Arabic classes at Michigan State University Fall 2008 and spring 2009.
- Participated in developing the Arabic major and minor program design at Michigan State University, Linguistics and Languages Department. The program will start fall 2009.
- Served on the committee for reviewing the Qualifying Arabic Test and Standards for the Preparation of Teachers of Arabic in the State of Michigan.
- Developed and presented a Pre-workshop at the 4th ACTFL Annual Convention and Exposition Conference, Discover Languages, on the subject of Arabic K-12: Learner –Centered Activities to Meet the National Standards, Nashville, TN, November, 16-19, 2006
- Conducted a Summer Teacher Institute Training on the subject of Teaching Students of Arabic as a Foreign or Heritage Language with Learning Disabilities, Strategies to Meet the Challenge, National Capital Language Resource Center (NCLRC) Washington DC. June 30, 2006.
- Conducted a Summer Institute for Language Teachers on the subject of Teaching Arabic K-12, National Capital Language Resource Center (NCLRC) Washington DC 2005.
- Presented a seminar on Teaching Arabic to Students with Special Needs at the American Council on the Teaching of Foreign Languages (ACTFL) Annual Conference, Baltimore, MD. November 18-21, 2005.
- Developed and Implemented Arabic as a Second Language Program at the Islamic Saudi Academy, Alexandria, VA. 2004
- Developed assessment materials and tools to evaluate language skills development in Arabic.
- Conducted a Summer Institute for Teachers of Arabic Language, on the subject of Teaching Arabic K-12: Materials and Methods, National Capital Language Resource Center (NCLRC) Washington DC 2004.
- Presented a workshop at the Northeast Conference on the Teaching of Foreign Languages on the subject of Teacher Education for Arabic K-12, New York, NY. November 20, 2004.
- Conducted a Summer Institute for Language Teachers on the subject of Effective Teaching Strategies-Arabic K-12, National Capital Language Resource Center (NCLRC) Washington DC 2003.

- Conducted a Summer Institute for Language Teachers on the subject of Teaching and Learning Strategies-Arabic K-12, National Capital Language Resource Center (NCLRC) Washington DC 2002.
- Evaluated the Dearborn, MI Arabic as Foreign Language Curriculum K-5 and in the process of developing Arabic Curriculum Mapping and Lesson Plans for the Dearborn's Arabic Foreign Language Program.
- Conducted many in-service training workshops for teachers of Foreign Languages to prepare them for the Certification and school accreditation process, Alexandria VA,
- Presented many other workshops for parents and teachers of Arabic language students in the United States and in the Middle East on variety of subjects such as learning strategies, motivation, learning styles, and language teaching.

PUBLICATIONS

- Author: Inclusion of ELL in General Education, What Pre-Service teachers think. November, 2008.
- Author: Co-author: Standards for Learning Arabic K-16 in the United State. Standards for Foreign Language Learning in the 21st Century. Third Edition: Revised including Arabic Standards, Council on the Teaching of Foreign Languages (ACTFL) 2006. ISBN # 0-9705798-1-0.
- Articles in Educational Periodical Newsletters and Magazines, such as: Teaching Learning Strategies, Arabic K-12 Network – National Capital Language Resource Center – Washington DC.
- Articles in foreign newsletters: Learning Centers Newsletter, Jeddah, Saudi Arabia “Together for Bright Future” on many subjects such as (Dyslexia and Language Learning)
- Co-Translator of the Essentials of Language Teaching, on Line Resource Guide for Teachers of Arabic language, Arabic K-12 Network, NCLRC, Washington DC.
- Co-Reviewer of the First Draft of the Arabic Language Standard Assessment Measure of proficiency (STAMP) developed by the Center for Applied Linguistics and the National Capital Language Resource Center.

RESEARCH

- Perceptions of Pre-Service Teachers Regarding Inclusion of English Language Learners with Special Needs in General Education, Washington DC, July 17, 2004.
- Research study comparing the Spanish Education System to the Education System in the United States, August 2000.
- Qualitative research: a Case Study of a Dual Language Instructional Program Arabic/English, presented the first time at the Saudi Academy, 1999-2000.
- Research Analyst: analyzed a series of data collected by a survey of perceptions of pre-service teachers from the Washington DC metropolitan area regarding Inclusion of Language Learners with Special Needs in the General Education.
- Research in Alternative Assessment Practices, Washington Dc, 1999.
- Quantitative Research: analyzed a series of data collected by a survey using SPSS to compare aptitudes of a group of male and a group of female workaholics. Washington DC, 2000.

SCHOLASTIC HONORS AND AWARDS

- Received a full scholarship for outstanding academic performance for the Doctorate Degree Program of Study at The George Washington University, Washington DC.
- Award of Achievement from the Reading Center at the George Washington University, 1989-1992 Washington DC.
- Dean's List, The George Washington University, Washington DC.
- The Dean's Award of Achievement, The George Washington University, School of Education and Human Development, granted May 1993.
- Award of Extra Ordinary Teacher, the Reading Center, The George Washington University, Washington DC, 1992.

PROFESSIONAL TRAINING AND CERTIFICATIONS

Through out the years, I have been able to advance my professional expertise by participation in variety of career-related seminars, workshops, conventions and in-service training programs:

- STARTALK grant leadership workshop, in Elements for High-Quality Arabic and Chinese Languages Programs: Building the Infrastructure, College Park, MD 2007.
- Certificate of attendance the Annual Conventions and Expositions of the American Council on the Teaching of Foreign Languages, Nashville, TN 2006, Baltimore, MD 2005 - Philadelphia, PA 2004.
- Certificate of attendance a training course in preparing education leaders for accreditation quality assurance visits, Southern Association for Colleges and Schools (SACS) 2005 Williamsburg, VA. 2005
- Certificate of attendance the Annual Bilingual Special Education Conference, George Washington University, Washington DC 2003
- Certificate of Participation in the American University Teachers of English Speakers of Other Languages (TESOL) workshop "Meet Your Students" 2002
- Certificate of attendance the Annual Convention and Exposition of Teachers of English Speakers of Other Languages (TESOL) St. Louis, Missouri, 2001
- The Bilingual Education Professional Development Certificate, Understanding the Impact of Language Loss on Literacy for the CLD Child, George Washington University, Washington DC. 2001
- Virginia Teacher Certification with endorsement in Reading Specialists 1994
- National Association of State Directors of Teacher Education and Certification (NASDTEC) 1993
- National Counsel for Accreditation of Teacher Education (NCATE) 1993
- Certificate of Proficiency, Wechsler Intelligence Scale, Arabic/English 1993
- Certificate of Achievement in Reading Progress Management, George Washington University, Washington DC. 1992
- Professional Operational, Academic, and Staff Development, George Washington University, Washington DC. 1992
- The Reading Center, Arabic Program Certificate of Achievement, George Washington University, Washington DC. 1992

- Certificate of attendance a training course in Early Diagnosis and Early Intervention 1997.
- Certificate of attendance a training course in Touch Your Potential 1997.
- Certificate of attendance a training course in Special Education, Amman, Jordan. 1997
- Certificate in Educational Leadership, Ministry of Education, Saudi Arabia, 1988.
- Certificate of attendance a training course in computer programming and operating system 1988.

EDUCATIONAL ORGANIZATION MEMBERSHIP

- American Council for the Teaching of Foreign Languages (ACTFL)
- American Association of Teachers of Arabic (AATA)
- Teachers of English Speakers of Other Languages (TESOL)
- National Capital Language Resource Center (NCLRC)
- Center for Applied Linguistics (CAL)
- Associate for Supervision and Curriculum Development (ASCD)
- American Councils for International Education
- Arabic K-12 Network

My Work has been acknowledged by:

- Office of English Language Acquisition, United States Department of Education
- OELA Newslines, National Clearinghouse for English Acquisition
- National Foreign Language Institution, United States
- Language Link Online Newsletter, Center for Applied Linguistics (CAL)
- American Council for the Teaching of Foreign Languages (ACTFL)
- Arabic K-12 Network
- The Arabic K-12 Teachers' Newsletter
- National Capital Language Resource Center (NCLRC)
- Department of Education, Saudi Arabia

Position Descriptions

The project director, Margaret Malone, will have supervisory responsibility for all matters pertaining to the project. She will oversee the day to day work of project staff and will collaborate with them to draft, review, revise and finalize both products, the MRTP-MSA and the companion online tutorial. In collaboration with the Project Coordinator, Victoria Nier, Assessment and Evaluation Consultant Daniel Reed and Arabic language specialist, Wafa Hassan, she will draft and design all focus group and stimulated recall materials. She will also oversee the work of partners and consultants, as well and data collection, handle communication with the Department of Education, monitor internal administrative functions and the budget, collaborate in the writing of reports and all project materials, and prepare materials for dissemination about the project.

The project coordinator, Victoria Nier, will implement day-to-day tasks and procedures. She will plan and schedule subtasks, coordinate data collection, oversee the production of final materials, coordinate and implement focus groups and stimulated recalls and coordinate implementation of all aspects of the work. She will work with partners to accomplish data collection and other project needs.

The Measurement Specialist, Dr. Carolyn Fidelman, will work with Dr. Malone to develop the evaluation instruments. She will be responsible for designing the MRTP-MSA calibration sets and the companion tutorial quiz to help determine the materials' effectiveness and reliability.

Senior Advisor Dr. Dorry Kenyon of the Center for Applied Linguistics will work with Dr. Malone to ensure that all evaluation activities are rigorous and maximize positive impact on the field. Senior Advisor Dr. Susan Gass, of Michigan State University, will coordinate with Dr. Malone and facilitate collaboration between CAL and MSU.

The Arabic language consultant, Wafa Hassan of MSU, will serve three crucial roles. The first will be to work with instructors and students at MSU to collect speech performances for the MRTP-MSA. The second will be to facilitate participation of MSU Arabic students and instructors in reviewing and improving the online tutorial. This may include conducting focus groups in Arabic for Michigan-area language instructors. The third role will be to serve as Arabic language expert in reviewing the MRTP-MSA materials once rated by Language Testing International/ACTFL.

Dr. Daniel Reed, Assessment Director at MSU, will work with Dr. Malone to develop and administer review protocols for the MRTP. He will also work with Dr. Malone to develop evaluation instruments and procedures for the online tutorial.

Three Pillar Software will perform all programming functions for the MRTP-MSA. They will work under the supervision of Dr. Malone and integrate suggestions, revisions and recommendations from focus groups to improve the final product.

Appendix B

Project Timeline.....	1
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Project Timeline

	YEAR 1				PARTNERS
	Q1	Q2	Q3	Q4	
Task 1 Draft MRTP-MSA	Task 1.1 Gather Arabic samples using COPI				CAL; ALIF; CHS; FHS; NCLRC programs
	Task 1.2 Develop proof of concept				CAL; Three Pillar Software
		Task 1.3 Conduct focus groups to inform development of MRTP-MSA			CAL; ALIF; CHS; FHS; NCLRC programs; Three Pillar Software
			Task 1.4 Rate samples gathered in Task 1.4.11 Write justifications		CAL; ACTFL; ALIF
				Task 1.5 Begin programming MRTP-MSA	CAL; Three Pillar Software
Task 2 Draft Companion Online Tutorial		Task 2.1 Conduct focus groups to inform development of tutorial			CAL; ALIF; CHS; FHS; NCLRC programs
			Task 2.2 Begin developing companion tutorial		CAL; ALIF

Key: Q: Quarter; ALIF: Arabic Language Flagship at MSU; FHS: Fordham High School; CHS: Charlestown High School; NCLRC: National Capital Language Resource Center; ACTFL: American Council on the Teaching of Foreign Languages

Project Timeline

	YEAR 2				PARTNERS
	Q1	Q2	Q3	Q4	
Task 1 Draft MRTP-MSA (Cont'd)	Task 1.5 (cont'd) Program MRTP-MSA				CAL; ALIF; Three Pillar Software
		Task 1.6 Verify existence of samples at all levels and tasks			CAL; ALIF
		Task 1.7 Gather more speech samples as necessary			CAL; ALIF; CHS; FHS; NCLRC programs
			Task 1.8 Rate remaining speech samples Task 1.8.1 Write justifications		CAL; ACTFL; ALIF
				Task 1.9 Program MRTP-MSA with all samples	CAL; ALIF; Three Pillar Software
Task 3: Pretesting/Revision of Online Companion Tutorial		Task 3.1 Pretest tutorial with students and instructors			CAL; ALIF; CHS; FHS; NCLRC programs
			Task 3.2 Obtain feedback on tutorial through cognitive laboratories and surveys		CAL; ALIF; CHS; FHS; NCLRC programs

Key: Q: Quarter; ALIF: Arabic Language Flagship at MSU; FHS: Fordham High School; CHS: Charlestown High School; NCLRC: National Capital Language Resource Center; ACTFL: American Council on the Teaching of Foreign Languages

Project Timeline

	YEAR 3				PARTNERS
	Q1	Q2	Q3	Q4	
Task 3 (cont'd)	Task 3.3 Revise companion tutorial using feedback				CAL; ALIF
Task 4 Pretesting and Revision of MRTP-MSA	Task 4.1 Pre-test MRTP-MSA with Arabic instructors; Obtain feedback				CAL; ALIF; CHS; FHS; NCLRC programs
	Task 4.2 Determine reliability of MRTP-MSA with calibration sets				CAL; ALIF; FHS; CHS; NCLRC programs
		Task 4.3 Revise MRTP-MSA according to feedback			CAL; ALIF; Three Pillar Software
Task 5 Finalization of MRTP- MSA		Task 5.1 Final review of MRTP-MSA			CAL; selected instructors
			Task 5.2 Final revisions to MRTP-MSA		CAL; ALIF; Three Pillar Software
Task 6: Finalization of Tutorial	Task 6.1 Final review of companion online tutorial				CAL; selected instructors and students
		Task 6.2 Final revisions to companion online tutorial			CAL
Task 7: Final Reporting			Task 7.1 Complete the project; Compile report of student outcomes and project report		CAL; ALIF

Key: Q: Quarter; ALIF: Arabic Language Flagship at MSU; FHS: Fordham High School; CHS: Charlestown High School; NCLRC: National Capital Language Resource Center; ACTFL: American Council on the Teaching of Foreign Languages

Major Activities

Year 1: Proposed tasks			
Task	Subtask	Description	Partners/Roles
Task 1: Draft MRTP-MSA	Task 1.1: Gather samples.	Administer the COPI to high school and post-secondary students at ALIF, Charlestown High School (CHS), Fordson High School (FHS), and DC area programs. These samples will be used for the MRTP-MSA.	CAL: Supply tests. ALIF: Administer tests at ALIF. CAL: Administer tests at CHS, FHS and NCLRC programs.
	Task 1.2: Proof of concept	Develop a proof of concept (demonstration of feasibility) for the MRTP-MSA.	CAL: Oversight Three Pillar Software: Program proof of concept
	Task 1.3: MRTP-MSA focus groups	Conduct two focus groups with Arabic language instructors (N=12) from ALIF, CHS, FHS, and DC area to inform the development and revision of the design of the MRTP-MSA.	CAL: Design and administer focus group in Michigan; facilitate and host focus group in DC area. Three Pillar: Observe focus groups. ALIF: Facilitate and host focus group in Michigan.
	Task 1.4: Rate samples.	Rate student samples from the COPI.	CAL: Contract with ACTFL to reliably rate samples ACTFL: Rate and provide justifications for each sample ALIF: Check samples and provide Arabic language support for justifications
	Task 1.5 Begin programming MRTP-MSA.	Based on feedback from focus groups, begin programming the MRTP-MSA.	CAL: Oversight Three Pillar: Begin to program MRTP-MSA.
Task 2: Draft Companion Online Tutorial	Task 2.1: Companion online tutorial focus groups	Conduct two focus groups with Arabic language students (N=12) and instructors (N=12) at ALIF, CHS, FHS, and DC area to inform the development and revision of the design of the password-protected, companion online tutorial to the MRTP-MSA.	CAL: Design and administer focus group in Michigan; facilitate and host focus groups in DC area. ALIF: Facilitate and host focus group in Michigan.
	Task 2.2: Develop companion online tutorial.	Based on feedback from focus groups, begin programming the companion online tutorial to introduce oral proficiency testing, the <i>ACTFL- Guidelines</i> , Arabic speech samples, and a downloadable self-assessment to students and teachers.	CAL: Develop companion online tutorial ALIF: Provide Arabic language support for the tutorial

Year 2: Proposed tasks			
Task 1: Draft MRTP-MSA	Task 1.5: Continue programming MRTP-MSA.	Continue programming the MRTP-MSA.	CAL: Oversight ALIF: Arabic language support Three Pillar: Continue programming the MRTP-MSA.
	Task 1.6: Track samples.	Track ratings of tasks to ensure that examples exist at all relevant levels for all tasks.	CAL: Monitor ratings to make sure samples exist at all levels needed. ALIF: Review samples to ensure Arabic language quality
	Task 1.7: Gather more samples.	Administer COPI to complete sample and level distribution.	CAL: Supply tests. ALIF: Administer tests at ALIF. CAL: Administer tests at CHS, FHS, and DC area programs.
	Task 1.8: Rate samples.	Finish rating student samples.	CAL: Contract with ACTFL to reliably rate samples ACTFL: Rate and provide justifications for each sample ALIF: Check samples and provide Arabic language support for justifications
	Task 1.9: Program MRTP-MSA.	Add and organize all relevant rated samples to MRTP-MSA.	CAL: Oversight ALIF: Arabic Language support Three Pillar: Program MRTP-MSA.
Task 3: Pretesting/ Revision of Online Companion Tutorial	Task 3.1: Pre-test the companion online tutorial with students and instructors.	Pre-test password-protected companion online tutorial with ALIF, CHS, and FHS students and instructors.	CAL: Develop plan and feedback materials for pre-testing online tutorial and provide tutorial to ALIF, CHS and FHS. ALIF: Recruit ALIF, CHS, and FHS students and instructors to pre-test materials.
	Task 3.2 Obtain feedback on tutorial through cognitive laboratories and surveys	Obtain feedback on tutorial through cognitive laboratories and surveys.	CAL: Provide surveys and cognitive laboratories to ALIF, CHS and FHS. ALIF: Recruit students (N=20) and instructors (N=20) to participate in cognitive laboratories (N=10) and surveys (N=40)

Year 3: Proposed tasks			
Task 3: Pretesting/ Revision of Companion Online Tutorial	Task 3.3: Revise the companion online tutorial.	Based on feedback from the pre-test, revise tutorial.	CAL: Summarize issues and revise. ALIF: Arabic language support
Task 4: Pretesting/Revi sion of MRTP- MSA	Task 4.1: Pre-test the MRTP-MSA with instructors.	Pre-test MRTP-MSA with ALIF, CHS, and FHS instructors and obtain feedback using surveys.	CAL: Develop plan and feedback materials for pre- testing MRTP-MSA and provide MRTP-MSA to ALIF, CHS, and FHS. ALIF: Recruit ALIF, CHS, and FHS instructors to pre- test materials. Instructors: Participate and complete feedback survey (N=20).
	Task 4.2: Determine the reliability of MRTP-MSA training.	Give the calibration set to pre-testers to determine reliability of rating.	CAL: Develop the calibration set and put online for easy rating access; score calibration sets. Instructors: Complete calibration sets and make recommendations for improvement of MRTP- MSA.
	Task 4.3: Revise the MRTP-MSA.	Based on feedback from the pre-test, revise MRTP-MSA.	CAL: Summarize issues. ALIF: Arabic language support Three Pillar: Revise.
Task 5: Finalization of MRTP-MSA	Task 5.1: Last review of MRTP- MSA	After revisions, ask three instructors to review MRTP- MSA.	CAL: Design feedback surveys; score calibration sets; make recommendations for improvement. Instructors: Participate in review.
	Task 5.2: Final revisions to MRTP-MSA	Based on feedback from final review, revise MRTP- MSA.	CAL: Summarize feedback ALIF: Arabic language support Three Pillar: Revise.
Task 6: Finalization of companion online tutorial	Task 6.1: Last review of companion online tutorial	After revisions, ask three students and three instructors to review the tutorial.	CAL: Design feedback surveys; make recommendations for improvement. Students and instructors: Participate in review.
	Task 6.2: Final revisions to companion online tutorial	Based on feedback from final review, revise tutorial.	CAL: Summarize feedback; make revisions.

Task 7: Final Reporting	Task 7.1: Complete the project.	Compile program outcomes.	CAL: Compile report of student outcomes at all participating programs with information on student background and instruction as connected to outcomes.
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Letters of Support

MICHIGAN STATE
UNIVERSITY

April 17, 2009

Meg Malone
Center for Applied Linguistics
4646 40th Street NW Washington DC 20016-1859

Dear Dr. Malone:

I am pleased to write this letter of support for CAL's proposal to develop a Multimedia Rater Training Program-Modern Standard Arabic (MRTP-MSA) and accompanying online tutorial for Arabic instructors and students. I believe that these resources will provide important professional development in rating student oral proficiency for Arabic language instructors at Michigan State University and improve understanding of oral proficiency outcomes for our students.

In addition to providing a concrete resource to allow Arabic language instructors to learn to reliably rate oral proficiency, the MRTP-MSA has the potential for positive washback to Arabic language classrooms. Instructors who use these materials will learn to understand and consistently rate their students' oral proficiency. In addition, these instructors will be likely to incorporate more speaking activities into their classes, therefore providing positive washback to the classroom.

A second benefit of the proposed project is in helping the field to identify realistic and appropriate outcomes for Arabic oral proficiency. Because students will be tested multiple times during the project, it will help Arabic language programs develop and evaluate progress toward oral proficiency goals.

The online tutorial on Arabic oral proficiency will also be helpful to the field. Not only will students and teachers be able to review accessible definitions and examples of proficiency levels, but students will also be able to self-assess their progress in oral proficiency over time

I am pleased that you are pursuing this project and hope that you are successful in receiving funding.

Sincerely



Susan M. Gass
University Distinguished Professor
Director, Arabic Flagship

Second Language Studies • A-711 Wells Hall; E. Lansing, MI; 48824-1027 • 517/432-1812 •
FAX: 517/432-0473 • sls@msu.edu • <http://www.msu.edu/user/sls>
MSU is an affirmative action, equal-opportunity institution

Center for Applied Linguistics

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Arabic Program at Charlestown High School
الثانوية تشارلسطن مدرسة في العربية اللغة برنامج
Dr. Ranny Bledsoe, Headmaster

April 17, 2009

Dear Dr. Malone:

I am pleased to write this letter of support for CAL's proposal to develop a Multimedia Rater Training Program-Modern Standard Arabic (MRTP-MSA) and accompanying online tutorial for Arabic instructors and students. Professional development regarding assessment and expected outcomes is critical to the success of Arabic language programs. By developing these resources, I believe that Arabic language instructors at Charlestown High School will develop reliable rating skills. In addition, the online tutorial will help improve understanding of oral proficiency outcomes for our students.

In addition to providing a concrete resource to allow Arabic language instructors to learn to reliably rate oral proficiency, the MRTP-MSA has the potential for positive washback to Arabic language classrooms. Instructors who use these materials will learn to understand and consistently rate their students' oral proficiency. In addition, these instructors will be likely to incorporate more speaking activities into their classes and increasing the amount of oral language used.

A second benefit of the proposed project is in helping the field to identify realistic and appropriate outcomes for Arabic oral proficiency. Because students will be tested multiple times during the project, it will help us at Charlestown High School to develop and evaluate progress toward oral proficiency goals.

The online tutorial on Arabic oral proficiency will also be helpful to the field. Not only will students and teachers be able to review accessible definitions and examples of proficiency levels, but students will also be able to self-assess their progress in oral proficiency over time.

I am pleased that you are pursuing this project and hope that you are successful in receiving funding.

Sincerely,

Steven Berbeco



Learning for Life

April 17, 2009

Dear Dr. Malone:

I am pleased to write this letter of support for CAL's proposal to develop a Multimedia Rater Training Program-Modern Standard Arabic (MRTP-MSA) and accompanying online tutorial for Arabic instructors and students. Professional development regarding assessment and expected outcomes is critical to the success of Arabic language programs. By developing these resources, I believe that Arabic language instructors at Fordson High School will develop reliable rating skills. In addition, the online tutorial will help improve understanding of oral proficiency outcomes for our students.

The MRTP-MSA has the potential to provide positive washback to Arabic language classrooms, as well as a solid professional development resource to allow Arabic language instructors to learn to reliably rate oral proficiency. Instructors who use these materials will learn to understand and consistently rate their students' oral proficiency. After using these materials, instructors at Fordson High School will be likely to incorporate more speaking activities into their classes and increasing the amount of oral language used.

A second benefit of the proposed project is in helping the field to identify realistic and appropriate outcomes for Arabic oral proficiency. Because students will be tested multiple times during the project, it will help the staff at Fordson High School to develop and evaluate progress toward oral proficiency goals.

The online tutorial on Arabic oral proficiency will also be helpful to the field. Not only will students and teachers be able to review accessible definitions and examples of proficiency levels, but students will also be able to self-assess their progress in oral proficiency over time

We understand that in offering our support to this project, we are not obligated to provide any financial support. I am pleased that you are pursuing this project and hope that you are successful in receiving funding.

Sincerely

A handwritten signature in black ink, appearing to read 'Gail Shenkman', written in a cursive style.

Gail Shenkman
Associate Superintendent
Secondary Education and K-12 Curriculum



April 20, 2009

Dr. Margaret Malone
Center for Applied Linguistics
4646 40th Street NW
Washington DC 20016-1859

Dear Dr. Malone:

This letter is being submitted in support of CAL's proposal to develop a Multimedia Rater Training Program in Modern Standard Arabic (*MRTP-MSA*).

Three Pillar Software's role will be to design and program the *MRTP-MSA*. Based on our previous experience in programming similar projects with CAL and other clients and our current understanding of the requirements, we estimate that the project will cost \$80,000 over a three-year period from October, 2009-September, 2012.

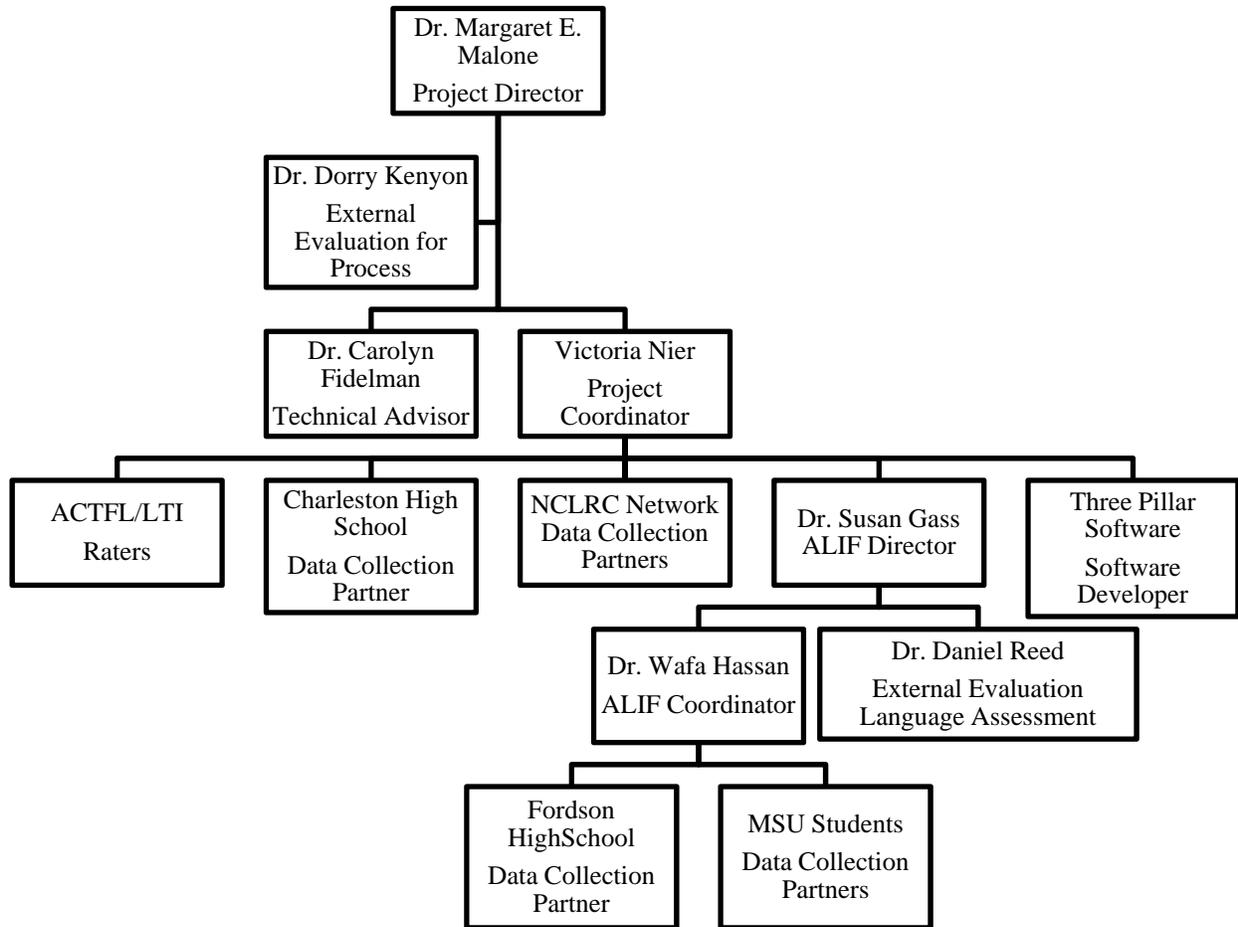
Three Pillar Software has worked with the Center for Applied Linguistics in designing other such materials, and we look forward to working with the Center for Applied Linguistics, Michigan State University and the U.S. Department of Education on this project.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Richard Bullington-McGuire', is written over a faint, large watermark of the Three Pillar Software logo.

Richard Bullington-McGuire
Director of Technology

Management Plan



Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-CAL MRTP-MSA Budget Narrative 4.21.09 FINAL.pdf**

Project Title: Multimedia Rater Training Program – Modern Standard Arabic, (MRTP-MSA)
Center for Applied Linguistics, Washington, DC
Period of Performance: October 1, 2009 to September 30, 2012

4/21/2009

CFDA No.: 84.017A (03)

	FTE		
	Yr 1	Yr 2	Yr 3
1. Personnel			
Project Director (Malone)	0.12	0.12	0.11
Project Coordinator (Nier)	0.55	0.55	0.547
Senior Advisor - Measurement (Fidelman)	0.02	0.02	0.02
Senior Advisor - Evaluation (Kenyon)	0.01	0.01	0.01
Total Personnel			

2. Fringe Benefits
 Fringe Benefits @ 38.69% of Total Personnel

3. Travel
Travel for Data Collection (1 trip X 2 people/year)
 Airfare Detroit & Boston for Project Director and Coordinator
 Hotel and Meals for Data Gathering
 Local transportation for Project Director and Coordinator

4. Equipment

5. Supplies
 Project related office supplies

6. Contractual

7. Construction

	Days		
	Yr 1	Yr 2	Yr 3
8. Other			
a) Consultants			
Director of ALIF (Gass)	3	2	2
Arabic Language Specialist (Hassan)	12	12	12
Assessment and Evaluation Specialist (Reed)	5	5	5
Three Pillar Software	29	24	22
Teacher Honoraria for Focus Groups	12	0	0
Student Honoraria for Cognitive Labs	6	6	6
Teacher Honoraria for MRTP Review	0	0	3
Student Honoraria for test participation	30	30	0
Rating (LTI)	34	38	8

b) Other
 Telephone @\$30/month in base year
 Postage and Shipping @ \$10/month in base year
 Project Related Duplication

d) Facilities Allocation
Total Other

9. Total Direct Costs (lines 1 - 8)

10. Indirect Costs (25.92% of Total Direct Costs)

11. Training Stipends

12. Total Costs (lines 9-11)

Year 1 10/1/09-9/30/10		Year 2 10/1/10-9/30/11	Year 3 10/1/11-9/30/12
Federal	Non-Fed	Federal	Federal
\$12,927		\$13,702	\$13,314
\$24,241		\$25,696	\$27,089
\$1,870		\$1,982	\$2,101
\$1,488		\$1,578	\$1,672
\$40,526	\$0	\$42,957	\$44,176
\$15,679	\$0	\$16,620	\$16,296
\$600		\$630	\$662
\$1,500		\$1,575	\$1,654
\$150		\$158	\$165
\$2,250		\$2,363	\$2,481
\$0		\$0	\$0
\$100		\$105	\$110
\$0		\$0	\$0
\$0		\$0	\$0
\$3,000		\$2,100	\$2,205
\$8,400		\$8,820	\$9,261
\$5,000		\$5,250	\$5,513
\$29,000	\$5,000	\$25,200	\$24,255
\$600		\$0	\$0
\$300		\$315	\$331
\$0		\$0	\$1,521
\$900		\$945	\$0
\$2,040		\$2,394	\$529
\$360		\$378	\$397
\$120		\$126	\$132
\$250		\$263	\$276
\$10,537	\$0	\$11,169	\$11,486
\$60,507	\$5,000	\$56,959	\$55,905
\$119,062	\$5,000	\$119,004	\$118,968
\$30,861	\$1,296	\$30,846	\$30,836
\$0	\$0	\$0	\$0
\$149,923	\$6,296	\$149,850	\$149,804

Center for Applied Linguistics

Multimedia Rater Training Program – Modern Standard Arabic, (MRTP-MSA)

Margaret E. Malone, Project Director

CFDA No.: 84.017A (03), Performance Period: October 1, 2009 – September 30, 2012

Budget Notes/Justification

1. Personnel

Salaries are based on current salaries for these staff classifications, with a 6% annual estimated escalation factor. In addition to the project director and project coordinator, other staff include two senior advisors. One senior advisor will provide project guidance with regard to project evaluation. A second senior advisor will advise on project calibration sets to determine interrater reliability of the *MRTP-MSA* and the utility of the tutorial in explaining assessment to students and teachers.

2. Fringe Benefits

CAL's fringe benefit rate is 38.69% of salaries and wages. CAL's current provisional rate was approved March 26, 2009 by the U.S. Department of Education. Fringe benefits include sick leave, vacation expense, holiday expense, medical leave and disability insurance, retirement, employer FICA expense, worker's compensation, etc.

3. Travel

The project director and project coordinator will each travel once per year to collect data for the project with one person traveling to Michigan (to collect data from MSU and Dearborn) and one person traveling to Boston (to collect data from Charlestown High School). Data collected will include conducting focus groups with students and teachers as well as administering tests to collect speech samples for the *MRTP-MSA* from students. Costs are estimated based on current travel costs including airfare, lodging, meals, and local transportation with an annual escalation of 5% to account for inflation.

4. Equipment (n/a)

5. Supplies

Supplies include office supplies necessary to carry out the tasks of the project. Costs are estimated based on experience with similar projects.

6. Contractual (n/a)

7. Construction (n/a)

8. Other costs

a) *Consultants*. Dr. Susan Gass, Director of the Arabic Language Flagship, will devote 3 days in Year 1 and 2 days in Years 2 and 3. She will oversee the work of Drs. Reed and Hassan. Dr. Wafa Hassan will devote 12 days per year to recruit students and teachers to participate in the project, conduct focus groups with Michigan area teachers in Arabic when necessary and provide Arabic language review and input. Dr. Daniel Reed will serve as assessment and evaluation

specialist for five days per year. His duties will include reviewing and providing guidance on the focus group methodology and student tutorial as well as annual evaluation of the project.

Three Pillar Software will serve as the programmer for the project, and the cost is estimated over a three year period based on similar computer-based assessment projects they have conducted with CAL.

Teachers who participate in the focus groups will be paid \$50 for their participation. Students who participate in cognitive laboratory protocols will be paid \$50. Three teachers will review the *M RTP-MSA* and will each be paid \$500 for their time. Each student who takes the COPI will receive an honoraria of \$30. Finally, ACTFL/LTI will rate all student samples at a rate of \$30/test.

c) *Other Costs.*

Expenses are budgeted for duplication of project materials as well as postage, and telephone based on experience with similar projects.

d) *Facilities.* CAL uses the direct allocation method to distribute facility costs on the basis of actual program staffing requirements. Facility costs include rent, utilities, depreciation of furniture and equipment, and building operation and maintenance costs.

10. Indirect Costs

CAL's provisional overhead rate, approved by the U. S. Department of Education, is 25.92%. CAL's current rate was approved March 26, 2009 by the U.S. Department of Education.