

# Application for Federal

## Education Assistance (ED 424)



U.S. Department of Education

Form Approved  
OMB No. 1875-0106  
Exp. 11/30/2004

### Applicant Information

#### 1. Name and Address

Legal Name: University of Chicago

Address: 970 East 58<sup>th</sup> Street

#### Organizational Unit

South Asia Language and Area  
Center

Chicago IL Cook 60637 - 1475  
City State County ZIP Code + 4

2. Applicant's D-U-N-S Number 005421136

6. Novice Applicant Yes  No

3. Applicant's T-I-N 36-2177139

7. Is the applicant delinquent on any Federal debt? Yes  No  
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 84.229A

Title: Language Resource Centers Program

8. Type of Applicant (Enter appropriate letter in the box.) H

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

5. Project Director: James H. Nye

Address: 5848 South University, Kelly 311

Chicago IL 60637  
City State Zip code + 4

Tel. #: (773) 702-8637 Fax #: (773) 702-1309

E-Mail Address: jnye@midway.uchicago.edu

### Application Information

#### 9. Type of Submission:

Pre-Application Application  
Construction Construction  
Non-Construction  Non-Construction

#### 10. Is application subject to review by Executive Order 12372 process?

Yes (Date made available to the Executive Order 12372 process for review):     /    /      
 No (If "No," check appropriate box below.)  
 Program is not covered by E.O. 12372.  
Program has not been selected by State for review.

11. Proposed Project Dates: 8 / 15 / 2002 8 / 14 / 2006  
Start Date: End Date:

12. Are any research activities involving human subjects planned at any time during the proposed project period?  
Yes (Go to 12a.)  No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?  
Yes (Provide Exemption(s) #):       
No (Provide Assurance #):     

13. Descriptive Title of Applicant's Project:

South Asia Language Resource Center

### Estimated Funding

14a. Federal \$ 409,434.00  
b. Applicant \$ 0.00  
c. State \$ 0.00  
d. Local \$ 0.00  
e. Other \$ 0.00  
f. Program Income \$ 0.00  
g. TOTAL \$ 409,434.00

### Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Mary Ellen Sheridan, Ph.D.

b. Title: Associate Vice President for Research

c. Tel. #: (773) 702-8604 Fax #: (773) 702-2142

d. E-Mail Address: MaryEllenS@ura.uchicago.edu

e. Signature of Authorized Representative Mary Ellen Sheridan Date 05 / 31 / 02



**U.S. DEPARTMENT OF EDUCATION**

OMB Control Number: 1890-0004

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

Expiration Date: 02/28/2003

Name of Institution/Organization

**University of Chicago**

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	\$107,250	\$111,540	\$116,002	\$120,642		\$455,433
2. Fringe Benefits	20,483	21,750	22,620	23,525		88,378
3. Travel	1,200	1,400	1,400	1,600		5,600
4. Equipment	0	0	0	0		0
5. Supplies	9,300	0	0	0		9,300
6. Contractual	239,173	240,370	244,142	248,065		971,751
7. Construction	0	0	0	0		0
8. Other	1,700	1,700	1,700	1,700		6,800
9. Total Direct Costs (lines 1-8)	379,106	376,761	385,864	395,532		1,537,262
10. Indirect Costs	30,328	30,141	30,869	31,643		122,981
11. Training Stipends	0	0	0	0		0
12. Total Costs (lines 9-11)	\$409,434	\$406,901	\$416,733	\$427,175		\$1,660,243

**South Asia Language Resource Center**  
Itemized Budget Breakdown

Category	Rate	2002/2003	2003/2004	2004/2005	2005/2006	Total
1. Personnel						
Center Director						
Digital Media Lab Staff						
Digital Library Development Ctr. Staff						
Student Assistants						
Personnel Subtotal		107,250	111,540	116,002	120,642	455,433
2. Fringe Benefits						
Center Director	21.8% (yr. 1) & 22.3%					
Digital Media Lab Staff	"					
Digital Library Development Ctr. Staff	"					
Student Assistants	8.00%					
Fringe Benefits Subtotal		20,483	21,750	22,620	23,525	88,378
3. Travel						
2 Domestic Airfares	Budget documentation	600	700	700	800	2,800
Conference Per Diem	"	600	700	700	800	2,800
Travel Subtotal		1,200	1,400	1,400	1,600	5,600
4. Equipment	None	0	0	0	0	0
5. Supplies						
Computers	Budget documentation	5,600	0	0	0	5,600
Computer Printer	"	1,300	0	0	0	1,300
Computer Backup Device	"	2,400	0	0	0	2,400
Supplies Subtotal		9,300	0	0	0	9,300
6. Contractual						
Univ. of Pennsylvania (H. Schiffman)	Subcontract budget	195,470	195,135	197,314	199,579	787,499
Univ. of Wisconsin-Madison (J. Elder)	"	43,703	45,235	46,829	48,486	184,252
Contractual Subtotal		239,173	240,370	244,142	248,065	971,751
7. Construction	Not Applicable	0	0	0	0	0
8. Other						
Consultants (5 scholars)	\$200 each / year	1,000	1,000	1,000	1,000	4,000
Evaluation & planning conferences	Budget documentation	700	700	700	700	2,800
Other Subtotal		1,700	1,700	1,700	1,700	6,800
9. Total Direct Costs		\$379,106	\$376,761	\$385,864	\$395,532	\$1,537,262
10. Indirect Charges						
8% of expenses	1.-9. above*	30,328	30,141	30,869	31,643	122,981
11. Training Stipends	Not Applicable	0	0	0	0	0
12. Total Costs		\$409,434	\$406,901	\$416,733	\$427,175	\$1,660,243

**South Asia Language Resource Center  
Pedagogical Materials Subcontract**

Category	Rate	2002/2003	2003/2004	2004/2005	2005/2006	Total
1. Personnel						
Pedagogical Materials Director						
"						
Student Assistants						
Personnel Subtotal		40,950	42,588	44,292	46,063	173,893
2. Fringe Benefits						
Pedagogical Materials Director	29.2%					
Student Assistants	9.7%					
Fringe Benefits Subtotal		7,541	7,843	8,156	8,483	32,023
3. Travel	None	0	0	0	0	0
4. Equipment	None	0	0	0	0	0
5. Supplies						
Computer and related supplies	Subcontract budget	2,500	250	250	250	3,250
		2,500	250	250	250	3,250
6. Contractual						
Subcontract 1	Subcontract budget	30,000	30,000	30,000	30,000	120,000
Subcontract 2	"	30,000	30,000	30,000	30,000	120,000
Subcontract 3	"	30,000	30,000	30,000	30,000	120,000
Subcontract 4	"	20,000	20,000	20,000	20,000	80,000
Subcontract 5	"	20,000	20,000	20,000	20,000	80,000
Contractual Subtotal		130,000	130,000	130,000	130,000	520,000
7. Construction	Not Applicable	0	0	0	0	0
8. Other	None	0	0	0	0	0
9. Total Direct Costs		\$180,991	\$180,681	\$182,698	\$184,796	\$729,165
10. Indirect Charges						
8% of expenses	1.-9. above	14,479	14,454	14,616	14,784	58,333
11. Training Stipends	Not Applicable	0	0	0	0	0
12. Total Costs		\$195,470	\$195,135	\$197,314	\$199,579	\$787,499

**Notes:**

- 1) It is possible that more than five subcontracts will be established in a year, thus reducing amounts for each subcontract. The term of each subcontract is likely to be less than four years.
- 2) Indirect charges will be taken on the full amount of subcontracts.

**South Asia Language Resource Center**  
**South Asia Summer Language Institute Subcontract**

Category	Rate	2002/2003	2003/2004	2004/2005	2005/2006	Total
1. Personnel						
Summer Institute Director						
Language Pedagogue						
Administrative Assistant						
Personnel Subtotal		26,666	27,733	28,842	29,996	113,236
2. Fringe Benefits						
Summer Institute Director	33.0%					
Language Pedagogue	33.0%					
Administrative Assistant	33.0%					
Fringe Benefits Subtotal		8,800	9,152	9,518	9,899	37,368
3. Travel	None	0	0	0	0	0
4. Equipment	None	0	0	0	0	0
5. Supplies						
Printing & advertising	Subcontract budget	2,500	2,500	2,500	2,500	10,000
Postage & photocopying	"	2,500	2,500	2,500	2,500	10,000
Supplies Subtotal		5,000	5,000	5,000	5,000	20,000
6. Contractual		0	0	0	0	0
7. Construction	Not Applicable	0	0	0	0	0
8. Other	None	0	0	0	0	0
9. Total Direct Costs		\$40,466	\$41,884	\$43,360	\$44,894	\$170,604
10. Indirect Charges						
8% of expenses	1.-9. above*	3,237	3,351	3,469	3,592	13,648
11. Training Stipends	Not Applicable	0	0	0	0	0
12. Total Costs		\$43,703	\$45,235	\$46,829	\$48,486	\$184,252

**Notes:**

- 1) The South Asia Summer Language Institute (SASLI) will share equally with the South Asia Language Resource Center the salary of the SASLI Director (full time, two months, summer), pay the full salary of a Language Pedagogue (full time, two months, summer), and pay one-quarter of the SASLI Administrative Assistant's salary (full time, annual).
- 2) The expenses of printing, advertising, postage, and photocopying will be shared equally with the South Asia Summer Languages Institute.

## **South Asia Language Resource Center Budget Documentation**

### 1.-2. Personnel and Fringe Benefits

Commitment of time by staff is described in Section 2. Budget is based on current salaries plus anticipated increases of 4% per year. Fringe benefit rates for academic and professional staff are 21.8% during the first year with an expected 0.5% increase during the second through fourth years.

### 3. Travel

Two domestic round trips, per diem, and registration fees for conferences each year.

### 4. Equipment

No expenses for equipment are included.

### 5. Supplies

Prices for the purchases are based on quotations from a discount vendor used by the University of Chicago for:  
2 Pentium computers, 1 laser printer, 1 streaming-tape computer backup device.

### 6. Contractual

The universities of Pennsylvania and Wisconsin-Madison will provide services under subcontracts. Prof. H. Schiffman, P.I. at the University of Pennsylvania, will be responsible for the Language Pedagogy Subcontract. Prof. J. Elder, P.I. at the University of Wisconsin-Madison, will be responsible for the Summer Institute Subcontract. Itemized budget breakdowns are provided for each subcontract.

The five subcontracts specified in the itemized budget breakdown for the University of Pennsylvania will be with U.S. universities for the creation of language pedagogy resources. The term of each subcontract is likely to be less than four years. Specific subcontractors are to be identified following the commencement of this proposed project. Budgets for each subcontract and a curriculum vitae for the project director of each subcontract will be forwarded to the Department of Education upon request.

### 7. Construction

Not applicable.

### 8. Other

- a) The Executive Committee of the South Asia Language Resource Center will serve as consultants. Members of the Executive Committee are to be named.
- b) The evaluation conference and planning meetings will be held in conjunction with national meetings of scholarly bodies to reduce expenses for travel.

### 9. Total Direct Costs

### 10. Indirect Costs

The application of the eight percent indirect costs is in accordance with the requirements of this program.

### 11. Training Stipends

Not applicable.

### 12. Total Costs

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## ABSTRACT

### APPLICANT

The University of Chicago  
1100 East 57<sup>th</sup> Street  
Chicago, Illinois 60637

### TITLE OF PROJECT

South Asia Language Resource Center

### PROJECT DATES

Aug. 15, 2002 - Aug. 14, 2006

### PRINCIPAL INVESTIGATOR

James Nye  
Director  
South Asia Language and Area Center  
The University of Chicago

### FUNDING REQUESTED

\$409,434 for the first year  
\$406,901 for the second year  
\$416,733 for the third year  
\$427,175 for the fourth year

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## ABSTRACT OF PROPOSED PROJECT

All of the universities currently designated as Title VI National Resource Centers for South Asia propose to establish the South Asia Language Resource Center (SALRC). The goal of SALRC is to meet the pressing need for human and material resources supporting the teaching and learning of the subcontinent's languages. Other U.S. universities with South Asia programs will also collaborate in this effort. The new language resource center will be an umbrella under which less-commonly-taught languages will be advanced. SALRC will: create and disseminate new resources for teaching and research on South Asian languages, mostly via the World Wide Web; offer advanced courses in language pedagogy in conjunction with the South Asia Summer Language Institute; develop a shared infrastructure for delivery and archiving of South Asia language resources; and share infrastructure and approaches with other institutions having overlapping language interests, such as other Language Resource Centers, most notably those for the Middle East and Central Asia.

The proposed South Asia Language Resource Center (SALRC) will build upon and expand the considerable achievements of National Resource Centers, American Overseas Research Centers in South Asia, and other bodies with interests in the languages of the South Asian subcontinent. Nearly a half century of Federal funding for foreign language and area training has resulted in many fine ink print and audio resources for teaching the less-commonly-taught languages of South Asia, but these resources are not centrally available. SALRC, as one of its undertakings, will collect, refurbish, and disseminate the best of those older resources in a way that will eliminate the need for duplication and will augment and enhance the new tools being developed specifically for the changing environment of language instruction in the U.S.

SALRC's eighteen current member universities have each submitted profiles of their language programs. Those statements depict great strengths in the numbers of faculty who teach South Asian languages and their vast experience with current and previous programs and projects related to languages of the subcontinent. The broader institutional contexts are also extraordinarily strong, with language laboratories, linguistics programs, and other language pedagogy programs that are among the finest in the world. These strengths will be a key component in the success of SALRC.



## Introduction

South Asia is one of the most linguistically diverse areas of the world with four language families comprised of more than 650 individual languages. Apart from the languages that rank in the top ten numbers of speakers worldwide – Hindi ranked second and Bengali sixth – many of the so-called minority languages are spoken by significantly greater numbers of people than more well-known and more-widely taught European languages. Because of this astonishing linguistic diversity, no single U.S. university has the resources to address the demand for expertise.

SALRC is structured to assist in meeting this pressing need. Consequently, all of the universities currently designated by the U.S. Department of Education as Title VI National Resource Centers for South Asia propose to establish the South Asia Language Resource Center to meet this pressing need for expertise. Other U.S. universities with South Asia programs will also collaborate in this effort. The new language resource center will be an umbrella under which less-commonly-taught languages will be advanced through a coordinated program to improve the national infrastructure for language teaching and learning. The South Asia Language Resource Center will undertake the following major tasks:

- Create and disseminate new resources for teaching and research on South Asian languages, mostly via the World Wide Web;
- Offer advanced courses in language pedagogy in conjunction with the South Asia Summer Language Institute;

- Develop a shared infrastructure for delivery and archiving of South Asia language resources; and
- Share infrastructure and approaches with other institutions having overlapping language interests, such as other Language Resource Centers, most notably those for the Middle East and Central Asia.

The proposed South Asia Language Resource Center (SALRC) will build upon and expand the considerable achievements of National Resource Centers, American Overseas Research Centers in South Asia, and other bodies with interests in the languages of the South Asian subcontinent. Nearly a half century of Federal funding for foreign language and area training has resulted in many fine ink print and audio resources for teaching the less-commonly-taught languages of South Asia, but these resources are not centrally available. SALRC, as one of its undertakings, will collect, refurbish, and disseminate the best of those older resources in a way that will eliminate the need for duplication and will augment and enhance the new tools being developed specifically for the changing environment of language instruction in the U.S.

In addition to this proposal, the federated universities of SALRC will prepare complementary proposals to other federal and private funding sources for increasing the scholarly resources for South Asian linguistics, language teaching, and language learning.

## **1. Plan of Operation**

### **1.A) A design to improve the nation's capacity to teach and learn foreign languages**

**effectively.** The federation of institutions establishing the South Asia Language Resource Center includes all of the current National Resource Centers with a South Asia focus<sup>1</sup> along with other

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<sup>1</sup>The National Resource Centers for South Asia funded by the U.S. Department of Education for 2002/03 are: Columbia University; Cornell University; Duke University; North Carolina Central University; North Carolina State University; Syracuse University; University of California, Berkeley; University of Chicago; University of

interested universities. By its very nature, the federation includes those U.S. academic research institutions most capable of addressing the nation's South Asian language needs.

The South Asia Language Resource Center (SALRC) will maintain a secretariat at the University of Chicago with limited staffing to achieve the necessary coordination of participants and ensure that SALRC's objectives are realized on schedule. Most of the granted funds will be distributed for subcontracted activities at the South Asia National Resource Centers and a few other research universities. Some of those subcontracted activities are specified in this proposal while others will be based on ideas developed during the four-year cycle of funding and selected through internal competitions within the SALRC federation.

**Priorities** for SALRC are enumerated in order of importance:

- 1) *South Asia Summer Language Institute*. A proposal for a South Asia Summer Language Institute generated at an October 2001 meeting of South Asia National Resource Center directors in Madison will be extended by adding features authorized for Federal funding under the Language Resource Centers Program. SALRC will take responsibility for the advanced training in language pedagogy and conduct one seminar each summer on a specific theme.
- 2) *New teaching resources*. Faculty at the federated institutions of SALRC will create new resources, with an emphasis on electronic resources. SALRC expects to create new dialogs, grammars, pedagogical dictionaries, and other resources required for learning those languages infrequently taught in the U.S. Members of the federation will also

prepare complementary proposals for funding that would expand resource development beyond the grants available from the Department of Education.

- 3) *Technical infrastructure.* Components of the technical and computational infrastructure for SALRC can be undertaken most efficiently from single universities charged with delivering the services.
- 4) *Coordination with other institutes.* The South Asia Language Resource Center will coordinate with and promote language programs at institutions such as the South Asia National Resource Centers, the American overseas research centers in South Asia, and institutions sponsored by South Asian governments, such as the Central Institute of Indian Languages. SALRC will coordinate and share resources and technologies with other Language Resource Centers, especially those newly created for Central Asia and the Middle East.
- 5) *Assess needs.* Because a number of South Asian languages are rarely taught in the U.S., few resources exist for teaching them. SALRC will assess the needs for instruction in those languages and recommend ways to address the needs. Implementation of the recommendations will take place during the second year of the proposed grant and subsequent four-year cycles of funding for the South Asia Language Resource Center.

### **Sketches of Constituent Elements**

The funds granted by the Language Resource Centers Program will be used in three ways to improve language teaching and learning. First, a summer program for advanced pedagogy training and seminars on South Asian languages will be run in conjunction with the South Asia Summer Language Institute at the University of Wisconsin-Madison. Second, new teaching and learning resources will be created at the universities participating in SALRC under the direction

of a program at the University of Pennsylvania, but distributed among the participating institutions. Third, a shared technical infrastructure will be developed for SALRC at the University of Chicago to support the delivery of digital learning resources. Subcontracts will govern all of these activities. Each subcontract will have a two-year duration with provision for renewal based on satisfactory performance, as judged by the SALRC Executive Committee.

### **Summer program for advanced pedagogy training and seminars on South Asian languages**

Advanced pedagogy training and seminars on South Asian languages will take place in conjunction with the South Asia Summer Language Institute.<sup>2</sup> Before planning began for SALRC, this advanced training was scheduled for inclusion in the Summer Institute, but through mutual agreement SALRC will now take on the advanced training, offering a regular supplemental course of instruction in language pedagogy for those who wish to develop the requisite skills for proficiency-based language instruction. A primary goal of this instruction is to reinvigorate language teaching as a serious option for our graduate students as they prepare for professional careers. An equally important and often overlooked audience is current instructors of South Asia's less-commonly-taught languages, many of whom have never had formal training in language pedagogy. The pedagogy courses will focus on several issues. They will consist of

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<sup>2</sup>The Institute was collectively proposed by the Directors of the South Asia National Resource Centers in October 2001. The Center Directors were cognizant of the fact that the U.S. had recognized the paucity of resources available for training specialists on South Asia – a recognition clearly registered as a result of the attacks on September 11. In response the Directors committed their institutions to strengthen the study of South Asia's less-commonly-taught languages.

The Institute's structure will draw heavily on the experience of the Southeast Asia Summer Studies Institute. The administration of the Institute will be tied to the host institution on the assumption that the seat of instruction will change periodically. The South Asia NRC Directors present at the meeting unanimously supported the initial placement of the Institute at the University of Wisconsin-Madison because of the current strength of that University's summer language programs and the presence of the Southeast Asia Summer Studies Institute on the same campus. The Institute will hire a full-time Director for the Summer Institute and a full-time Assistant Director.

The proposal for establishing the South Asia Summer Language Institute is available as a file in PDF format at <[http://www.lib.uchicago.edu/e/su/southasia/lrc/SA\\_Summer\\_Language\\_30-11-01.pdf](http://www.lib.uchicago.edu/e/su/southasia/lrc/SA_Summer_Language_30-11-01.pdf)>.

modules of varying interest for teachers dependent on their experience. Some teachers may want to take all of the modules while others may want to focus on only a few.

The instructors for these modules will be senior language pedagogues, qualified in proficiency-based language instruction but also conversant with a variety of additional approaches, such as Self-instructional Language Approaches and techniques of distance education. They will be able to offer a diverse array of approaches to language teaching. These modules will also afford an opportunity to develop proficiency-based certification standards where needed.

Tools for Internet-based language programs will be introduced as an integral component of the pedagogy training. The program will also introduce distance learning approaches such as interactive video instruction together with on-line reference materials and other digital resources. The goal will be to allow South Asian language instructors to develop new materials using the technologies, as well as to adapt older but still useful materials and integrate them into the new formats, as described below. Since the overall plan of the SALRC is to have an integrated set of materials for all skills, levels, and languages, instructors will need to be able to produce those materials.

The Summer Institute will also serve as a testing ground for the skills acquired in the advanced pedagogy training sessions and the language pedagogy resources developed by SALRC. Instructors who undergo training will be able on occasion to lead classes and drill sessions in the Institute's language instruction program, demonstrating and testing the techniques they have learned. Further, that setting will allow the participants – both students and faculty – to test and critique the Web-based teaching materials and other pedagogical tools.

The **target audiences** for the pedagogical training component of this Institute are: future language teachers, tutors with native-language command who would like to become instructors, university or college language faculty, and Government agency personnel. In an effort to better coordinate the level and style of instruction between U.S. universities and institutes abroad, SALRC will recruit and train language teachers working for the American Institute of Indian Studies, the American Institute of Pakistan Studies, and the Berkeley Urdu Language Program in Pakistan. At the same time these faculty will reciprocate by formalizing and sharing successful techniques of instruction.

**Summer seminars** will be held each year on themes related to South Asian languages and language learning. The SALRC Executive Committee will assess the needs and interests of faculty and institutions offering languages in order to guide language teachers, graduate students, and other academics to more efficient strategies for inculcating language proficiency. Based on those assessments faculty with appropriate expertise will be commissioned to prepare seminars and to submit proposals for support to the Summer Seminars and Institutes program at the National Endowment for the Humanities. Because the full range of needs is not yet understood – the point of the assessment during SALRC's first year – this proposal does not specify seminar topics. A preliminary survey of NRC Directors and language teachers suggested the following topics as potentially valuable: the interrelationship between English and South Asian languages in the subcontinent, translation theory, the special challenges in teaching South Asian "heritage language" learners, and the history of South Asian language pedagogy.

As part of the coordinated effort to blend pedagogical training with language instruction, the South Asia Language Resource Center will share equally with the South Asia Summer Language Institute the salary of the Institute's Director (full time, two months, summer), pay the full salary

of a Language Pedagogue (full time, two months, summer), and pay one-quarter of the Administrative Assistant's salary (full time, annual).

### **Creation of resources for teaching and learning South Asian languages**

Under a subcontract with SALRC, the University of Pennsylvania will serve as the coordinating center for the development of new pedagogical resources for South Asian languages. A closely coordinated effort with broad consultation and involvement by leading U.S. language teachers will produce new resources and a refurbishing of the best of older pedagogical materials. Specifically, SALRC will commission integrated course materials for language instruction, graded readers, and language reference works such as grammars and pedagogical dictionaries. Proposals by prospective authors to create these publications will be reviewed and ranked by SALRC's Executive Committee before the works are commissioned by the University of Pennsylvania. Most of the new publications will be delivered to instructors, students, and other readers via the Internet without charge. This mode of publication will encourage access by a diverse audience worldwide. Additionally, the presence of the resources as modules on the Web will allow instructors to assemble distinct teaching packages to meet the particular needs of their students.

The Pedagogical Materials Director, Prof. Harold Schiffman, a linguist and specialist in Dravidian languages, will be assisted by others with complementary expertise so that pedagogical issues concerning all four language families of South Asia are addressed. Prof. Michael Shapiro, a linguist at the University of Washington specializing in Indo-Aryan languages, has agreed to collaborate with Prof. Schiffman. They will work with linguists and language faculty to encourage applications for support from SALRC and guide the energies of applicants.



The creation of new teaching resources will proceed through iterative cycles. The Pedagogical Materials Director will work closely with SALRC's Director, Executive Committee, and language teachers to assess the needs for teaching materials. The results of these assessments will guide the commissioning of projects at U.S. universities. The materials resulting from those commissioned sub-grants will be evaluated, tested with students, and refined. Publication of resources via the Internet will follow, assisted by SALRC's technology staff. Finally, SALRC will offer to assist authors of the resources in seeking additional funds to continue the refinement or expansion of their teaching and learning materials.

As mentioned, the Pedagogical Materials Director will work with the Executive Committee and special language roundtables to **assess the needs of the field**, language-by-language. They will consider the needs of learners at different levels (elementary, intermediate, advanced, and superior) for resources to improve their speaking, listening, reading, and writing skills. One objective of the assessments will be to take account of other projects that are either beginning or underway in order to prevent duplication of effort and to foster collaboration. When appropriate, the Pedagogical Materials Director will disseminate information concerning innovations and techniques to the larger audience of South Asia language teachers. The Pedagogical Materials Director will give special attention to ways in which projects for specific languages can articulate with one another, that is, interact in a complementary and mutually reinforcing manner.

The assessment of needs will lead to **commissioning of projects**. The Pedagogical Materials Director will issue requests for proposals. Applicants will be encouraged but not required to construct projects that include collaboration with other specialists in their languages, have a modular design, and make use of the Web for on-line access by students. Applicants will be informed that their work could be supported by SALRC's technical infrastructure team at the

University of Chicago and may be guided to appropriate training on the use of software, recording equipment, and other necessary tools to create Web-based materials. The Executive Committee will rank proposals based on their value to language learners, their potential for use by other U.S. citizens, the capacities of the staff, the realism of the budget, and the prospects for timely completion. The University of Pennsylvania will issue subcontracts for the awarded projects. It is important to note that salaries for language instructors who receive commissions will be paid in part by SALRC with other portions of the salaries coming from new funds expected to be added to National Resource Center grants beginning next year and from university contributions.

**Evaluation and refinement** of the teaching materials will be an essential component in the development cycle. Authors will introduce their teaching and learning materials to students at their own universities and test them with students and language teachers at the South Asia Summer Language Institute in Madison. Those tests will result in further refinements to the teaching materials.

At the **final stages** of subcontracted work, authors will publish their pedagogical resources, often using local Internet servers at their home universities. Publication of complex streaming media will be undertaken in conjunction with SALRC's technical infrastructure team at the University of Chicago. Some authors will seek additional grant funding to expand the teaching materials they have created. The SALRC Director and the Pedagogical Materials Director will assist them in locating appropriate funding agencies.

Following are four specimen proposals illustrative of the themes expected when the first call for submission of subcontract proposals is issued this summer.

**Specimen Pedagogical Resources Proposal Number 1**

**Casting a Wider Net:  
Multimedia Courseware for Teaching and Learning Marathi**

Peter E. Hook, University of Virginia

The proposed project seeks to develop supplemental, classroom-compatible materials for learning and teaching Marathi. These would consist of sequences of lessons covering the first, second, third and fourth year levels of instruction. They would be Web-based in HyperText format, and incorporate audio and video components in a multimedia approach to language learning. The lessons would be graded and (ultimately) would allow on-line evaluation of certain aspects of student performance. On completion the materials would be made available to users for free and disseminated through Web sites. In this way the results of the project would be made available for use by anyone in the United States (and beyond). Potential users would include students and faculty (in high schools, colleges, and universities) who are interested in South Asian humanities as well as second and third generation Indian Americans.

Specific materials to be produced:

1. A four-year sequence of approximately 120 lessons in Marathi including dialogues, authentic reading materials, digitized audio and video material, grammatical and cultural notes, drills, and exercises. The design of these materials would be informed by the latest developments in proficiency and communicative competency oriented pedagogy.
2. A pædagogical grammar of Marathi in Hypertext.

Testing of these materials in First-year, Second-year, Third-year and Fourth-year courses in Marathi offered at the Universities of Wisconsin, Minnesota, Pennsylvania, and Illinois, will be ongoing during the project.

With almost 70 million speakers, Marathi is the most widely spoken language in Western India and is the chief language of the economically most powerful State in the Republic of India. Its capital city Mumbai is alone responsible for almost one-third of the entire GNP of India. Marathi is a very useful modern Indian language for studies of contemporary South Asian humanities and social sciences, especially for graduate students and researchers in interdisciplinary and comparative studies in Anthropology, History, Literature, and Political Science. Marathi is also a language in growing demand by second and third generation Indian American undergraduate students for whom knowing how to speak it is a powerful anchor of ethnic identity. The outcome of this project would benefit both them and other American citizens with intellectual or economic interests in South Asia.

**Specimen Pedagogical Resources Proposal Number 2**

**First-Year Hindi Reader**

Michael C. Shapiro, University of Washington

In November, 1980 a team of three scholars and teachers of Hindi (Michael C. Shapiro [University of Washington], Manindra K. Verma [University of Wisconsin], Bruce R. Pray [University of California] submitted to the U.S. Department of Education, as the final report of U.S. Dept. of Education Grant #G008002118, a three-year curriculum in Modern Standard Hindi. In this report the authors established three-year target goals at the first, second, and third year levels of instruction in Hindi with regard to such skills as reading, speaking, aural comprehension, vocabulary acquisition, formal knowledge of grammar, etc. At that time the authors took assessment of the teaching materials that were available for addressing each of these skills. Reading figured prominently in the model curriculum. It was noted that the materials available for teaching reading at the first-year level were limited, out-dated, and out of print. In the over two decades since this report was written the situation has only deteriorated. Hindi clearly lacks an up to date first-year reader. Clearly, the context is now ripe to address this problem and produce a suitable reader, using appropriate technology, and made available to the language teaching and learning community at large.

In 1980 the reading materials available for Hindi at the first-year level included Ernest Bender and Theodore Riccardi's *Introductory Hindi Readings*, Richard M. Harris and Nama Nath Sharma's *A Basic Hindi Reader*, J. Martin Harter, Jaimini Joshi, and Nanda K. Choudry's *Hindi Basic Reader*, Michael C. Shapiro and Thomas B. Ridgeway's *A Study Guide to Hindi Children's Readers* [to be used in conjunction with six elementary school Hindi readers published by the Government of India's NECET], and John Gumperz's *A Hindi Reader*. All of these materials are now out of print, and are outdated in any case.

Reading should be looked upon as an integral portion of the curriculum of a first-year Hindi course. Students should be exposed to a reasonable quantity of graded materials representing a diversity of subject matter and styles of writing. In the 1980 report it was recommended that by the end of his or her first year of study a student should be able to read materials of at least the level of difficulty exhibited in the third grade NECRT readers. It was suggested that the students have read approximately 100 pages of connected text, although this text would, for the most part, be of great simplicity. It was further recommended that they receive at least some exposure to simplified short stories, poems, and connected prose passages. Wherever possible, reading materials should be selected that concern aspects of modern Indian life, culture, and civilization.

It is here proposed that a team of faculty members at the University of Washington be contracted to develop an appropriate first-year reader for Hindi. This material would span the developmental period between the initiation of study in Hindi and the level of proficiency in Hindi at which students are able to commence the use of intermediate readers of the type illustrated by Karine Schomer and Usha Jain's *Intermediate Hindi Reader*. Readings would be geared to the grammatical explanations and vocabulary provided by each of the most widely used developmental courses for Hindi (e.g. those by

McGregor, Snell and Weightman, Shapiro, Van Olphen, Bhatia). Comprehensive vocabulary and grammatical notes would be supplied for the readings, which, to the greatest extent possible, would be taken from real world corpora of texts. The services of the University of Washington's Language Learning Center would be employed to ensure that the reader would be produced in up to date formats and be readily disseminated by means of the Internet. Draft versions of the reader would be tested in the first-year language Hindi language programs at the University of Washington and also made available to other instructional programs in Hindi throughout North America.

Every attempt would be made to coordinate the content of this reader with the content of other instructional materials for Hindi that either are currently under development or that will be developed while the reader is being written.

### **Specimen Pedagogical Resources Proposal Number 3**

#### **Teaching Materials for Telugu**

V. Narayana Rao, University of Wisconsin-Madison

Telugu has been taught at the University of Wisconsin-Madison since 1971. Until recently, the University of Wisconsin-Madison has been the only institution in the United States regularly offering Telugu language instruction from beginning to advanced levels. Throughout this period Prof. V. Narayana Rao has developed and classroom-tested teaching and learning materials for Telugu on an ad hoc basis, adapting them over time to keep up with changing needs. The demands of regular teaching have not left time to produce a fully-realized set of Telugu teaching resources. What currently exists are: a grammar (currently under revision), a set of lessons (in need of updating), audio tapes, and glossaries. Each of these items is of limited use to other instructors because they are not published and not in suitable condition for distribution. The nation currently lacks the materials of a high quality to initiate Telugu instruction at other universities.

There is considerable need to develop Telugu materials that are:

- 1) Suitable for use by a larger group of teachers and students;
- 2) Adapted to current technologies;
- 3) Compliant with current standards in language pedagogy and proficiency testing; and
- 4) Shareable in digital formats.

It is proposed to publish materials that support Telugu instruction throughout the United States. Specifically, this will include creation of: competency based materials for classroom use and for the use of individual students, graded lessons, grammar notes, and glossaries. This project will require:

- a project assistant (professional, non-student) who will work under the Principal Investigator's supervision, but is capable of working in relative independence; the project assistant would be appointed to a half-time position for the term of the project;
- two months of summer salary each summer to the Principal Investigator;
- one month in Andhra Pradesh for each of two summers to make audio and video recording

for integration with other pedagogical resources;

- access to the technology resources/consulting offered by the South Asia Language Resource Center for South Asia plus additional technology resources and support from the University of Wisconsin-Madison for Web delivery of the materials created; and
- training in advanced language pedagogy for the project assistant through the South Asia Language Resource Center's summer program plus active participation in ACTFL and other national Language Resource Center programs, as appropriate.

The project will require a minimum of three years, but potentially four years, to completion.

#### **Specimen Pedagogical Resources Proposal Number 4**

##### **An English Dictionary of Tamil Verbs**

Harold Schiffman, University of Pennsylvania

Diglossia is a significant impediment for Tamil language learners. Diglossia is the sociolinguistic condition where the spoken form of a language differs radically from another, formal, usually written form, such as to preclude mutual intelligibility. Tamil diglossia is different enough to warrant considering the two varieties as separate codes. Written Tamil-to-English dictionaries are plentiful and adequate, but English-to-Tamil dictionaries lack information necessary for non-natives, such as the complexities of verbal morphology, syntactic frames, and in particular, any information about spoken forms. The complex phonetics and verbal morphology of the modern, spoken dialects of this radically diglossic language are not accessible to students or researchers wishing to study its phonetics, phonology, or grammar. In particular, there are no searchable databases for linguistic information on Tamil, neither for literary nor for spoken Tamil.

This project seeks to convert an extant database for a pedagogical reference dictionary – *An English Dictionary of the Tamil Verb*, now approximately 85% done – to enhance, extend, and electronically tag the sentence examples, both in their readable form as well as in digitized sound files. Support is sought to prepare additional complete sentence examples, to record sound files for all examples, and to organize the data for searchability by providing indexes and tools, and for publication on the Web and as a CD-ROM made available at cost.

The extant database consists of approximately 20,000 English to Tamil records, each English record having a different Tamil verb given in its literary Tamil form, its spoken form, verb-class specification (that is, the complex morphology of past-tense formation), with synonyms, and with example sentences in literary Tamil (in Tamil script), spoken Tamil (in roman transliteration and in audio format), and with English glosses. The project will add the example sentence component for work done earlier on the database, and record and tag sound files for each elicitation form and example sentence in spoken Tamil; literary Tamil forms will be given in transliteration instead of in Tamil script. The published versions will give students and researchers unfamiliar with this morphologically and syntactically complex language access to phonetic, grammatical and syntactic information that can be mined for purposes not usually

accessible to non-specialists, thus expanding the data available to those interested in these phenomena.

Samples of the current, incomplete database are available at <<http://ccat.sas.upenn.edu/plc/tamilweb/dictionary>>.

The preceding specimen proposals only suggest the thoroughness of planning at SALRC member universities that produced those contributions. Intellectual excitement often accompanied the conversations on campuses as faculty met to identify interests at the universities and frame statements for specific, academically-challenging work.

### **Development of a shared technical infrastructure**

The University of Chicago will deliver the following technical and computational services for SALRC:

- a. Archive of resources. A repository for digital and analog language teaching resources will be created. Individuals and institutions will be invited to deposit resources for secure storage under mutually acceptable terms.
- b. Internet servers. A shared set of Internet servers will be established to deliver the streaming audio, video, text in South Asian characters for language learning, and video conferences. This is especially important since some universities do not want to develop and maintain those facilities locally.
- c. Programming assistance. A staff of programmers will assist in modify existing "authoring" software to meet the needs of South Asianists and create new software required for production and delivery of language learning resources.
- d. Consulting services. Participants in SALRC will receive assistance in entering data containing South Asian scripts, structuring databases for language and linguistic data,

- designing Web sites that include required features for accessibility by the disabled, evaluating software for support of language instruction via the Web, and other such tasks. The new LRC will provide consultants to undertake such activities.
- e. Creation of mirror sites. In order to make these resources available to U.S. students studying abroad, SALRC will establish and maintain mirror sites for language learning resources in the subcontinent.<sup>3</sup>
  - f. Facilitation of cataloging and creation of metadata. Staff at the University of Chicago Library will ensure that the new teaching and learning resources created by SALRC are findable. They will coordinate the creation of traditional cataloging records and metadata at the universities where the new resources are produced. The same staff will also create a sophisticated Web interface that will enable searching across the South Asia language resources created under this program and related projects.
  - g. Clearinghouse for best practices. Collecting and disseminating information on best practices will be an important function. This activity will encompass the full gamut of topics, from licensing electronic data through guidelines for production of video suitable for streaming over the Web.

The University of Chicago will provide these services through the Instructional Technology, a unit of Networking Services and Information Technologies, and the Digital Library Development Center, a department of the University Library. These two units have recently

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<sup>3</sup>An additional benefit of mirror sites is that they provide a form of archiving. The principle is one of preventing loss by multiplying copies. Permanent Publishing on the Web <<http://lockss.stanford.edu/>> is a project devoted to this means of achieving permanence. Several universities making this joint proposal are beta test participants in the project. They include: Columbia University, Cornell University, University of California Berkeley, University of Chicago, University of Texas Austin, and University of Virginia.



come into a closer working relationship and now share a common physical location, which will improve the ease of coordination.

Instructional Technology will provide **streaming media services** for SALRC through the University's existing streaming media infrastructure. This Internet service will include the storage and delivery of up to twelve hours of new digital video and audio content per year. Instructional Technology staff will work with the SALRC staff to integrate the digitized content into the South Asia Language Resource Center's Web site, explore ways to extend this content into other research and instructional programs for wider use, and assist in preparing additional proposals for support of related projects. These efforts will employ emerging international standards to describe content and learning objects.<sup>4</sup> Information Technology staff will also assist in determining SALRC's future infrastructure needs. This will include a streaming-media system that is geographically distributed but has integrated content. The contract for these services will extend for two years and may be extended for an additional two years by mutual agreement.

The infrastructure for these technology services, including archiving for SALRC, is almost completely available at the University of Chicago. No Federal funds will be required to purchase equipment during the first two years of this grant. Staff currently employed in the University of Chicago's Digital Media Laboratory, a unit within Information Technology, will facilitate and coordinate digitization of SALRC's audio and video resources and develop software necessary

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<sup>4</sup>The *Draft Standard for Learning Object Metadata*, developed by Institute of Electrical and Electronics Engineers' Learning Technology Standards Committee, is available at <[http://ltsc.ieee.org/doc/wg12/LOM\\_WD6\\_4.pdf](http://ltsc.ieee.org/doc/wg12/LOM_WD6_4.pdf)>. The Standard specifies a conceptual data schema and defines a descriptive language for digital or non-digital resources that may be used for learning, education, or training. "The purpose of this Standard is to facilitate search, evaluation, acquisition, and use of learning objects, for instance by learners or instructors or automated software processes. The purpose is also to facilitate the sharing and exchange of learning objects, by enabling the development of catalogs and inventories while taking into account the diversity of cultural and lingual contexts in which the learning objects and their metadata will be exploited." For instance, the following characteristics of learning objects can be described: educational, technical, rights, relationships to other objects, and classification.

for displaying them. Graduate students will be hired to digitize, process, and compress the audio and video content for the streaming media server. The students will work in the Digital Media Laboratory, supervised by fulltime professional staff within that group. Those professional staff will link the streaming media system with the digital collection management system and optimize and manage the digitization process.

As an example of audio services, the University of Chicago will seek an agreement with the producers of LangLab software developed at the University of California, Berkeley. LangLab is a modular suite of software that emulates the functions of the audio tape deck in a traditional language laboratory over the Internet. It allows students to record and instructors to monitor students' lab work in real time. Instructors can also go back, listen, and add comments to individual students' work afterwards. The system is well suited to asynchronous distance language instruction via the Web. More information on the system is available at <http://www.elanglab.com/>.

As an example of video services, SALRC will join with the ResearchChannel for delivery of some language learning resources. The ResearchChannel (formerly ResearchTV) was founded in 1997 by a group of research universities and corporate research divisions dedicated to broadening access to activities, ideas, and opportunities in basic and applied research at the member institutions. The goal is to more widely distribute research information through a video programming service to the public, both nationally and internationally. Participants in the Research Channel that are also participating in this Language Resource Centers Program proposal include: Duke University, University of Chicago, University of North Carolina, University of Pennsylvania, University of Texas at Austin, University of Virginia, and University of Washington. The Web site is at <http://www.researchchannel.com>.

The Digital Library Development Center at the University of Chicago will be responsible for coordinating and facilitating the **creation of metadata**, that is, a definition or description of data, for SALRC's language teaching and learning resources. In conjunction with the University of Chicago Library's Southern Asia Department, they will also oversee and coordinate the traditional cataloging of the Web-based resources developed under the subcontract with the University of Pennsylvania. Both of these activities – creation of metadata and cataloging – will make it possible for students and others to locate materials relevant to their needs.

Detailed information on project resources will be made visible for discovery by readers through the **Open Archives Initiative (OAI)**. OAI has developed a technical framework for improving access to resources already on the World Wide Web, but within databases not visible for discovery by search engines such as Google. It has been noted that, "By some estimates these resources contain 400 to 500 times more information than the 'surface Web.'"<sup>5</sup> Many of the resources to be created under this grant are examples of relatively "hidden" treasures stored in databases that will be easier to locate because of the project's commitment to OAI.

This element of the project will be undertaken in close collaboration with the Digital South Asia Library project, the Digital Library Development Center at the University of Chicago Library, and the Digital Library Production Service at the University of Michigan. The Andrew W. Mellon Foundation's Metadata Harvesting Initiative recently awarded a grant to Michigan for development of software, procedures, and interfaces under OAI. With a modest amount of support from a new grant under the Technological Innovation and Cooperation for Foreign

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<sup>5</sup>Lennie Stovel, "Touring the Information Landscape: The Open Archives Initiative," *RLG Focus* 49 (April 2001). The OAI Web site is located at <<http://www.openarchives.org>>. A thorough introduction to OAI by Lagoze and Van de Sompel titled "The Open Archives Initiative: Building a low-barrier interoperability framework" is available at <<http://www.openarchives.org/documents/oai.pdf>>.

Information Access, the Digital Library Production Service will extend its capacities and its mandate under the Mellon grant to both harvest and index resources related to South Asia. The Digital South Asia Library project and the one from Mellon will complement one another well since this project will deliver large quantities of South Asian texts encoded in Unicode<sup>6</sup> for Michigan to use in developing and testing OAI protocols. At present there are very few other sources of South Asian texts encoded according to Unicode, an international standard for recording electronic characters in non-roman language data.

Most of the metadata created under this project during the first two years will follow conventional standards supported by Dublin Core<sup>7</sup> and OAI. However, an experimental approach will be taken with one of the new language packages. Very thorough metadata tagging will be applied to permit retrieval of information at an extraordinarily deep level. For instance, information phonetics will be applied to audio recordings. The results of this experiment will be tested on participants in the South Asia Summer Language Institute to determine the value and the advisability of extending the approach to tagging.

As noted elsewhere, SALRC will seek to **share the knowledge and techniques** it develops with other academic bodies such as the American Overseas Research Centers in South Asia. There will also be a special effort to collaborate with other Language Resource Centers, especially those for the Middle East, Central Asia, and others with overlapping language interests.

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<sup>6</sup>Unicode is a character-encoding standard. This 16-bit international character code for information processing is established as International Standard ISO/IEC 10646-1;1993. A site on the World Wide Web at <<http://www.unicode.org/>> provides detailed information about the standard.

<sup>7</sup>The Dublin Core is a simple set of descriptive elements used to describe electronic resources and aid in their discovery on the World Wide Web. Dublin Core had its origins as a research project at the Online Computer Library Center (OCLC). Over the past four years this initiative has achieved international consensus on the form for encoding metadata about those resources, becoming a de facto standard.

The South Asia Language Resource Center will support the technology infrastructure by contributions to salaries. Specifically, these will include twenty-five percent each of the full-time salaries for professional staff members in the Digital Media Laboratory and the Digital Library Development Center and one full-time equivalent of student assistants shared between the two units.

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The Language Resource Centers Program grant will aid members of the federation in several ways. First, participation in SALRC will add leverage for faculty at their universities when arguing for support to undertake projects that might not otherwise be funded locally. Second, the Director of the South Asia Language Resource Center will help to match needs at participating institutions with excess capacities or special skills elsewhere in the federation. Third, the ability to search across all the distributed South Asia language resources at the federated universities through a single Web interface using Open Archives Initiative protocols will help to make local data more visible to a larger audience and establish a broader virtual context for interconnection of the resources distributed among members. Fourth, SALRC will forge a stronger bond between members for sharing information about language and linguistic projects, implementation of standards, and other related topics. Fifth, additional proposals for support of research and teaching on the languages of South Asia, as described in Section 5.A, hold the potential for further expanding the resources available to SALRC members.

SALRC's **eighteen current member universities**<sup>8</sup> have prepared profiles of their South Asian language programs. Those profiles are available at <<http://www.lib.uchicago.edu/e/su/>

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<sup>8</sup>Members include: Columbia University; Cornell University; Duke University; North Carolina Central University; North Carolina State University; Syracuse University; University of California, Berkeley; University of California, Santa Barbara; University of Chicago; University of Illinois at Urbana-Champaign, University of Iowa,

southasia/lrc/>. The statements depict great strengths in the numbers of faculty who teach South Asian languages and their vast experience with current and previous programs and projects related to languages of the subcontinent. The broader institutional contexts are also extraordinarily strong, with language laboratories, linguistics programs, and other language pedagogy programs that are among the finest in the world. Matching funds are not required for this proposal, but if they were, the federated applicant universities would, by the most conservative estimate, exceed a one-to-one ratio. These strengths will be a key component in the success of the South Asia Language Resource Center.

The South Asian Language Resource Center is designed to meet the needs of those identified in Section 4 below. An Executive Committee (described in Section 1.B below) will ensure that the project receives input from a broad range of users and that resources targeted for development are those most important for the intended audiences.

A **commitment to international standards** is central to the project's design. This commitment flows from the fact that faculty and staff at the federated universities making this application are involved in many of the key bodies establishing those standards. Where display of text in non-roman characters is required, the project will use Unicode. Further, project staff will report to the Unicode Consortium on how the character sets for South Asian languages could be usefully expanded through the inclusion of conjunct characters for a more felicitous display of texts. All electronic resources delivered over the Internet will contain Dublin Core and other relevant metadata. Where bibliographic files are created the project will follow the USMARC

standard for bibliographic records. As noted above, the Open Archives Initiative technical framework will be used to make project resources visible for discovery by readers.

**1.B) An effective plan of management for proper and efficient administration of the center.**

The South Asia Language Resource Center will use a distributed model of management. A central office in Chicago with limited staffed will achieve the necessary coordination and ensure that SALRC's objectives are achieved on schedule. Most of the granted funds will be distributed for subcontracted activities at universities within the consortium of applicants. The approach to subcontracting is described below with examples. However, the majority of the specific subcontracts for the creation of specific language teaching resources will be based on ideas developed during the four-year cycle of funding and selected through competitions. This structure for the Center permits the majority of granted funds to be used for creating language pedagogical resources.

The **Principal Investigator**, James Nye, (.10 FTE, non-Federal funds) will have overall administrative responsibility for the project. Along with SALRC's other key administrative staff, he will provide fiscal control, arrange for subcontracts, and make certain that the program proceeds as described in this proposal. He will participate as an *ex officio* member of the Executive Committee.

The **Director**, to be selected after a national search, (.75 FTE, Federal funds) will coordinate all of SALRC's activities including the three subcontracts described in Section 1.A; organize and chair meetings of the Executive Committee and serve as an *ex officio* member; provide management services ensuring efficiency, timeliness, and communication within the project; oversee the creation of the project's agreements to license digital and other resources; ensure that the resources created under this project are properly archived, certified for authenticity, and

accessible for use by readers; prepare proposals to support activities that complement those proposed here; and execute other administrative responsibilities as specified by the Executive Committee.

The **Pedagogical Materials Director**, Harold Schiffman, (.25 FTE during the academic year and one summer month each year, Federal funds) will encourage submissions of proposals for funding under subcontracts with SALRC; oversee selection of projects for subcontracts, in conjunction with the Executive Committee; commission projects; coordinate with subcontractors on creation of metadata; and lead the evaluation of resources created. He will work closely with the SALRC Director and the Summer Institute Director to achieve coordination and synergies between the constituent divisions of SALRC. He will participate as an *ex officio* member of the Executive Committee. As a leader in the development of pedagogical materials, he will coordinate SALRC's activities with those of relevant groups such as language roundtables and other Language Resource Centers and facilitate the flow of ideas within and outside of this Center.

The **Summer Institute Director**, Joseph Elder, (.12 FTE, Federal funds) will, in consultation with the SALRC Director and Executive Committee, appoint senior language pedagogues to guide the advanced language pedagogy program, oversee introduction of new resources into use at the South Asia Summer Language Institute (SASLI), and coordinate with the Pedagogical Materials Director for evaluation of language resources tested at SASLI. He will participate as an *ex officio* member of the Executive Committee.

The **Executive Committee** will be composed of nine people representing the South Asia National Resource Centers and other participating universities. Members will include Kathryn Hansen (NRC Director, University of Texas at Austin), Michael Shapiro (University of



Washington), Tony Stewart (NRC Director, North Carolina State University), the Principal Investigator, the SALRC Director, the Pedagogical Materials Director, and the Summer Institute Director. The American Institute of Indian Studies and the American Institute of Pakistan Studies will each be invited to nominate one person for membership. Members will serve for four years. The original appointments will have staggered terms to permit continuity. The Executive Committee will review performance on SALRC's subcontracts and determine which subcontracts will be extended beyond the initial two-year terms, assess needs for teaching materials, review and rank proposals for creation of new pedagogical resources, assess the quality of resources produced and disseminated under SALRC, examine costs associated with preparation and delivery of information, and perform other evaluations as described in Section 7. The Committee will meet monthly via video conference and semi-annually in conjunction with the South Asia Conference held each October at the University of Wisconsin-Madison and the Association for Asian Studies meeting each spring. The October and spring meetings will be public meetings.

**1.C) A plan that addresses the purpose of Section 603 of the authorizing legislation.** The program detailed in this proposal encompasses all of the authorized activities in the Higher Education Amendments of 1998, Title VI, Section 603 (20 USC 1123).

**"SEC. 603. LANGUAGE RESOURCE CENTERS.**

**(a) LANGUAGE RESOURCE CENTERS AUTHORIZED-** The Secretary is authorized to make grants to and enter into contracts with institutions of higher education, or combinations of such institutions, for the purpose of establishing, strengthening, and operating a small number of national language resource and training centers, which shall serve as resources to improve the capacity to teach and learn foreign languages effectively."

The University of Chicago, a nonprofit university, is applying for support on behalf of a consortium of nonprofit higher education institutions. Most of the other universities joining in this application host Title VI South Asia National Resource Centers. By virtue of their receipt of

Title VI NRC status, they are qualified as institutions of higher education to apply for this funding.

With the South Asian subcontinent as the regional focus, the applicant proposes a program to address widely acknowledged teaching and research needs for the languages of the area.

**"(b) AUTHORIZED ACTIVITIES- The activities carried out by the centers described in subsection (a)--  
(1) shall include effective dissemination efforts, whenever appropriate; and"**

The World Wide Web, as noted throughout this proposal, will be used for broad dissemination of new digital resources created for teaching and learning South Asian languages. More traditional ink print publications and CDs will also be disseminated widely through SALRC.

**"(2) may include--**

**(A) the conduct and dissemination of research on new and improved teaching methods, including the use of advanced educational technology;"**

The new teaching and learning resources created under this and complementary grants will be tested in the South Asia Summer Language Institute. Some authors of the materials will use the opportunity afforded by the Institute to conduct research on the applicability of advanced educational technology to intensive language instruction of the sort offered in summer courses. Further, the Executive Committee will conduct an evaluation of this project, as described in Section 7. The results of that evaluation may be used for research purposes by members of the Executive Committee or others associated with SALRC.

**"(B) the development and dissemination of new teaching materials reflecting the use of such research in effective teaching strategies;"**

Activities proposed in Section 1.A will lead to creation and distribution of new teaching materials. This commissioned work will account for approximately half of all expenditures under the proposed grant. Only those proposals embodying the results of the best research on language pedagogy will be funded.

Notably, the earlier investments made by the Department of Education in creation of text books for less-commonly-taught languages will bear further fruit through SALRC's efforts to convert selected titles to digital resources and refurbish them for contemporary use. Many of those valuable publications are now difficult to obtain in printed form.

The Internet will be used to its full potential in disseminating the language teaching and learning resources created under this project. Distribution of the materials over the Web will be an aid to language learners here and abroad.

**"(C) the development, application, and dissemination of performance testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages;"**

The authors of new language pedagogy resources funded under this grant will be encouraged to produce performance-based testing materials. Separate but complementary proposals will also be developed by SALRC for performance-based testing.

**"(D) the training of teachers in the administration and interpretation of performance tests, the use of effective teaching strategies, and the use of new technologies;"**

Training of teachers will be undertaken in conjunction with the South Asia Summer Language Institute. That training, thoroughly described above, will also include opportunities for study of software, recording equipment, and other necessary tools to create Web-based materials,

**"(E) a significant focus on the teaching and learning needs of the less commonly taught languages, including an assessment of the strategic needs of the United States, the determination of ways to meet those needs nationally, and the publication and dissemination of instructional materials in the less commonly taught languages;"**

As amply illustrated in Section 1.A, the Executive Committee and others participating in SALRC will assess teaching and learning needs for South Asian languages prior to issuing subcontracts for the development of resources. All of the languages of South Asia are in the category of less commonly taught.

**"(F) the development and dissemination of materials designed to serve as a resource for foreign language teachers at the elementary and secondary school levels; and"**

Web-based instruction and language reference resources will be freely available to all.

SALRC will make special efforts to announce the availability of those materials to teachers at the elementary and secondary school levels.

**"(G) the operation of intensive summer language institutes to train advanced foreign language students, to provide professional development, and to improve language instruction through preservice and inservice language training for teachers."**

Operation of a program in advanced language pedagogy was determined to be the highest priority by South Asia NRC Directors when they met in February 2002 in Washington, D.C. The specific plans for addressing that concern are included in Section 1.A.

**1.D) Use of material and human resources to achieve each objective.** The carefully coordinated program described in Section 1.A and elsewhere in this proposal will elicit contributions of human energy and material resources from all of the U.S. universities with major commitments to South Asian studies. These resources are well documented in the profiles submitted by each university. Drawing upon these combined strengths, SALRC will create exemplary teaching resources and support improvements in language instruction.

The South Asian Language Resource Center will take special care to **avoid duplication** of effort. Instead the activities proposed in this proposal will build upon several previous projects. (Please see Section 5.B for an enumeration of some of those projects and programs.)

**Preparation of additional proposals** for support of SALRC's objectives will be an additional and important use of human resources. These collateral projects with grant funding will enable SALRC to move beyond the tasks enumerated in this proposal. (Please see section 5.A for an enumeration of the proposals and targeted funding sources.)

**1.E) A plan to ensure equal access to the center's program and treatment by the center's staff of members of groups that have been traditionally underrepresented.** The statutory

standard for equitable access under Section 427 of the Department of Education's General Education Provisions Act is met through free dissemination of the project's resources via the Internet and through wide publicity of the availability of the project's Web site. Further, the University of Chicago and other universities joined together for this application are equal opportunity employers and provide equitable access to, and participation in, their programs for students, teachers, and others with special needs. Guided by well-established local regulations, neither the University of Chicago nor any of the other participating institutions will discriminate on any basis prohibited by applicable federal, state or local law.

The University of Chicago and each of the other universities hosting South Asia National Resource Centers are continuously improving accessibility of their facilities. Each year projects are undertaken to increase accessibility to and within buildings on those campuses. Ramps, curb cuts, signage, and lifts are examples of facilities work of the last several years. Accessible workstations (in computer labs) and adaptive technology (in the libraries) are examples of other ways in which the universities are enhancing accessibility. The process of accommodation is quite individualized, and reasonable accommodations may take many forms. Please also see Section 6 for information on compliance with the Web Accessibility Initiative to address the needs of those with disabilities who will use SALRC's Web resources.

More specifically, the University of Chicago has clear University policies and procedures addressing non-discrimination and harassment, sexual harassment, assistance for disabled students, and domestic partnership. These and other related statements are available at <<http://uhrm.uchicago.edu/policy/>> and <<http://www.uchicago.edu/docs/studentmanual/>>. Concisely stated, "The University of Chicago offers equal opportunities in employment to all employees and applicants. No person shall be discriminated against in employment because of

race, color, marital status, parental status, ancestry, source of income, religion, sex, age, national origin, handicap, sexual orientation or veteran status. This policy includes the commitment to maintain a working environment free from sexual harassment."

Please note that this section also responds to the required information addressing the General Education Provisions Act (GEPA).

## **2. Quality of Key Personnel**

**2.A) Qualifications of the center's directors.** The **Principal Investigator, Pedagogical Materials Director, and Summer Institute Director** have extensive experience managing complex projects with federal and private funding. This is reflected in the brief curricula vitae included in Appendix 1 for James Nye at the University of Chicago, the Principal Investigator; Harold Schiffman at the University of Pennsylvania, the Pedagogical Materials Director; and Joseph Elder at the University of Wisconsin-Madison, the Summer Institute Director. Their aggregate experience includes direct engagement with many major, grant-funded initiatives related to South Asia, both at the level of program formulation for national bodies and management of specific projects. The initiatives in which they are involved include innovative use of the Internet for presentation of South Asian studies resources.<sup>9</sup> They hold positions of leadership on major domestic and international bodies related to area studies scholarship. Nye has been at the University of Chicago since 1984, Schiffman at the University of Pennsylvania since 1995, and Elder at the University of Wisconsin-Madison since 1961. They are active in South Asian studies through participation in organizations such as the Association for Asian Studies, the American Oriental Society, the American Institute of Indian Studies, and the

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<sup>9</sup>Examples of those initiatives include the Digital Dictionaries of South Asia project <<http://dsal.uchicago.edu/dictionaries/>>, the Tamil Web site at the Penn Language Center <<http://ccat.sas.upenn.edu/plc/tamilweb/>>, and the Digital South Asia Library <<http://dsal.uchicago.edu/>> project.

American Institute of Pakistan Studies as well as linguistics through the Linguistic Society of America; Dravidian Linguistic Association; and Linguistic Society of India. It is particularly noteworthy that Schiffman brings to his position in SALRC four years of experience as a member and Chair of the Southeast Asia Summer Studies Institute (SEASSI) Language Advisory Committee. The Principal Investigator will commit 10% of his time, the Pedagogical Materials Director 33% of his time, and the Summer Institute Director 12% of his time. This project will be well entrusted to their leadership.

A **Director** will be appointed by the Principal Investigator in consultation with the Executive Committee after a national search. Chief characteristics of the successful candidate will include extensive experience in South Asian linguistics and language pedagogy, thorough academic knowledge of South Asian studies, and proven skills as an administrator. An acting Director will be named to guide SALRC until a regular appointment is made.

**2.B) Qualifications of the faculty and other professional staff members for the center's**

**program.** As noted in the preceding Section, the **Executive Committee** is constituted to provide for SALRC's effective and efficient operation. Members include respected South Asia scholars from the social sciences and humanities who make active use their language skills in research. Several are Directors of Title VI South Asia National Resource Centers.

The Executive Committee will select the **authors of new teaching resources** and the **language pedagogues** to teach in the South Asia Summer Language Institute from the faculties of SALRC member universities. The university profiles mentioned earlier demonstrate the great strength of their combined faculty pool.

**Computer programming** and implementation of Web delivery of the project's resources will be the responsibility of the University of Chicago and the universities receiving subcontracts for

development of pedagogical resources. The University of Chicago is a leader in developing large-scale digital technologies for initiatives on the World Wide Web.

Principal duties of the **Administrative Assistant** for the South Asia Summer Language Institute (SASLI) include: coordination of all SASLI instructional activities; preparation of funding proposals to support SASLI's instructional programs; creation, production, and distribution of materials used to publicize the summer programs, including maintenance of the Institute's Web site; maintenance of a database on SASLI students, alumni, and faculty; and consultation with SASLI Director on selection and hiring of language instructors for the Institute.

**2.C) Percentage of time the center director and all other faculty and staff will commit to**

**the center's program**. A detailed statement of time commitments by SALRC's principal staff is included along with their chief responsibilities in Section 1.B. It is noteworthy that these estimates of time as portions of full-time equivalent positions are conservative. Even though it is not required, the participating universities will be providing a great deal of faculty and staff time as cost-share contributions.

**2.D) A commitment to encourage applications for employment from persons who are**

**members of groups that have been traditionally underrepresented**. Included in the statement under Section 1.E on equal access to the Center's programs are unambiguous statements declaring the commitment of the University of Chicago and other universities joined together for this application to equal opportunity in employment.

**3. Adequacy of Resources**

**3.A) Adequacy of facilities to conduct the operations of the center**. The South Asia Language Resource Center will build upon and expand the resources already available among the federated applicants for this grant. Those aggregated resources are considerable at SALRC's



eighteen current member universities. Please see the description near the end of Section 1.A and in the profiles for each member university that are available at <<http://www.lib.uchicago.edu/e/su/southasia/lrc/>>. Among the noteworthy strengths are the language laboratories at each member university for use during the academic year and those at the University of Wisconsin-Madison for use in conjunction with the South Asia Summer Language Institute.

Some of the data entry work for SALRC will be undertaken in overseas facilities. Conducting digitization work in collaboration with institutions in South Asia is prudent and productive. Evidence for this assertion is based on extensive previous experience at the University of Chicago in comparable projects. First, work by staff engaged and trained for technical activities is of high quality. Second, there are many individuals with the requisite language expertise in the pool of potential employees. Third, the expense of salaries for staff in South Asia is considerably lower than that in the U.S. And, fourth, this collaboration with colleagues in the subcontinent provides benefits to both parties, enhancing cooperation between the U.S. and South Asia and serving as a model for other projects. Careful oversight will ensure that dignified, living wages are paid to employees overseas, that work environments are safe, and that staff are not subject to discrimination based on gender, race, religion, age, or social or ethnic origin.

**3.B) Adequacy of equipment and supplies for the tasks of the center.** The support requested for equipment and supplies is modest relative to the benefits. This is in large measure due to contributions by the University of Chicago and other members of the federation. As with facilities, there is a solid base of equipment for SALRC to build upon and expand. Please refer to the description near the end of Section 1.A and the profiles for each member university at <<http://www.lib.uchicago.edu/e/su/southasia/lrc/>>.

All SALRC members are Charter University Participants in Internet2. Internet2 will provide “broad band width” which is ideal for delivering video, the foundation of many of the tools SALRC will develop for language teaching.<sup>10</sup>

The project will use computer facilities already in place at the universities of Chicago, Pennsylvania, and Wisconsin-Madison in addition to other universities joined together for this proposal. Almost all of the universities involved in this joint application have Web servers already available for delivering language learning resources. Those servers will be used for many, but not all, of SALRC's activities. The University of Chicago will purchase a limited amount of special Web server and backup equipment needed to accomplish the specific objectives of the South Asia Language Resource Center.

There will be no charge for the Principal Investigator's time or for material infrastructure at the University of Chicago. Travel expenses are extremely modest because meetings of the Executive Committee will be combined with national South Asia meetings or held via video conference facilities already available to Committee members at their home institutions.

There is **great potential for continued support** for facilities and equipment from future grants. During the four-year grant from the Department of Education, the Principal Investigator and other staff will, at minimum, approach the National Endowment for the Humanities, the National Science Foundation, and the Fund for the Improvement of Postsecondary Education for grants. As noted earlier, the specific topics addressed in these proposals are: conducting summer seminars (NEH); creation or expansion of language corpora (NSF); and expanding the materials

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<sup>10</sup>The Internet2 consortium, as described on its Web site at <<http://www.internet2.edu/>>, includes more than "190 universities working in partnership with industry and government to develop and deploy advanced network applications and technologies, accelerating the creation of tomorrow's Internet. Internet2 is recreating the partnership among academia, industry and government that fostered today's Internet in its infancy."

available for distance language learning and increasing the numbers of language instructors available for teaching those languages almost never taught (FIPSE). The Principal Investigator has an excellent record of success in applications to funding agencies such as these.

#### **4. Need and Potential Impact**

##### **4.A) Need for the proposed materials or activities in the foreign languages on which the**

**center focuses**. The U.S. Congress provided a compelling rationale for establishing a Language Resource Center for South Asia. In the aftermath of the attacks of September 11, Senate and House conferees considering appropriations for the Department of Education stipulated that \$1,000,000 should be appropriated "to establish three new language resource centers, each specializing in either Central Asia, the Middle East, or South Asia, to develop the resources needed to improve foreign language teacher training for less commonly taught languages, including research curriculum and other instructional materials, and language pedagogical strategies. The conferees encourage the development of up-to-date, interactive multi-media materials specifically tailored for targeted language instructional needs."<sup>11</sup> In addition, Congress appropriated more than \$5,400,000 "to double the number of Title VI Foreign Language and Area Studies (FLAS) fellowships to students pursuing advanced training" in the languages of those areas. This proposal is a direct response to the Congressional mandates.

As noted in the introduction, South Asia is one of the most linguistically diverse areas of the world with four language families comprised of more than 650 individual languages. Many of the so-called minority languages have populations greater than the populations of entire countries in other parts of the world. Because of this astonishing linguistic diversity, no single U.S.

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<sup>11</sup>U.S. House of Representatives, 107<sup>th</sup> Congress, 1<sup>st</sup> Session, 2001, Report 107-342, p. 159.

university has the resources to address the demand for expertise. SALRC is structured to assist in meeting this pressing need.

**Political instability** in certain regions of South Asia makes it unlikely that students will be able to study certain languages in the subcontinent. Examples of conflicts adversely affecting opportunities for the in-country study of languages include the Maoist insurgency in Nepal complicating the study of Nepali, communal violence in Gujarat making it difficult to study Gujarati, separatist unrest in Kashmir and Sri Lanka making it unsafe to study Kashmiri and Sinhala, and continuing instability following the attacks of September 11 complicating the study of Pakistan's languages. These uncertainties make it imperative that quality language instruction as well as resources for language learning be available in the U.S. SALRC will meet that need.

With **budgetary strictures** at many universities, it has been necessary to reduce the number and variety of language courses taught at some institutions. Courses with low enrollments are often targeted for elimination. Offering language instruction through the South Asia Summer Language Institute is one of the responses being offered to this problem by the Title VI National Resource Centers. Distance education using resources created under SALRC would help to ensure that the national capacity for teaching less-commonly-taught languages remains strong.

South Asian studies encompasses the subcontinent which lies south of the Himalayan range and comprises India, Pakistan, Afghanistan, Bangladesh, Nepal, Sri Lanka, Bhutan, and the Maldivian Islands. This area has been the site of major civilizations since at least 2,500 B.C. The intellectual domain is enormous, both in geographical area and chronological expanse.

Considering the number and quality of publications, Ph.D.s awarded, and courses, including languages, taught, North American scholars have contributed more to the knowledge of South Asia since 1960 than any other region save the subcontinent itself. The growth of knowledge

about the region has been supported by forty-four years of funding from the U.S. Department of Education for foreign language and area training. This sustained support has produced a knowledgeable and demanding body of scholars and policy makers with demonstrable capacity to use the languages of South Asia and comprehend the nuances of South Asian civilizations. It is critically important that this base of knowledge is refreshed by young scholars entering the field. To perform as admirably as previous generations, students need more extensive and flexible access to language instruction. This proposal addresses that need.

South Asian studies in the United States has historical roots in nineteenth-century philological and religious studies, focused on classical India. After World War II there was a marked change in the nature of America's interest in South Asia. The war demonstrated America's profound ignorance of the contemporary civilizations of South Asia and systematic efforts were undertaken to develop programs of study. These new South Asia programs had distinctive intellectual characteristics and disciplinary orientations that were shaped by founding faculty. In general, there was a strong emphasis on the social sciences and on regional rather than the classical languages.

**A command of South Asian languages remains an essential prerequisite** for serious scholarship in all of the academic disciplines. The following statements briefly describe those fields of knowledge that will benefit from the SALRC's contributions to improved language fluency. The **social sciences** have remained vital and continue to attract the interest of new students and of scholars without backgrounds in South Asian studies. Some researchers have been engaged by the writings of South Asian scholars addressing topics such as colonialism and strategic studies from varied perspectives. Others have been interested in more novel approaches to knowledge such as those surrounding popular culture (or public culture), cinema, and gender

studies. During this period of economic liberalization and increased foreign investment, economics and political science continue to attract the attention of many. The **humanities** are also vital areas of research related to South Asia. As an example, scholars of regional literatures are writing new histories of the enormous and varied literary traditions in the subcontinent that challenge presuppositions of literary and language boundaries, chronological divisions, nationalism, and canon that undergirded earlier publications. While most researchers come from a discipline – both as a departmental home and as a methodological disposition – there is increasing interest in **interdisciplinary studies and trans-regional research** on South Asia. One can point to investigations about the environment, nationalism, human rights, and migration as examples of topics commanding contemporary and future attention. These analyses often have a global impact.

**Beyond the primary audiences** of scholars, other important bodies of language learners will be well served by the pedagogical resources prepared and disseminated under this project. These include:

- business people;
- school teachers; and
- government officials.

Through this project, the needs of a **wide array of U.S. citizens** for ready access to new and unique language learning resources will be met. They will be able to turn to the project's site on the World Wide Web for free and dependable instructional resources of the highest accuracy and integrity.

**4.B) Extent of use for the proposed materials throughout the United States.** **Effective dissemination** of the resulting digital resources and information about the summer programs will

extend knowledge of SALRC's activities. The project's free Web site will allow readers around the world easy access to electronic resources for language learning. That Web site will also include information on how to order ink print and audio resources created by SALRC. The SALRC Director will notify scholarly organizations and the general public of progress during the course of this project by means of news notes and articles in relevant scholarly publications, academic news publications such as the *Chronicle of Higher Education*, postings to the listservs for South Asian scholars, and press releases to national news media. We will send information about this project to all the members of the Association for Asian Studies with declared interests in South Asia. Updates on the project will also be sent on a periodic basis to major foreign research centers. The Director will keep other Department of Education Language Resource Centers informed of SALRC's progress.

SALRC will also host a video conference in 2004 to share information about newly created resources and services, including the advanced language pedagogy program. One of the purposes will be to expand use of what has been created through the date of the conference and describe what viewers can expect over the following two years. The technologies deployed for Web-based teaching will be introduced. If approved, this conference will be distributed via the ResearchChannel. If the conference is successful, SALRC will coordinate a sequel event on the less-commonly-taught languages of South Asia, the Middle East, and Central Asia. Part of the purpose for that second conference will be to set an agenda for shared research involving the Language Resource Centers for those three areas. For example, the conference might explore scholars' needs vis-à-vis Afghanistan, where there has never been a linguistic census.

**4.C) Contribution of the proposed work and activity to strengthening, expanding, and improving programs of foreign language study in the United States.** SALRC will make

significant contributions in each of the following ways: improved resources for teaching and learning South Asian languages, expanded and enhanced training for language teachers, state-of-the-art technology for language instruction via the Internet, and strengthened collaboration between the Language Resource Centers. As noted above, these contributions effectively address concerns registered by the U.S. Congress.

Language teachers will be able to direct their students to the **pedagogical resources for instruction in less-commonly-taught languages**, knowing that the best available materials created under Department of Education grants will have been converted for easy access. The same teaching resources will enable distance language learning by students not able to meet face-to-face with one of the few U.S. instructors for certain least commonly taught languages. Carefully selected on-line dictionaries will complement the grammars and readers if our complementary proposal to support their conversion is awarded. These language resources will be valued by "heritage learners" as well as others.

As one example of the approach to creating pedagogical resources, SALRC will encourage commissioned authors to take into account research on reading among second-language learners and its implications for the second-language classroom. Studies show that readings with an unfamiliar background, including an unfamiliar cultural background, are more difficult to understand. Understanding inferences and relationships among different pieces of information is a particular problem for both native and nonnative speakers. In second-language reading classes, this implies that criteria for selecting instructional materials should include the familiarity of the background, especially at lower language proficiency levels. Pre-reading activities are those that prepare the reader with background information about the topic; they are designed to activate a schema that will be helpful to the reader. This schema involves organization of prior knowledge



during the pre-reading phase and development of skills beyond those that are purely cognitive during the reading act. This means that there must be a careful selection of texts to be read by second-language students so that pre-reading will be effective. Both content schemata (background knowledge about the cultural orientation or content of a passage) and formal schemata (reader expectations about how pieces of textual information will relate to each other) influence the reader's comprehension of a text. Examples of the kinds of things that can be used in pre-reading for South Asia include texts about social organization (caste, religion); about kinship systems and the expectations families have about the obligations of kin; readings about the history of various groups, castes, regions, temples, and economic systems; about geography, including maps of the region and images from Web sources. An example applying this approach to pre-reading for a Tamil text is already available at <http://ccat.sas.upenn.edu/plc/tamilweb/yukam/yukamcol.html>.

**Advanced training in language pedagogy** offered in conjunction with the South Asia Summer Language Institute will expand and enhance the skills of language teachers and graduate students intending to teach South Asian languages. As noted in Section 1.A, language instructors in the American Institute of Indian Studies, the American Institute of Pakistan Studies, and the Berkeley Urdu Language Program in Pakistan will also benefit from the training offered. Participants in the summer program will explore the implications for language pedagogy of topics such as socio- and psycho-linguistic, bilingualism and multiculturalism, and language acquisition theory.

SALRC's use of **state-of-the-art technology** for language instruction via the Web will enhance and extend the value of the teaching resources created by faculty among the federated

universities. The statement above on uses of the Internet for teaching and learning demonstrate the imaginative quality that will be brought to this component of the Center's work.

**Strengthened collaboration** between the Language Resource Centers, especially the newly established centers for the Middle East and Central Asia will produce synergies for the study of languages in those world regions. Extending that synergy further, SALRC staff will seek opportunities to collaborate with South Asia language research centers abroad. Both the Central Institute of Indian Languages in Mysore, India, and the Research Institute for Languages and Cultures of Asia and Africa in Tokyo have already expressed interest in working with SALRC on research projects of mutual interest.

This project's **large target audience will be well served** by the resources provided. The Association for Asian Studies lists more than 760 of its members as having South Asian countries as a major focus of academic interest. In addition, many members of other scholarly associations have a primary interest in South Asia – the American Academy of Religion, the American Political Science Association, the American Anthropological Association, and the American Oriental Society, to name a few. Looking to the larger body of citizens, the 2000 U.S. census shows that slightly more than one million Americans trace their heritage to the cultures of South Asia. SALRC resources will serve "heritage learners" among this population. Finally, those outside the U.S. will be well served by the resources freely available over the Internet. It is important to recall that the South Asian subcontinent encompasses more than 22% of the world's population and that access to the Internet is expanding rapidly in that region.

## **5. Likelihood of Achieving Results**

### **5.A) High quality of the outlined methods and procedures for preparing the materials.**

The SALRC staff responsible for production of new pedagogical materials and the Executive

Committee will carefully review all proposals prior to commissioning resources, will closely monitor activities while materials are being prepared, and support the testing of resources. These measures will ensure high quality in the results.

Preparation of **additional proposals for support**, as mentioned in Section 1.D above, is an important component of SALRC's approach to creating and disseminating materials for language teaching and learning. Specifically, during the first four years of funding SALRC will produce the following proposals:

To the International Research and Studies Program at the U.S. Department of Education for preparation of digital grammars and additional dictionaries, expanding upon the Digital Dictionaries of South Asia program;

To the National Endowment for the Humanities for conducting summer seminars on themes related to language pedagogy;

To the National Science Foundation for creation or expansion of language corpora for linguistic research; and

To the Fund for the Improvement of Postsecondary Education for expanding the materials available for distance language learning and increasing the numbers of language instructors available for teaching those languages almost never taught.

**5.B) Practicability of plans for carrying out activities and producing results.** There is ample evidence in Sections 1 and 2 of the staff and institutional strengths available to SALRC. The plans delineated in those Sections are carefully constructed and practical, based upon the experience of the principal staff in comparable projects.

**SALRC builds upon strengths and demonstrated successes** at individual institutions and consortia of institutions. Once again, reviewers are encouraged to examine the profiles submitted

by members of SALRC. Many consortia will lend their strengths and resources to the program described in this proposal. They include the Berkeley Urdu Language Program in Pakistan; the American Overseas Research Centers, especially the American Institute of Indian Studies and the American Institute of Pakistan Studies; and the Consortium for Language Teaching and Learning.

Several projects related to South Asian languages will provide materials and support to SALRC. These include: the Tibetan and Himalayan Digital Library (with participants from Virginia, Harvard, Rice, Chicago, and other universities), funded by the Department of Education, National Endowment for the Humanities, and other sources; the Hindi component of a grant titled "Casting a Wider Net" to the University of Michigan from the Andrew W. Mellon Foundation; the Digital Dictionaries of South Asia, funded by the International Research and Studies Program within the Department of Education's International Education and Graduate Programs Service; the Triangle South Asia Consortium's Hindi project titled "A Door into Hindi: Web-based Elementary Hindi Language Instruction", also funded by the International Research and Studies Program; the Digital South Asia Library,<sup>12</sup> funded by the Technological Innovation and Cooperation for Foreign Information Access Program at the Department of Education; and others.

## **6. Description of Final Form of Results**

SALRC teaching and learning resources will be presented to readers in an effective manner. Most will be in digital form while some will be published as ink print texts. As noted elsewhere in this proposal, there are few other groups of computer specialists as able as SALRC's

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<sup>12</sup>That Digital South Asia Library (DSAL) project, now in its fifth year, continues to expand the quantity and the range of research resources available and to enlarge the number of participating institutions. Many of the

programmers to deliver the project's resources to language learners over the Internet. The applicants are leaders in the development of new technologies for dissemination of scholarly knowledge in the social sciences and humanities.

Programmers will deploy the latest technologies for SALRC's electronic resources making them and the Web site housing them compliant with the requirements of the **Web Accessibility Initiative**.<sup>13</sup> The Web Accessibility Initiative addresses the needs of those with disabilities. For example, people with visual disabilities are assisted in use of browsers by labeled graphics, described video, marked up tables, controlled use of color, and minimized movement on the screen. People with hearing disabilities benefit from captions with audio and sound files. Those with physical disabilities are able to navigate through Web sites using special menu commands. The needs of users with cognitive or neurological disabilities for more consistently structured information are accommodated through such features as consistent navigation, concise language, and the elimination of flickering tags. The World Wide Web Consortium has identified three levels of compliance with Web Accessibility Initiative. Compliance at Level One removes the major barriers between Web sites and users with specific disabilities. Levels Two and Three incrementally increase the ease of information transfer and use. According to the World Wide Web Consortium, many organizations seek to comply at levels One or Two. SALRC commits itself, at the least, to compliance at level Two.

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universities federated for the creation of SALRC also participate in the DSAL project. The DSAL Web site is at <http://dsal.uchicago.edu/>.

<sup>13</sup>In 1998, Congress amended the Rehabilitation Act to require Federal agencies to make their electronic and information technology accessible to people with disabilities. The new legislation, known as Section 508, was enacted to eliminate barriers in information technology. The Federal Information Technology Accessibility Initiative oversees the implementation and enforcement of Section 508. The criteria for Web technology and information are based on closely related access guidelines developed by the Web Accessibility Initiative of the World Wide Web Consortium.

The Web site will be a **free service** through which resources created under SALRC are disseminated. It will be possible to use resources for language learning while connected as well as retrieve documents via conventional file transfer protocols.

## 7. Evaluation Plan

The evaluation of the South Asia Language Resource Center will be **systematic and recurring**. Preliminary evaluations will be done at the ends of the first three years with final evaluation of the project to follow in September 2006. Members of the Executive Committee will assess the quality of resources produced and disseminated under SALRC, review observations by teachers and linguists at the institutions submitting this proposal, consider comments from language students who used SALRC's resources, examine costs associated with preparation and delivery of information, and analyze statistics on use of the resources. The Executive Committee will evaluate costs and benefits as well as any systematic problems encountered during the four years of funding by US/ED. They will also assess annual progress toward self-sustaining status for SALRC. The Principal Investigator, Director of the South Asia Language Resource Center, and directors of the subcontracts will organize the observations of the Executive Committee into a final project report for the Department of Education, the Executive Committee members and the SALRC Web site. The interim evaluations and final report on the project will be central elements in planning subsequent activities for SALRC.

In **assessing usage of information** made available under SALRC we will use the widely endorsed "Guidelines for Statistical Measures of Usage of Web-Based Indexed, Abstracted, and Full Text Resources"<sup>14</sup> prepared by the International Coalition of Library Consortia (ICOLC), a group that currently comprises over 150 library consortia. Through the implementation of these

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<sup>14</sup> The Guidelines are located at <<http://www.library.yale.edu/consortia/>>.

Guidelines in this project we will be able to analyze use and frequency of use without violating an individual's privacy. It will also be possible to provide much more subtle interpretations of usage than could be achieved through reliance on crude counts of "hits" on Web sites. The guidelines cover queries (searches), menu selections, sessions or logins, instances of users turned away due to simultaneous user limits, and items examined. Other topics addressed include user, institutional, and consortium confidentiality; comparative statistics; and secure access to statistical reports via the World Wide Web. Along with assisting the evaluation of this project, statistics gathered under the ICOLC Guidelines will also provide US/ED with data to assess the benefits of the South Asia Language Resource Center.

In addition to empirical evaluation, comments from patrons will be solicited by means of a periodic response form sent to them electronically. When patrons first register to use the site by providing their e-mail address they will be sent a questionnaire. Questionnaires also will be e-mailed to a randomly selected portion of those users who fail to use the site more than once during a year.

The information gathered from statistics on use of the site and patron responses will be considered at **two conferences**. At the first meeting, held in conjunction with the Madison South Asia conference in October 2004 so as to limit expenses, a preliminary evaluation of the project will be produced after a presentation describing the projects goals and demonstrating the resources available at that time. Members of the Executive Committee will assess the quality of the language teaching and learning resources produced; consider comments gathered from scholars as well as other users over the Internet; and examine the costs of preparing and delivering the resources. A summary of this session will be posted on the SALRC Web site. Potential problems and improvements will be considered at that time and a formal report

delivered to the Department of Education. A second conference held in conjunction with the Association for Asian Studies annual meeting in the spring of 2006, a final evaluation of the project will begin and discussions of SALRC's implications for the future development and application of South Asia language learning teaching and learning resources.

**Communication and collaboration between Language Resource Centers** is a major desideratum that will be considered in evaluating SALRC. The South Asia Language Resource Center will initiate formal communication between projects funded under Title VI, Section 603. This communication will serve the purposes of shared evaluation and exploration of synergies between the projects. As noted in Section 4.B, SALRC will host a video conference in 2004 to realize these evaluation goals and to share information about technologies available for Web presentation. Grantees from each of the current Language Resource Centers will be invited to participate. Furthermore, SALRC will maintain a public Web site with information on developments of all projects funded by the US/ED Language Resource Centers Program and links to the relevant project Internet resources.

## **8. Budget and Cost Effectiveness**

The budget is reasonable, for several reasons. Most travel to conferences will be supported by the participating institutions. SALRC will also reduce travel expenses by using technology, such as video conferences, in lieu of conventional meetings of the Executive Committee.

Contributions in kind by the applicant universities are another reason why the budget can be kept to a reasonable amount. Many of the services delivered and the use of much of the necessary equipment will be provided without charge. It was noted near the end of Section 1.A that matching funds are not required for this proposal and yet, if they were, the federated applicant universities would easily exceed a one-to-one ratio.



Considerable previous experience at the University of Chicago with comparable grants provides a high degree of confidence that the budget for the project is adequate to support the project activities. Supporting documentation for each relevant budget category is provided in Part II, Budget Documentation.

## **9. Priorities**

No priorities have been established for this competition by the U.S. Department of Education. Yet, it is noteworthy that this proposal responds to the Congressional mandate that a Language Resource Center be established for South Asian languages.

## Appendix 1. Curricula Vitae for Key Staff

### CURRICULUM VITAE

#### James H. Nye

Bibliographer for Southern Asia and Director, South Asia Language and Area Center

Joseph Regenstein Library

University of Chicago

1100 East 57th Street

Chicago, Illinois 60637

Phone: (773) 702-8430

E-mail: jnye@midway.uchicago.edu

#### Degrees:

BA Augsburg College, 1968 (philosophy)

MAR Yale University, 1970 (history of religions)

MS Drexel University, 1974 (library science)

[PhD] University of Wisconsin-Madison, comprehensive examinations passed 1982 (South Asian language and literature)

#### Doctoral Dissertation:

Granthamala: A Cultural Study of Indological Publishing in Nineteenth- and Twentieth-Century India

V. Narayana Rao, Thesis Director

#### Experience:

1998-to date, Director, South Asia Language and Area Center, University of Chicago, Chicago, Illinois

1984-to date, Bibliographer for Southern Asia, University of Chicago, Chicago, Illinois

1974-1984, Librarian II (equivalent to Assistant Professor), Gustavus Adolphus College, St. Peter, Minnesota.

Tenured 1979.

1978-84, Acquisitions and Reference Librarian

1974-78, Reader's Services Librarian

1973-to date, Vice President and Editor / Publisher, Musicdata, Inc., Philadelphia, Pennsylvania

1971-73, Librarian, Community Legal Services, Philadelphia, Pennsylvania

#### Major Grants, Fellowships, and Honors:

2002-2005, U.S. Department of Education, Title VI, Section 606, grant for "South Asian Information Access," \$585,000

2002, Andrew W. Mellon Foundation, planning grant for "The Center for South Asia Libraries," \$11,000

2002-2003, Consortium on Language Teaching and Learning, grant for "Digital Dictionaries for Less Commonly Taught Languages of Pakistan," \$33,978

2001, U.S. Department of Education, Fulbright-Hays Group Projects Abroad Program, grant for a project in India, \$50,375

2001, Consortium on Language Teaching and Learning, grant for "Summer Pilot Project for Khowar and Torwali Dictionary Development," \$6,733

1999-2002, U.S. Department of Education, Title VI, Section 602, grant for "Comprehensive National Resource Center for South Asia," \$1,131,262

1999-2002, U.S. Department of Education, Title VI, Section 605, grant for "Digital Dictionaries of South Asia," \$444,031

1999-2002, U.S. Department of Education, Title VI, Section 606, grant for "Digital South Asia Library," \$549,960

1997-99, Andrew W. Mellon Foundation via Association of Research Libraries, grant for "The Digital South Asia Library: A Pilot Project," \$62,700

1996-99, Ford Foundation, grant for "Access to Tamil Performance and Folklore Literature," \$250,000

1995-97, National Endowment for the Humanities, grant for "Access to Early Twentieth-Century Indian Books: Marathi, Gujarati, Sindhi, Konkani, and English," \$261,835

1994-2001, Wellcome Institute for the History of Medicine, contract for "Program for Access to Tamil Publications on Medicine and Health Sciences," \$200,000

1994-96, U.S. Department of Education, Title II-C, grant for "Tamil Publications for Historical Studies," \$287,690

## Appendix 1. Curricula Vitae for Key Staff (cont.)

James Nye, page 2

**Major Grants, Fellowships, and Honors (cont.):**

- 1994-96, National Endowment for the Humanities, grant for "Preservation and Dissemination of Classical and Medieval Tamil Literature," \$198,780
- 1992-94, National Endowment for the Humanities, grant for "Microfilming Nineteenth-Century Hindustani Books," \$140,000
- 1991-94, National Endowment for the Humanities, grant for "Microfilming Nineteenth-Century Hindi Books," \$68,860
- 1991-94, Kern Foundation, grant for "The Adyar Library / University of Chicago Program," \$68,150
- 1989-91, National Endowment for the Humanities, grant for "Preservation of Major Indological Series from the South Asian Subcontinent," \$262,650
- 1989-91, U.S. Department of Education, Title II-C, grant for "Acquisition and Preservation of Indological Series Published in South Asia," \$241,310
- 1985-88, National Endowment for the Humanities, grant for preparation of *South Asian Books in Series: Sanskrit, Pali, and Prakrit*, \$232,000
- 1982-83, Junior Fellowship (dissertation research), American Institute of Indian Studies
- 1981-82, HEA Title VI National Resource Fellowship for Foreign Language Studies, Hindi
- 1974, Beta Phi Mu (national library science honors society)
- 1970 (summer), NDEA Title VI Critical Language Fellowship, Hindi / Urdu

**Selected Publications:**

- A Primer in Oriya Characters* (editor), by Purna Chandra Mishra. New Delhi: Manohar Books, forthcoming 2002.
- South Asian Books in Series: Sanskrit, Prakrit, and Pali* edited by James Nye, associate editor Larry DeVries. Preliminary edition, forthcoming 2002.
- "International Information Exchange: New Configurations for Library Collaboration in South Asian Studies," (with David Magier), *Collection Management*, 24 (2000): 215-240.
- "Recent South Asia Projects at the University of Chicago and the South Asia Microform Project," *South Asia Library Group Newsletter*, no. 40 (January 1993): 7-13.
- "Toward a Sociology of South Asian Book Preservation," in *Planning Modernization and Preservation Programmes for South Asian Libraries*, edited by Kalpana Dasgupta. (National Library conferences, no. 5.) Calcutta: National Library, 1992.
- "Textual Information Retrieval and Analysis for Indology," in *Indological Studies and South Asia Bibliography*, edited by Ashin Das Gupta. (National Library Conferences, no. 3.) Calcutta: National Library, 1988.
- A Primer in Telugu Characters* (editor), by Edward C. Hill. New Delhi: Manohar Books, 1988.
- A Primer in Grantha Characters* (editor and publisher), by K. Venugopalan, 1983.
- Sacred Choral Music in Print and Secular Choral Music in Print* (editor, with T. Nardone and M. Resnick). Philadelphia: Musicdata, 1974.

**Selected Conference Panels, Seminars, and Papers:**

- 2001, "A Khyber Pass: The Digital South Asia Library" invited paper, Social Science Research Council, Planning Meeting on Information Technology, cultural Mapping and the Social Sciences in the Commonwealth of Independent States
- 1999, "The Unprofitable World of Preservation Micrographics" invited paper, annual meeting of the Association for Asian Studies
- 1997, "Preservation Programs for South Asia" invited paper, annual meeting of the American Library Association
- 1996, "South Asia and the Strategic Plan for Improving Access to Global Information Resources" invited paper for a Presidential session, annual meeting of the Association for Asian Studies
- 1992, Organizer and Chair, panel on "Nineteenth-Century Publishing and the Creation of Indianness" also included my paper on "Sanskrit Series Publishing: A Nineteenth-Century Move into the Hinterlands," 20th Annual Conference on South Asia, University of Wisconsin-Madison.
- 1990, "University of Chicago Program for Preservation of Indological Texts" invited paper, National Library of India, Calcutta, Seminar on Library Modernization and Preservation
- 1989, "Constructing Indianness: Publishing and Culture in South Asia" invited paper, Committee on Southern Asian Studies, University of Chicago

Appendix 1. Curricula Vitae for Key Staff (cont.)

James Nye, page 3

**Selected Conference Panels, Seminars, and Papers (cont.):**

- 1988, "A Machine-Readable Sanskrit Lexicon" invited paper, Sanskrit Database Conference, University of Texas at Austin, Center for Asian Studies
- 1988, "Toward a Sociology of South Asian Book Preservation" invited paper, Asian and African Section of the Association of College and Research Libraries at the annual meeting of the American Library Association
- 1985, "Upapuranas and Mahapuranas: Appendix or Appendee?" invited paper, Conference on the Puranas at the University of Wisconsin-Madison, a part of the Festival of India
- 1984, Organizer and Chair, panel on "Computing and Sanskrit Texts" also included my paper on "Computer Photocomposition of Devanagari Texts in the United States and India" at VIth World Sanskrit Conference, Philadelphia

**Memberships and Professional Offices:**

**American Library Association** (Conference panel planning committee, Asia and Africa Section, ACRL, 1989; Area Chairman for South Asia, International Relations Round Table, 1989-1993); **American Oriental Society** (American Committee on South Asian Manuscripts, 1994-to date); **American Pakistan Research Organization**; **Association for Asian Studies** (Committee on South Asian Libraries and Documentation, Executive Committee, 1988-1990; Editor of *South Asia Library Notes and Queries*, 1984-1988); **Center for South Asia Libraries**, Co-founder and Secretary/Treasurer, 2000-to date; **Microfilming Indian Publications Project**, Steering Committee, 1989-to date; **Nineteenth Century South Asia Short Title Catalog Project**, Steering Committee, 1992-2001; **South Asia Microform Project** (Chair, 1989-1992, 1996-1999; Executive Committee, 1987-1992, 1996-1999; Academic Coordinator for special projects, 1991-to date); **Supervisor for Fulbright Library Interns from India**, six-month internships, 1988, 1989.

**Languages:**

Natural: Sanskrit, Hindi, Urdu, French, German  
Programming: SNOBOL, PL/1, Revelation database programming

May 2002

Appendix 1. Curricula Vitae for Key Staff (cont.)

<b>CURRICULUM VITAE</b>	
<b>Harold F. Schiffman</b>	
<b>Professor of Dravidian Linguistics and Culture</b> Department of South Asia Regional Studies 804 Williams Hall, Box 6305 University of Pennsylvania Philadelphia, PA 19104-6305	
Phone: (215) 898-5825 Email: haroldfs@ccat.sas.upenn.edu Fax: (215) 573-2138	
<b>Director, Consortium for Language Policy and Planning</b> Penn Language Center, 715 Williams Hall University of Pennsylvania	

Date of Birth: February 19, 1938    Citizenship: US    Married, one child

<b>Education</b>			
Antioch College:	German, French	<b>B.A.</b>	1960
Universität Freiburg:	(Freiburg/Brsg., Germany)		1957-58
Annamalai University:	(Tamilnadu, South India)		1965-66
University of Chicago:	Linguistics (Slavic, Dravidian)	<b>M.A.</b>	1966
University of Chicago:	Linguistics (Dravidian)	<b>Ph.D.</b>	1969

<b>Positions Held</b>
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- 1966-67 Lecturer, Anthropology Department, U. of California, Davis
- 1967-73 Asst. Prof.; 1973-78 Assoc. Prof.; 1978-95 Professor, Department of Asian Languages, University of Washington
  - (Adjunct Professor, Linguistics and Anthropology)
- 1982-87 Chair, Department of Asian Languages, University of Washington
- 1994-95 Director, The Language Center, University of Washington
- 1995- Luce Professor of Language Learning, Department of South Asia Regional Studies, University of Pennsylvania
- 1995- Director, Penn Language Center, University of Pennsylvania

### Fellowships, Awards, Grants

- **NDEA Title VI in Tamil, Kannada, and Telugu:** Universities of Chicago, Indiana, Wisconsin, Michigan State: 1963-5, 1968.
- **American Institute of Indian Studies:** Junior Fellowship, 1965-66; Senior Fellowship 1976, Short-term Senior Fellowship, Summer, 1978.
- **American Council of Learned Societies/Social Science Research Council:** Grant for Research on Language Loyalty in Sri Lanka.
- **Graduate School Research Fund, University of Washington:** Spring quarter 1976. "Language Loyalty in the German-American Church."
- **Office of Education, Institute of International Studies:** Contract: Reader for Advanced Spoken Tamil, 1971; Grant: Reference Grammar of Spoken Kannada, 1979.
- **National Endowment for the Humanities:** Three-year Grant for English-Tamil Dictionary, 1984-88. **Smithsonian Institution:** Grant for support of English-Tamil Dictionary in India, 1984-88. **Graduate School Research Fund R.A.-ship,** Autumn-winter, 1985-86.
- **Council for International Exchange of Scholars (Fulbright):** Three-month award for research in Singapore and Malaysia, 1994.
- **The Consortium for Language Teaching and Learning:** Grant for creation of Tamil Website, 1996; Grant for continuation of work on English-Tamil Dictionary, 1997; 1999 (Campus Grant).
- **The Henry R. Luce Foundation:** Luce Professorship in Language Learning, University of Pennsylvania. 1995-2000.

### Professional Memberships

American Anthropological Association; Linguistic Society of America; Dravidian Linguistic Association; Linguistic Society of India

### Professional Offices Held

**Chair** Language Committee, South Asia Regional Council, AAS 1974-76  
**Chair** Language Committee, American Institute of Indian Studies 1978-80  
**Trustee** American Institute of Indian Studies 1979-83  
**Member** South Asia Council, Association for Asian Studies 1982-85  
**Vice-President** International Association of Tamil Research 1987-89  
**Member** Language Advisory Committee, SEASSI 1991-95  
**Chair** Language (Advisory) Committee, SEASSI 1993-95

<b>SCHOLARLY PUBLICATIONS</b>
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<b>Books and Monographs</b>
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- *A Transformational Grammar of the Tamil Aspectual System*. 1969. University of Washington Studies in Linguistics and Language Learning, Vol. VII, pp. i-xviii, 1-223. Seattle: University of Washington Department of Linguistics.
- *Dravidian Phonological Systems*, (with Carol Eastman, eds.) 1975. South Asian Studies Program, Institute for Comparative and Foreign Area Studies, and University of Washington Press, pp. i-xxii, 1-409.
- *A Grammar of Spoken Tamil*. 1979. Madras: Christian Literature Society. Pp. i-viii, 1-104.
- *Language and Society in South Asia*. 1982. (With Michael Shapiro.) Delhi: Matilal Banarsidass. Pp.i-x, 1-283.
- *A Reference Grammar of Spoken Kannada*. 1983. Seattle: University of Washington Press and School of International Studies Publications on Asia, Vol. 39. Pp. i-xx, 1-182.
- *Geolinguistics: Language Dynamics and Ethno-Linguistic Geography*. 1991. Translation of *La Géographie des Langues*. (Roland Breton, Les Presses Universitaires de France, 1983.) Les Presses de l'Université d'Ottawa. Pp. i-vii, 1-155.
- *Linguistic Culture and Language Policy*. 1996. *Politics of Language Series*, Routledge (London). Pp. i-x, 1-356.
- *A Reference Grammar of Spoken Tamil* , 1999. Cambridge University Press. Pp. i-xxii, 1-232.
- *Les langues régionales de France: un état des lieux à la veille du XXI<sup>e</sup> siècle/The Regional Languages of France: an Inventory on the Eve of the 21st Century*. 1999. Philippe Blanchet, Roland Breton, and Harold Schiffman (eds.). Louvain-la-Neuve: Éditions Peeters: Bibliothèque des Cahiers de l'Institut de Linguistique de Louvain. Pp. 1-201.

<b>Selected Articles</b>
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- 1974: "Language, Linguistics and Politics in Tamilnad." in Edwin Gerow and Margery Lang, (eds.) *Studies in the Language and Culture of South Asia*. University of Washington Press, and Publications on Asia, No. 23, of the Institute for Comparative and Foreign Area Studies, pp. 125-34.
- 1975: "On the Ternary Contrast in Dravidian Coronal Stops." in H. Schiffman and C. M. Eastman (eds.) *Dravidian Phonological Systems*, pp. 69-85.
- 1978: "Diglossia and Purity/Pollution in Tamil." In *Contributions to Asian Studies, Vol. II: Language and Civilization Change in South Asia*. Clarence Maloney (ed.). Leiden: E. J. Brill. Pp. 98-110.

## Appendix 1. Curricula Vitae for Key Staff (cont.)

Harold Schiffman, page 4

- 1980: "The Tamil Liquids," in *Proceedings of the Berkeley Linguistics Society*, 6:100-110. (Emeneau Felicitation Volume). Berkeley: Department of South and South east Asian Languages.
- 1985: "Diglossic Variation in Tamil Film and Fiction." (with S. Arokianathan) in Bh. Krishnamurti, Masica, and Sinha (eds.), *South Asian Languages: Structure, Convergence, and Diglossia*. Delhi: Matilal Banarsidas. Vol. 3, MLBD Series in Linguistics. Pp. 371-381.
- 1986: "Deferential Speech Acts and the Pragmatics of Politeness in Tamil: from Case to Aspect." In Joshua Fishman et al. (eds.), *The Fergusonian Impact. Vol. II, Sociolinguistics and the Sociology of Language.*, pp. 23-33. Berlin: Mouton de Gruyter.
- 1987: "Losing the Battle for Balanced Bilingualism: The German-American Case." 1987. in J. Pool (ed.), *Linguistic Inequality*. Special Issue of *Language Problems and Language Planning* (Vol 11, No. 1, Spring, 1987). pp. 66-81.
- 1989: "The Malayalam-Tamil Relationship and the Abstractness of Phonological Representations." *Proceedings of the First International Seminar on Dravidian Linguistics and The Fourteenth All-India Conference of Dravidian Linguists*. Trivandrum: Dravidian Linguistics Association. Pp. 9-27.
- 1991: *Kannada*. In Wm. Bright, (ed.), *Oxford International Encyclopedia of Linguistics*, Vol. II, pp. 266-268. Oxford: the Clarendon Press.
- 1991: "Swiss-German Diglossia." In A. Hudson (ed.), *Studies In Diglossia.*, *Southwest Journal of Linguistics*. 1991, 10(1), pgs. 173-188.
- 1992: "'Resisting Arrest' in Status Planning: Structural and Covert Impediments to Status Change." *Language and Communication* 12(1), 1-15.
- 1993: "The Balance of Power in Multiglossic Languages: Implications for Language Shift." 1993. *Language and Power*, Carol M. Eastman (ed.), *International Journal of the Sociology of Language* 103:115-148.
- 1993: "Intervocalic V-deletion in Tamil: Its Domains and its Constraints." *Journal of the American Oriental Society* 113(4)513-528.
- 1995: "Language Shift in the Tamil Communities of Malaysia and Singapore: The Paradox of Egalitarian Language Policy." *Southwest Journal of Linguistics* Language Loss and Public Policy, I. (G. Bills, ed.) Vol. 14, Nos. 1-2
- 1997: "Diglossia as a Sociolinguistic Situation." In Florian Coulmas (ed.), *The Handbook of Sociolinguistics*. London: Basil Blackwell, Ltd.
- 1998: "Standardization and Restandardization: the case of Spoken Tamil." *Language in Society*, Vol. 27 (3) 359-385.
- 1999: Review of Foley et al., *English in New Cultural Contexts: Reflections from Singapore*. In *Language and Education*, Vol. 13:3 (1999), pgs. 228-231.



## Appendix 1. Curricula Vitae for Key Staff (cont.)

Harold Schiffman, page 5

- 1999: "Language, Primordialism and Sentiment." In G. Palmer and D. Occhi (eds.), *Languages of Sentiment*. Volume 18 of *Advances in Consciousness Research*. Philadelphia and Amsterdam: John Benjamins. Pp. 25-38.
- 2000: Review of Gopinathan et al., *Language, Society and Education in Singapore*. In *Language and Education*, Vol. 14:1, pgs. 64-68.
- 2001: Review of Tariq Rahman, *Language, Education and Culture*. Oxford and New York : Oxford University Press, and Sustainable Development Policy Institute, 1999. Pp. xvi, 318. In *Language in Society*, Vol. 30, 2:335-6.
- 2001: Review of Roland J.-L. Breton, *Atlas of the Languages and Ethnic Communities of South Asia*. Walnut Creek, London, New Delhi : Altamira Press, 1997. Pp. 231. In *Language in Society*, Vol. 30, 2:331-2.
- 2002: "Tamil Linguistic Culture and Malaysian National Culture." *Language and Communication*, Vol. 22:2, pp. 159-169.

<b>Forthcoming and/or In Preparation</b>
--

- "French Language Policy: Centrism, Orwellian *dirigisme*, or Economic Determinism?" in Li Wei, Jean-Marc Dewaele, and Alex Housen (eds.) *Opportunities and Challenges of (Societal) Bilingualism. Contributions to the Sociology of Language*. Berlin, New York Amsterdam: Mouton de Gruyter.
  - "Tongue-Tied in Singapore: a Language Policy for Tamil?" Forthcoming in *Journal of Language, Identity and Education*.
  - "Linguistics, Anthropology and Popular Culture." In Richard King (ed.) *Consuming Anthropology*.
  - "Aspect, Metaphor and Variability in Tamil." In R. Wheeler *et al.*, (eds.) *A Festschrift for James McCawley*.
  - *Sociolinguistics of Southern France*. Co-editor, with Philippe Blanchet. *Contributions to the Sociology of Language*. In preparation.
  - "The Tamil Case System." Proposed for a Festschrift for F. Gros (Paris).
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Appendix 1. Curricula Vitae for Key Staff (cont.)

Resume of Joseph W. Elder

Born: July 25, 1930, Kermanshah, Iran; U.S. citizen  
 Office Address: 8131 Social Science Building, 1180 Observatory Drive  
 University of Wisconsin-Madison, WI 53706  
 Office Telephone: (608) 262-2782; FAX: (608) 275-3062 E:mail: elder@ssc.wisc.edu  
 Home Address: 1112 Grant St., Madison, WI 53711  
 Home Telephone: (608) 255-0533; FAX: (608) 251-5457

FORMAL EDUCATION

1951 B.A. Oberlin College (Sociology)  
 1954 M.A. Oberlin College (Sociology; minor: History)  
 1954 (summer) University of Pennsylvania (South Asian Studies)  
 1959 Ph.D. Harvard University (Sociology)

APPOINTMENTS

1951-1953 Teacher, American College High School, Mardurai, South India  
 1954-1959 Instructor, Department of Sociology and Anthropology, Oberlin College  
 1961-1965 Assistant Professor, Departments of Sociology and Indian Studies, University of Wisconsin-Madison  
 1965-1968 Associate Professor, Departments of Sociology and Indian Studies, University of Wisconsin-Madison  
 1968-1998 Professor, Departments of Sociology and South Asian Studies, University of Wisconsin-Madison  
 1998- Professor, Departments of Sociology and Languages and Cultures of Asia, University of Wisconsin-Madison

HONORS, AWARDS, AND OFFICES

1951 Phi Beta Kappa  
 1954-1959 Ford Foundation Foreign Area Training Fellowship  
 1962-1963 Senior Fellow, American Institute of Indian Studies  
 1962- Faculty Coordinator, U.W. College Year in India Program  
 1964-1978 Trustee, Oberlin Shansi Memorial Association  
 1965 Harbison Teaching Award, Danforth Foundation  
 1965-1970 Member, Advisory Council to the Indian Program, The Danforth Foundation  
 1966-1967 Fellow, Center for Advanced Studies, Wesleyan University  
 1966-1973 Member, Board of Directors, American Friends Service Committee  
 1967-1970 Member, Advisory Council, The Danforth Associate Program  
 1969-1970 Member, South Asian Committee, Association for Asian Studies  
 1970-1971 Chair, South Asian Committee, Association for Asian Studies  
 1970-1972 Member, Board of Directors, Association for Asian Studies

## Appendix 1. Curricula Vitae for Key Staff (cont.)

Joseph Elder, page 2

HONORS, AWARDS, AND OFFICES (cont.)

1970-1982	Member, Board of Trustees, Oberlin College
1970-1983	Director, Sociology of Economic Change Training Program, University of Wisconsin Madison
1971-	Director, Civilizations of South Asia Films Project
1971-1973	Member, Area Advisory Committee on the Near East and South Asia, Committee on International Exchange of Persons (Senior Fulbright Program)
1973-1976	Member, Advisory Council, Smithsonian Foreign Currency Program, Archaeology and Related Disciplines
1976	Emil Steiger Award for Distinguished Teaching
1976-1981	Member, U.S. National Commission for UNESCO (representative from American Sociological Association)
1980	Senior Advisor (Social Science), U.S. Delegation, 21 <sup>st</sup> UNESCO General Conference, Belgrade, Yugoslavia
1980-1983	Chair, South Asia Council, Association for Asian Studies
1980-1983	Member, Board of Directors, Association for Asian Studies
1982-	Faculty Coordinator, U.W. College Year in Nepal Program
1983-1985	Member, U.S. National Commission for UNESCO (representative from Association for Asian Studies)
1984	Honor Award of the Association of (Asian) Indians in America for "unique contributions ... to greater understanding between peoples of India and the United States of America"
1986-1994	President, American Institute of Indian Studies
1986-1994	Member, Indo-U.S. Subcommission on Education and Culture
1987	Hilldale Award for "distinguished professional accomplishment while a member of the faculty of the University of Wisconsin-Madison"
1988-	Honorary Doctor of Law, Whittier College
1990-	Director, Center for South Asia, University of Wisconsin-Madison
1992-1995	Academic Planning Council, College of Letters and Science, University of Wisconsin-Madison
1993-	Faculty Coordinator, U.W. Summer Performing and Liberal Arts Program in Kerala
1994-	Chair, Board of Trustees, American Institute of Indian Studies
1995	Award for Distinguished Contributions to Asian Studies, Association for Asian Studies
1997	Award for "Distinguished lifetime contribution to South Asian Sociology and mentoring a generation of scholars from South Asia," South Asian Sociology caucus, American Sociological Association
2000	Oberlin College Alumni Association Distinguished Achievement Award

Appendix 1. Curricula Vitae for Key Staff (cont.)

Joseph Elder, page 3

BOOKS

The Civilization of India Syllabus (editor, author of 11 of 97 lecture outlines), Madison, WI: Department of Indian Studies, University of Wisconsin, 1965.

Articles and Excerpts to Accompany the Civilization of India Syllabus, (editor) Madison, WI: Department of Indian Studies, University of Wisconsin, 2 vols. 1966.

Chapters in Indian Civilization (editor, author of 2 of 12 chapters), Madison, WI: Department of Indian Studies, University of Wisconsin, 2 vols. 1967 (rev. ed. 1970).

Lectures in Indian Civilization (editor, author of 13 of 97 lectures), Dubuque, IA: Kendall/Hunt, 1970.

Planned Resettlement in Nepal's Terai: A Social Analysis of the Khajura/Bardia Punarvas Projects, with co-authors, Kathmandu: Tribhuvan University Press, 1976.

A Compassionate Peace: A future for the Middle East, co-author, American Friends Service Committee, New York: Hill & Wang, 1982 (rev. ed. Published by Noonday Press, Everett Mendelsohn, A Compassionate Peace: A Future for Israel, Palestine, and the Middle East, 1989).

India's Worlds and U.S. Scholars: 1947-1997, (co-editor, author of one of 27 contributions), New Delhi: Manohar, American Institute of Indian Studies, 1998.

FILMS

Executive Producer of 25 documentary films dealing with South Asia. Awards including Gold, Silver, and Bronze Medals (International Film and TV Festival of New York); Silver Venus Medallion (Virgin Islands International Film Festival); selection and exhibition in Margaret Mead film festival (American Museum of Natural History, New York, NY); Blue Ribbons (Anthropology/Feature Length Documentaries, Cultural Studies, American Film Festival); Cine Golden Eagle Awards.

ARTICLES, CHAPTERS, AND MONOGRAPHS

Author or co-author of 44 articles, chapters, and monographs.

Articles have appeared in American Sociological Review, Annual Review of Sociology, Anthropological Quarterly, Comparative Education Review, Eastern Anthropologist, Himalayan Research Bulletin, International Encyclopedia of Elections, Sociological Forum, and Wisconsin Academy Review.

Chapters have been included in books published by Aldine, Alfred A. Knopf, Columbia University Press, Duke University Press, Edwin Mellen Press, Free Press of Glencoe, John Wiley, Manohar, McGraw Hill, New Era, New York University Press, Nihon University, Orient Longmans, Princeton University Press, University of California Press, University of Kansas Press, University of Wisconsin Press, and Westview.

