

**INTERNATIONAL RESEARCH
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**Fiscal Year 2008 New Grants
Summary and Abstracts**

International Education Programs Service
US Department of Education
6th Floor, 1990 K Street, NW
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Application No., Applicant and Project Director	Project Title	Type IM/RE	Years	Recommended Funding		
				FY 08	FY 09	FY 10
P017A080012 University of California, Los Angeles Center for Near Eastern Studies Los Angeles, CA 90095 Susan Slyomovics	Listen and Learn: Teaching Arabic, Persian, and Turkish in America's Middle and High Schools	IM	3	\$148,000	\$95,000	\$53,000
P017A080016 California Commission on Teacher Credentialing 1900 Capitol Avenue Sacramento, CA 95814 Phyllis Jacobson	Initiative for Model Professional Activities and Capacity Building for Teachers of Foreign Languages (IMPACTFL)	IM	2	\$172,000	\$193,000	
P017A080037 American Council on the Teaching of Foreign Languages 1001 N. Fairfax Street Alexandria, VA 22314 Martha Abbott	A Decade of Foreign Language Standards: Influence, Impact and Future Directions	RE	3	\$128,000	\$149,000	\$134,000
P017A080038 University of Wisconsin, Madison 21 North Park Street, Suite 6401 Madison, WI 53715 Francois Tochon	A Deep Approach to Turkish Teaching and Learning	IM	3	\$147,200	\$161,000	\$163,000
P017A080044 University of Pennsylvania Linguistics Data Consortium 3451 Walnut Street Philadelphia, PA 19104 Mohamed Maamouri	Development of Digital Dictionaries for Iraqi, Moroccan and Syrian Arabic	IM	3	\$165,000	\$179,000	\$185,000
P017A080050 Northern Illinois University 301 Lowden Hall DeKalb, IL 60115 George Henry	SEAsite: Website Infrastructure Improvements for the Next Decade	IM	3	\$91,000	\$102,000	\$105,000
P017A080055 San Francisco State University 1600 Holloway Avenue, ADM469 San Francisco, CA 94132 Christy Lao	Project ChiLI: Chinese Literacy Instructional Materials and Curriculum Development	IM	3	\$171,000	\$195,000	\$195,000
P017A080069 Boston Public Schools 26 Court Street, 5th Floor Boston, MA 02108 Monica Roberts	Development of Instructional Materials in Arabic	IM	3	\$172,000	\$196,000	\$196,000
P017A080071 Pennsylvania State University CALPER 110 Technology Center Building University Park, PA 16802 James Lantolf	Computerized Dynamic Assessment of Language Proficiency in French, Russian and Chinese	IM	3	\$96,000	\$112,000	\$113,000
P017A080078 Portland State University PO Box 751 Portland, OR 97207 Patricia Wetzel	Online Interpretation/Translation Skills-Building Modules for Japanese and Arabic	IM	3	\$147,000	\$177,000	\$185,000
P017A080083 Massachusetts Institute of Technology 77 Massachusetts Ave., E19-750 Cambridge, MA 02139 Shigeru Miyagawa	Visualizing Culture: Exploring the History and Culture of Asia through Visuals	IM	3	\$169,000	\$194,000	\$195,000
				\$1,606,200	\$1,753,000	\$1,471,000

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Listen and Learn: Teaching Arabic, Persian, and Turkish in America's Middle and High Schools

This instructional materials project aims to develop, produce, and widely disseminate a seven unit online tutorial module designed to promote and encourage the study of Arabic (Modern Standard, plus four dialects: Egyptian, Iraqi, Levantine, and Moroccan), Persian, and Turkish.

The objective is to integrate the study of these languages into the middle and high school history and social studies curriculum in accordance with national and state instructional frameworks and standards. The pedagogical focus is listening comprehension, a core but insufficiently recognized language-learning skill. The target population is American teenagers and their teachers.

Each language unit will enable students to speak and understand two dozen phrases and several hundred words, and introduce the structure of the language in its cultural context. Language and culture mutually define one another in different linguistic communities worldwide. We have chosen to focus on Iraqi and Levantine to represent the Arab East, Moroccan for the Maghreb, and Egyptian as the most widely understood dialect. Each tutorial exemplifies the rich variety of regional Arabic dialects that are in fact distinct languages encompassed by the rubric "Arabic" as part of a religious-political ideal. To give each dialect its due is to understand and represent not merely their linguistic differences but to highlight the disparate historical and cultural trajectories and specificities of Iraq, Morocco, and Egypt. Moreover, knowledge of Persian, Turkish, and four Arabic dialects serves the national need and interest: to educate at a young age the rising generation of American schoolchildren who will face the challenge of communicating with their counterparts in the Middle East.

As studies have shown and as their conclusions have been reiterated by government officials, foreign affairs specialists, and educators alike, learning Middle Eastern languages accompanied by the expert tutorial example of youth from the region provides a productive model of lived experience that is both cross-cultural and age-related. The project will use authentic dialogues articulated by teenage heritage speakers of these languages who reside in cosmopolitan Los Angeles. At the outset, we anticipate that 1300 teachers and some 250,000 students will use the online tutorials in the classroom. Our ultimate goal is to inspire precollegiate learners to continue the study of these Less Commonly Taught Languages in higher education, thus addressing national and student needs and aspirations.

In addition to strengthening the core humanities, social sciences, and language arts curricula, the study of these languages will also inculcate student interest and direct their attention to Islam as a pivotal religious-cultural realm that is part of the American experience and that encompasses more than one-fifth of humanity. The integrative approach and the productive and enjoyable learning experience will enhance foreign language and international studies in the United States.

UCLA has particular strength and expertise in these languages and area studies, and in K-12 outreach and multimedia teaching and learning. While the project will be based at the UCLA Center for Near Eastern Studies, it will involve a network of experts at a dozen other national sites who will assist in developing and testing the tutorial units. Broad access to and diffusion of the module and the excellent prospects for its replication will ensure its success and sustainability.

**Initiative for Model Professional Activities and Capacity Building
for Teachers of Foreign Languages**

The "IMPACTFL" project addresses the competitive preference priority for "the development of specialized instructional materials for use by students and teachers in foreign language and international studies that are focused on one or more of the following critical language areas... " as well as the authorized activities under Section 605 (6) for "the development and publication of specialized materials...for training foreign language, area, and other international specialists."

California is one of the most linguistic and culturally diverse states in the nation, and has a need to assure the high quality of its foreign language and international studies teacher work force. School districts and postsecondary institutions in California, as well as throughout the nation, need to implement a comprehensive, systematic, and collaborative P-16 foreign language professional development model to support not only foreign language teachers in general, but particularly those teachers in the emerging critical language areas such as Arabic, Chinese, and Japanese. Within California, the Foreign Language Project (CFLP) has been providing a systematic, collaborative P-16 foreign language professional development model that will focus additional efforts through the proposed project to support to new Arabic, Chinese, and Japanese language teachers. At the same time, however, the CFLP itself is ready to scale up to the national level in terms of replicating this model in other states, institutions, and local contexts. In taking the CFLP model to national scale, the proposed project will be following the example and the process of the National Writing Project, which started in 1974 as the "Bay Area Writing Project," then became a sister project to the CFLP in 1989, and subsequently went to scale in 1991, with the help of federal funding, as the "National Writing Project" (NWP). The NWP has pledged its assistance to the CFLP to help transition this project to the national level as well.

The California Commission on Teacher Credentialing (CCTC) is California's independent teacher standards and licensing board, the oldest such board in the nation. Reporting directly to the Governor's office, the CCTC works primarily with postsecondary institutions that prepare teachers and other school professionals. The CCTC will work with the CFLP to develop three types of materials within the project: (1) Manuals for replicating and implementing the CFLP professional development model, including adapting the model to local contexts; (2) Curriculum and instructional materials for the support of professional development for new teachers of Arabic, Chinese, and Japanese; and (3) Training materials for Professional Development Institutes for hands-on training of key personnel across the nation in replicating the CFLP model, including specific training to support Arabic, Chinese, and Japanese teachers.

The project will use an external evaluator to provide formative assessment information for ongoing program improvement, as detailed in the Plan of Operation, and an annual summative report as to the degree to which the project achieved its objectives, on time and on budget. The cost-effectiveness of the project is enhanced by the extensive in-kind contributions of personnel, foreign language content expertise, meeting facilities, and other services to the project. In addition, the basic CFLP model, including a "signature series" of three key 40-hour trainings for foreign language teachers and teacher-leaders, has already been developed and will form the basis for new adaptations for Arabic, Chinese, and Japanese teachers.

A Decade of Foreign Language Standards: Influence, Impact and Future Directions

A collaboration of foreign language professional associations developed Standards for Foreign Language Learning were developed from 1993-1996. This effort was funded under the *Goals 2000: Educate American Act*, and the American Council on the Teaching of Foreign Languages (ACTFL) was the lead organization. Since that time, there have been three editions of the standards: The first volume, *Standards for Foreign Language Learning: Preparing for the 21st Century* (1996) presented the background for the five goal areas of: Communication, Cultures, Connections, Comparisons, and Communities. The second volume, *Standards for Foreign Language Learning in the 21st Century* (2000) expanded the original publication with language specific standards for Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. The latest edition (2006) includes standards specific to the learning of Arabic.

As the standards were developed and presented to the profession, there was an unusual amount of consensus as to the goal areas for language education K-16 that has continued to this time. However, after a decade, it is incumbent upon the profession to revisit the standards to assess what influences (observable references) and impact (evidence of change in pedagogy or programs) can be identified 1) in the professional literature, 2) in institutional programs and practices. Furthermore, interest is growing 3) in the development of standards for the less commonly taught and critical languages. In order to implement programs in critical needs languages, standards for these languages will need to be developed. In addition, the important connection between K-12 and higher education is facilitated through the use of standards common to both levels of instruction.

Several initiatives are underway and others await technical assistance in understanding the content of the standards and the development process. An additional factor for these groups is that the teaching faculty, for the most part, are native/near native speakers but not pedagogically trained. For influence to turn to impact, more needs to be done 4) in the area of professional development for teachers at all levels of instruction and to better articulate between the schools and higher education. The proposed project intends to investigate the four enumerated areas through a set of Task Forces charged with specific research questions: a Literature Survey Task Force, an Institutional Impact Task Force, an Expansion Task Force, and a Professional Development Task Force. ACTFL and the Foreign Language Standards Collaborative group will involve leaders in the profession to carry out the series of surveys, literature reviews, interviews described in the proposal and share that information with the profession and other stakeholders through accessible data bases and new program initiatives.

A Deep Approach to Turkish Teaching and Learning

Modern Turkish counts more than 100 million speakers, and the strategic importance of Turkey is widely acknowledged. These facts, together with the integration of the Turkish Republic into the European Union and the expanding Turkish population in Europe, underscore the importance of teaching modern Turkish as a foreign language.

In this project addressing Competitive Preference Priority 1, we propose to create instructional materials that take what we call a “deep approach” to Turkish teaching, learning, and language acquisition. Ours will be an immersive, learner-centered, technology-rich, and project-based approach designed for institutions of higher education in the U.S., Turkey, and elsewhere that offer programs in Turkish language and culture, Middle Eastern area studies, and international or global studies. The materials will go beyond instruction in grammar and vocabulary to support the acquisition of sociocultural pragmatics, intercultural learning and understanding of situated discourse.

After preliminary needs assessment, we will build intermediate and advanced curricula with 12 thematic units each, designed for two 3-credit, 15-week college courses. The backbone of the units will be the Standards for Foreign Language Learning in the 21st Century, known as the five Cs (communication, culture, connections, comparisons, communities), integrated with the Common European Framework of Reference for Languages. The thematic units will inquire into Turkish intellectual, artistic, scientific, public, and political life and document it through video narratives, cases, interviews, and debates. Units will incorporate topical readings, writing practice, listening comprehension, and ongoing assessment. Some of the videos supporting the units will be drawn and adapted from TV programs; others will be created specifically for this project. Teacher handbooks (one for each curriculum, intermediate and advanced) will present the thematic units and provide ideas for use of video and Internet resources and for student projects aligned with the standards.

The materials will be pilot-tested at three U.S. Research I universities—the University of Chicago, Princeton University, and the University of Wisconsin–Madison—and at Yildiz Technical University (YTU) in Istanbul. Other Language Centers might join later such as the University of Pennsylvania. Partners from these universities will serve on the project’s advisory board. The project evaluation will incorporate diagnostic, formative, and summative phases, using both qualitative and quantitative methods.

Our interdisciplinary project team brings expertise in Turkish language and history, anthropology, second language acquisition, foreign language education and pedagogy, instructional materials development, and educational technologies. In-person meetings, site visits, and online and video conferencing will facilitate our international collaboration. The project meets the purposes of Title VI international education programs to (a) develop a pool of international experts in Turkish and meet national needs; (b) develop and validate specialized materials and techniques for foreign language acquisition and fluency in the less commonly taught languages; (c) promote access to research and training overseas; and (d) advance the internationalization of a variety of disciplines throughout undergraduate and graduate education

Development of Digital Dictionaries for Iraqi, Moroccan and Syrian Arabic

This proposal is a collaboration between the Linguistic Data Consortium (LDC) of the University of Pennsylvania and Georgetown University Press (GUP) to create up-to-date lexical databases, with translations to and from English, for three dialects of colloquial Arabic. The databases will be used both for interactive computer access and for new print publications of dictionaries in Iraqi, Syrian and Moroccan dialects. This work will involve:

- (1) defining the structure of the lexical databases using current and emerging standards,
- (2) populating three instantiations of that structure with data from previously published GUP dictionaries,
- (3) adding fields for Arabic orthography and pronunciation,
- (4) adding entries for common vocabulary not present in the originals,
- (5) adding senses for common usage not present in the originals,
- (6) regularly checking coverage against corpora and otherwise evaluating,
- (7) publishing the database for research use,
- (8) projecting a version for print and distribution on media for learners, and
- (9) providing Internet based access.

The proposed databases will be based on the GUP source dictionaries: (1) A Dictionary of Iraqi Arabic, English-Arabic, Arabic-English (Clarity, et al. 2003 [1965]) (hereafter "GUP Iraqi Arabic Corpus"); (2) A Dictionary of Syrian Arabic: English-Arabic (Stowasser and Ani 2004 [1964]) (hereafter "GUP Syrian Arabic Corpus"); and (3) A Dictionary of Moroccan Arabic, Moroccan-English, English-Moroccan (Harrell and Sobelman 2004 [1966]) (hereafter "GUP Moroccan Arabic Corpus").

The proposed work will use contemporary principles of computational linguistics and current pedagogical requirements in order to: (a) reflect current vocabulary and usage, (b) provide a standardized system of transcription, and (c) use the Arabic script (both vocalized and unvocalized, to show vowel pronunciation as well as standard orthography). A searchable version on CD-ROM, will accompany each print reference. Because of the obvious urgencies on the national scene, the project will start with the Iraqi Arabic dictionary in Year 1, then proceed to the Syrian/Levantine dictionary, and conclude with the Moroccan Arabic dictionary.

Finally, the proposed dictionaries aim at providing U.S students and teachers of Arabic with current dialectal Arabic lexical information to enable them to communicate orally with Arabs and other non-native Arabic speakers. The scholarship used to create a modernized transcription system and provide existing and new terms in Arabic script (including diacritics) may also help integrate dialect and MSA instruction by providing tools that curriculum developers can use.

SEAsite: Website Infrastructure Improvements for the Next Decade

This proposal describes an ambitious initiative to standardize and modernize the content of SEAsite (www.seasite.niu.edu), a major Web-based instructional resource for Southeast Asian languages and cultures that many consider a national, even a world resource. It is found first in a search for "Southeast Asian language instruction" by major search engines such as Google.

Under continuous development since its inception in 1997, SEAsite consists of an extensive set of language lessons and cultural materials with copious pictures, interactive exercises, and integrated streaming audio for seven Southeast Asian countries. The primary purpose of this proposal is to seek support to undertake a major modernization of the underlying web page encodings to bring SEAsite into compliance with modern international web standards and to enhance its convenience of use in several ways.

The modernization will consist most importantly of the creation of a parallel version SEAsite for the re-encoded materials. In this new version, all non-Latin script content will be re-encoded into Unicode, the accepted standard for representing (on computers) the written language system of all world languages. The software to do this will be written by project personnel; successful prototypes for Thai have already been developed. A second important modernization will be the re-encoding of all audio in the nowstandard mp3 format. A number of other modifications are described in the proposal as well.

This modernization is vital to the continued usefulness of SEAsite for users worldwide. Without it, large portions of the site which use non-Latin scripts or proprietary audio formats are in danger of becoming non-functional in the future. Other important changes are designed to improve convenience and ease-of-use for SEAsite clients, and to enable the creation of standalone DVDs for SEAsite content in the future.

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Project ChiLI: Chinese Literacy Instructional Materials and Curriculum Development

The biggest challenge teachers of Chinese in America encounter is the lack of pedagogically, linguistically, and culturally appropriate Chinese instructional materials. San Francisco State University, College of Education addresses Competitive Priority 1, developing specialized instructional materials for use by students and teachers in foreign language and international studies focused on Chinese. We propose to strengthen Chinese language instruction by developing Chinese literacy instructional materials and curriculum for elementary school students as follows:

Goal 1: To develop and propose Chinese language arts standards for teaching and learning Chinese as a second language, or heritage language with special focus on literacy in K-5 setting in the United States. This goal will foster linkages between K-5, K-12 and postsecondary Chinese language standards and Chinese language programs.

Goal 2: Develop, adopt, and adapt instructional materials for Chinese literacy instruction. The outcomes of this project will serve as a basis for further development of instructional materials at all levels.

Goal 3: Research, develop, and establish guidelines for developing ongoing Chinese language arts assessment at the classroom level.

Goal 4: Integration of technology enhanced lessons as appropriate and dissemination of models on the project website.

Development of Instructional Materials in Arabic

The Marhaba! Program will design, field-test, and disseminate a fully articulated curriculum for first year Arabic language studies for secondary school students. Our schools lack the tools to produce a generation of competent speakers of Arabic because there is no standard curriculum for first year high school Arabic. Marhaba! will fill this need in American secondary schooling. Materials will conform to the National Standards for Foreign Language Education, and when completed will be adopted by public and private secondary schools nationwide. Arabic is the fourth most spoken language in the world and is a critically important language for American students to learn in preparation for participation in international politics.

Methodology

Year 1: Development: A multi-disciplinary team of researchers and teachers will collect data and information on the requirements of the National Standards for Foreign Language Education, gathering materials appropriate to secondary school students to create lessons based on those standards. The team will meet regularly, drafting and reviewing lesson plans and supplementary materials. The team will map the progress of student language acquisition based on the lessons and build a curriculum that will graduate speakers at oral and written proficiency levels equivalent to a semester of college-level study.

Year 2: Field-testing: To ensure that the curriculum is well suited to secondary students in a variety of settings Marhaba! will be field-tested in multiple settings varied by geography, student demographics, and school size. Draft copies of all materials will be distributed to six schools. The schools will use the curriculum as intended, provide the applied skill opportunities (multiple learning modality activities) as recommended by the curriculum, and gather feedback throughout the pilot year in student journals, teacher reflections, and other structured mechanisms. The findings will inform the development of the final product.

Year 3: Dissemination: The final product will be distributed cost-free to 25 high school programs, providing additional materials online through the Arabic K-12 Teachers Network. High school programs will have access to professional development offerings by the project team. Methods and channels for curriculum dissemination and related professional development include presentations at eight professional conferences, a series of articles on Teaching Arabic to High School Students published online and in print, and two major training events including a two-day orientation to the curriculum and a mid-year retreat for technical assistance.

Final Product

The curriculum will have three strands: written language, spoken language, and culture, meeting ACTFL benchmarks. The writing strand will include the alphabet, short words, and simple sentences. The speaking strand will enable the student to describe him/herself, family, and surroundings. The culture strand will include geography, history, music, and calligraphy.

Marhaba! will include a textbook with four major sections, a student workbook, and teacher handbook with lesson plans to meet National Standards for Foreign Language Education and the Standards for Learning Arabic. The curriculum will build language skills in the context of co-curricular activities highlighting the historical and cultural backgrounds of the Arabic-speaking regions of the world. The teaching guide will offer 36 lessons in 9 equally sized units, each with a theme. The lessons will focus on language and social studies skills within that theme, ending with a project. Weekly lessons will include instructions and resources for implementing activities, including lesson guides, a transparency book, and multimedia (e.g. CD). The student workbook of in-class and homework exercises will help students organize their assignments, take pride in their work, build Arabic language skills, English writing skills, and social studies skills.

Computerized Dynamic Assessment of Language Proficiency in French, Russian and Chinese

The proposed project will develop formal assessments of language proficiency for learners of Chinese, French, and Russian that provide a more sensitive and fine-grained perspective of learner abilities than other assessments by taking account of learner responsiveness to mediating support. This approach is known as Dynamic Assessment (DA) and is based on Vygotsky's theory of development, according to which observation of learners' independent functioning reveals only a part of their capabilities.

Specifically, solo performance indicates abilities that have already fully formed while an individual's capacity to benefit from support points to abilities that are still in the process of developing. Learners who require relatively implicit mediation – for instance, a prompt to focus on an aspect of a task – are closer to autonomous functioning than learners who need more explicit support, such as explanations of principles underlying task solution. By including mediating hints and prompts during the assessment, DA expands the evidential basis of learner abilities that can be used to make instructional decisions, such as placing students in an appropriate course and attuning pedagogy to their emergent abilities.

The proposed project begins with existing and recognized measures of language proficiency – the Advanced Placement (AP) Tests in Chinese and French and the Test of Russian as a Foreign Language (TORFL) – and designs mediation to be included in the administration of the exams. To achieve optimal standardization, the exams and accompanying mediation will be computerized and made available through the CALPER website, Penn State University's Title VI NFLRC. These computerized dynamic assessment (C-DA) language exams will assess learner listening and reading comprehension abilities through multiple-choice questions taken from previously used versions of the AP and TORFL tests. In each language the C-DA exam will include three reading and three listening sections, with each section containing five questions for a total of thirty exam items. As every exam item offers four choices, three mediating hints or prompts will be scripted and made available to examinees in order from most implicit to most explicit. Performance will be scored as follows: full credit (three points) awarded if the item is correctly answered without any mediating support; one point deducted for each prompt given; no points awarded for the item if all prompts are used. The computerized administration allows scoring to be carried out automatically. In addition to a score on the C-DA exam, learners will also receive a verbal profile detailing performance on each section, general level of mediation required, and recommendations for continued pedagogical support.

During Year 1, mediation for each exam item will be scripted by the project team and the exams in each language will be programmed for computerized administration. The C-DA exams will then be individually administered to ten learners in each language in order to pre-test the mediation and identify any user interface problems. Learners will also be interviewed to obtain additional feedback. Following revisions, the C-DA language exams will be made available in Year 2 to the language programs at Penn State and SUNY Albany. In-depth interviews will be conducted with the program directors as well as language instructors and learners to better understand reactions to the exams and their impact on pedagogical practices. Additional revisions will be made based on this feedback, if necessary. In Year 3 the revised C-DA exams will be publicly available on the CALPER website and will be advertised to language professionals and programs nationwide.

Online Interpretation/Translation Skills-Building Modules for Japanese and Arabic

Over three years Portland State University (PSU) will create interactive web-based instructional materials designed to build interpretation and translation skills in two critical languages: Japanese and Arabic. The plan is to develop, field-test, and refine high-quality online lesson modules and resource materials that will (1) enhance and support language and culture studies across academic disciplines and departments, including foreign languages, linguistics, international relations, political science, social work, and education; (2) support individual self-study in interpretation/translation theory and practice; and (3) provide general access to information about career opportunities in these fields (e.g., in health care, government, business, education, the judicial system), professional standards and ethics (including current status of accreditation and certification requirements), and other relevant websites and resources.

The project addresses the acute national need for skilled interpreters and translators across all sectors: government, industry, education, and civic life. High rates of immigration to the U.S. coupled with increasingly complex and interdependent global economic, political, and cultural challenges underscore the importance of high-quality and accessible materials in interpretation and translation. Medical clinics and hospitals, government agencies, state and federal courts, law enforcement agencies, non-governmental organizations, corporations and small businesses, schools and universities – all have growing needs for routine and emergency interpretation services, assistance with cross-cultural communication, translation of forms and documents, adaptation of products or software, and/or additional training support for bilingual personnel.

A faculty design team (including native Japanese and Arabic speakers) will oversee production of a set of interactive web modules to be piloted in PSU interpretation and translation courses. These materials will be aligned with the Skill Level Descriptions for Interpretation and Translation Performance scale developed by the federal Interagency Language Roundtable (ILR) and with the ACTFL proficiency scale. Current events will serve as an organizing focus. Brief, rich samples illustrating particular interpretation and translation skills and authentic aspects of the cultures will be integrated with practice exercises that move from the simple to complex. Materials introducing and building skills will be in English as well as Japanese and Arabic, and will incorporate edited current events segments such as a 30-second television news broadcast or an instructor interpreting for a visiting scholar or dignitary. Basic practice techniques covered will include shadowing and summarizing in interpretation and content check and paraphrasing in translation. A web designer and three graduate research assistants (one fluent in Japanese and one in Arabic) will support production, testing, and revision of the materials.

Local and national partners including Portland Community College, Translations.com, Brigham Young University, and the National Foreign Language Resource Centers will support initial research and evaluation of the online instructional materials. Avenues for disseminating information on the project's progress and results will include professional conferences and listservs sponsored by organizations such as the Association of Teachers of Japanese, American Association of Teachers of Arabic, and American Translators Association. The expected outcome is a multimedia, web-based template for interpretation/translation teaching and learning that can be easily expanded and modified to include other critical languages (e.g., Russian, Vietnamese, Persian, Hindi-Urdu) taught at PSU and elsewhere. The project will also inform PSU's long-term planning to establish an interpretation/translation certificate program.

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Visualizing Culture: Exploring the History and Culture of Asia through Visuals

Visualizing Cultures is an innovative website that opens windows on modern history by integrating graphic images, expert commentary, elegant design, and substantial databases in ways that have only recently become technologically possible. It can be accessed at <http://visualizingcultures.mit.edu>. Launched at MIT in 2002, the site has focused topically to date on Japan and Asia in the modern world. The principal investigators are MIT professors John W. Dower, a Pulitzer-Prize-winning historian whose scholarship includes close attention to visual materials, and Shigeru Miyagawa, who holds a joint appointment in linguistics and Japanese language and culture and is a pioneer in the production and use of digital media for education.

Visualizing Cultures presently contains thirteen elaborate units on Japan covering topics that range from U.S. Naval Commodore Perry's arrival in Japan in 1853 to Sino- and Russo-Wars, and the atomic bombs on Hiroshima and Nagasaki. All units, including curriculum material, are available openly and freely on the website. In the proposed project, we will complete new units on "China in the Modern World," "Modernity' in Early 20th Century Japan," and "The Asia-Pacific War (1931-1945)." Our task will include the following:

- Cooperation with institutions holding artwork (Boston MFA, Sackler Gallery/Smithsonian, Peabody Essex Museum, etc.) that to date has been largely inaccessible to scholars of Asia or the general public in any systematic way;
- Enlistment of outside scholars and curators to develop new units on China (not just Japan) in the modern world;
- Dissemination of these sophisticated materials for public education and adaptation to pre-university classrooms through an alliance with professional curriculum planners who prepare detailed lesson plans and train teachers in workshops and conferences;
- Creation of a Japanese language teaching component that uses original text provided by one of our collaborators; it will be built using an elaborate technological infrastructure and visual materials.

Visualizing Cultures is built on the OpenCourseWare (OCW) platform, an MIT project initiated in 2001 with the goal of making materials from virtually all Institute courses available freely on the Web. Over 1,800 courses are already up, and around 1.5 million users worldwide access OCW each month. All materials on OCW come with copyright permission, so that users can make free use of the material, as long as this is for non-commercial purposes and attribution is clearly made. OCW has been widely recognized as one of the major online educational innovations of recent years. Visualizing Cultures has been in the top ten percent of courses accessed in OCW.

We are now poised to (1) significantly change understanding (and teaching) of the modern history of Asia; (2) provide a sophisticated online model for the use of images by scholars and educators in other topical and disciplinary areas; and (3) develop new levels of collaboration with museums, libraries, rare archives, and the like that will make valuable visual materials widely accessible — and encourage other scholars and educators to establish comparable cooperative projects.