Content Based Instruction in an Online Language Learning Environment

Summary of Original Proposal
Öner Özçelik, Amber Kennedy Kent, Rahman Arman
(Central Eurasian Studies)

Content Based Instruction (CBI) in the field of language education operates on the premise that language learners can effectively learn a new language subconsciously while consciously exploring content specific lessons (such as history, math, culinary arts, etc.) that peak their interest. Since the 1980s, CBI has been generally accepted as one “best practice” method in the field of language education. However, most of the research on CBI in language teaching has so far revolved around more traditional learning environments, and there exists little research on the efficacy of using CBI in an independent online language learning environment.

Therefore, in this research proposal, we seek to examine how the benefits of CBI transfer into online language education by examining two parallel online modules teaching the same defined learning outcomes but using two different methods of delivery: one module using the tenets of traditional communicative language teaching and the other module designed using content-based instructional design.

We plan on using a mixed methods research approach to analyze our data. We will follow two sets of learners as they navigate their respective online modules, and record both quantitative results, using formative and summative assessments, and qualitative results (self-reported level of learner motivation, level of interest in instruction design, quality of time spent working on the modules, etc.), using interviews and questionnaires. We believe this research topic is crucially relevant to the field of less commonly taught language (LCTL) teaching, because unlike commonly taught languages like Spanish and French, few people can study these languages in the traditional classroom environment. Further, the majority of LCTL learners in the United States are studying the language not just for general reasons or to fulfill a language requirement, but rather for specific purposes for educational or occupational needs; therefore, they should arguably be ideal candidates for CBI.
Determining effectiveness of Content Based Instruction in an online language learning environment

Principle Investigators

Öner Özçelik, PhD
Assistant Professor, Central Eurasian Studies (CEUS)
Director, Center for Languages of the Central Asian Region (CeLCAR)
Adjunct Assistant Professor, Second Language Studies (SLS)
Director, Turkic and Central Asian Linguistics and Language Acquisition Lab
oozcelik@indiana.edu

Team Members

Amber Kennedy Kent
Instructional Designer, CeLCAR
akkent@indiana.edu

Dr. Rahman Arman
Dari/Pashto Instructor, CEUS
Afghan Languages Materials Developer, CeLCAR
rarman@indiana.edu

Funding level requested: Phase I
Duration of funding period: 1 year
Abstract

Content Based Instruction (CBI) in the field of language education operates on the premise that language learners can effectively learn a new language subconsciously while consciously exploring content specific lessons (such as history, math, culinary arts, etc) that peak their interest. Since the 1980s, CBI has been generally accepted as one “best practice” method in the field of language education. However, most of the research on CBI in language teaching has so far revolved around more traditional learning environments, and there exists little research on the efficacy of using CBI in an independent online language learning environment. Therefore, in this research proposal, we seek to examine how the benefits of CBI transfer into online language education by examining two parallel online modules teaching the same defined learning outcomes but using two different methods of delivery: one module using the tenets of traditional communicative language teaching and the other module designed using content-based instructional design.

We plan on using a mixed methods research approach to analyze our data. We will follow two sets of learners as they navigate their respective online modules, and record both quantitative results, using formative and summative assessments, and qualitative results (self-reported level of learner motivation, level of interest in instruction design, quality of time spent working on the modules, etc), using interviews and questionnaires.

We believe this research topic is crucially relevant to the field of less commonly taught language (LCTL) teaching, because unlike commonly taught languages like Spanish and French, few people can study these languages in the traditional classroom environment. Further, the majority of LCTL learners in the United States are studying the language not just for general reasons or to fulfill a language requirement, but rather for specific purposes for educational or occupational needs, therefore, they should arguably be ideal candidates for CBI.
I. Project Description

1. Purpose of Investigation

Like many disciplines, as the field of foreign language education ventures into the realm of online learning, language education scholars must carefully consider and examine how the commonly accepted best practices of classroom instruction translate to the medium of online instruction. The effectiveness of certain methodologies may be affected (either positively or negatively) by various factors related to the change in mode of instruction. For example, in traditional language classrooms learners receive direct instruction from instructors who can provide guided scaffolding techniques and differentiate instruction based on ongoing formative assessments (both formal and informal). In contrast, online courses are generally more independent and autonomous in nature, and rely more on student motivation and self-assessment. Therefore, it stands to reason that some methodologies’ level of effectiveness might be affected based on the context in which they are applied.

At CeLCAR, our language learning materials are developed using methodologies within the principles of the natural approach (Krashen and Terrell 1983) and the communicative language teaching (CLT) approach (see e.g. Littlewood 1981) to develop pedagogically sound language teaching textbooks. Among the many communicative and content-based textbooks we have developed and successfully published after peer-review with renowned university presses are: Introductory Dari, Pashto, Tajiki, Uyghur, Uzbek and Intermediate Dari, Pashto, Tajiki, Uyghur and Uzbek. However, these textbooks have primarily been designed for use in an instructor facilitated in-person language classroom, and few universities across the US teach these languages in a traditional classroom environment. As we have begun designing and developing five online courses (Dari, Mongolian, Tibetan, Uyghur, and Uzbek) in an effort to reach a wider pool of students (including those who do not physically attend IU), we have started to question if the same methods we have used to develop our classroom-based materials will transfer well to the online learning environment. We asked ourselves if our current methods are still the most effective for this change in medium. As a result, we would like to investigate if there are other methodologies that might be more appropriate for the change in context. Thus, prompting the question for our research proposal:

*Is Content Based Instruction an effective teaching methodology for teaching less commonly taught languages in an independent* self-paced online language course?

*For the purposes of this proposal, an independent self-paced online language course is one in which there is an active instructor, but there are not any required synchronous meeting times either in person or via computer. All work is completed by the learner independently and typically feedback from the instructor is provided asynchronously unless at the learner’s request as needed.

2. Brief review of existing research

Content Based Instruction (CBI), a method within the CLT approach, has been generally accepted as a best practice methodology for language instruction since the late 1980s (Brinton,
Snow, & Weshe 1989). The main tenets of CBI operate on the premise that language learners can effectively learn a new language subconsciously while consciously exploring content specific lessons (for example history, math, culinary arts, current events, etc). In this way, CBI is modeled on the principles of natural language acquisition in which language learning occurs in context (passive) rather than through direct instruction (active) (Met 1991, Crandall 1993, Lightbrown and Spada 1993). Likewise, CBI also uses principles of immersive language teaching, by increasing motivation through providing learners an opportunity to use the language in meaningful ways to maneuver interesting lessons on non-language-related content material (Genesee 1994, Snow 2001). And of course the idea that learners will learn faster and more efficiently when given the opportunity to use language in a purposeful and meaningful way is in itself a main tenet of the popular CLT approach (Littlewood 1981).

As personal computers became more prevalent at home and more pervasive in the school systems, a new field of computer assisted language learning (CALL) began to develop. Within this field, in the 1990s some experts interested in CBI also began to explore the effectiveness of CBI within the context of CALL (Warschauer and Healey 1998). However, the focus on most of the studies revolved around the use of computers as a supplementary learning tool within traditional language learning. To date, there exists no formal research on the implications of CBI within the realm of online learning courses.

3. Significance and impact of the study

Though the field was slow to adopt online education as a respectable option in language education, administrators and educators at major universities are now beginning to accept that in order to adapt and be competitive in today’s changing educational paradigm, we must embrace online language education as a viable means of study. As such, Indiana University is one of the first major four-year research intensive universities venturing into the world of credit bearing online language learning. Specifically, IU’s College of Arts and Sciences has made developing online courses for its less commonly taught language programs a mandated priority. CeLCAR in conjunction with the Department of Central Eurasian Studies (CEUS) has taken on the lead of developing these online courses for six of our offered languages: Dari, Mongolian, Pashto, Tibetan, Uyghur, and Uzbek. Other language departments and educators throughout the college will be looking toward our experiences, research, and development practices for a basis on which to develop their own online language courses in the future.

Furthermore, given our status as one of the 15 national language resource centers in the US, as recognized and recently refunded by the U.S. Department of Education, the findings as we present at major applied linguistics and language teaching conferences and publish in relevant academic journals will help impact the development of online language education courses throughout the nation as well as lead the way for other research studies into the best practice methodologies for designing the most effective online language classes.
4. Outcomes from the work and how it will contribute to assessment of learning at IU

We expect four major outcomes for this research project.

1. The findings from our study will directly inform the design and development of CeLCAR and CEUS’s online language learning courses, and others like them in the future within our departments. This includes both the way course material is presented and student learning outcomes are assessed via online delivery.

2. Because the findings of our study will be disseminated among language educators at IU, through a free professional development series presented by the Center of Language Excellence (CLE), we expect our study to impact the design and development of online courses in other language departments within IU’s College of Arts and Sciences as well.

3. Additionally, because the findings of our study will be disseminated nationally through conference presentations and scholarly journal publications, we expect our study to impact the design and development of other online courses in LCTL programs across the country.

4. Furthermore, we expect research studies like ours to lead to further research projects examining the efficacy of existing language learning methodologies initially tested within the framework of traditional language learning classrooms when used in an online language learning environment.

5. Research methodology

We have proposed a Causal Research project wherein we are examining whether a given variable (content based instructional design) affects an outcome (improved acquisition of language structures and performance of learning outcomes) on an independent online language course for a less commonly taught language.

We plan on using a mixed methods research approach to analyze our data. We will follow two sets of learners as they navigate their respective online modules, and record both quantitative results, using formative and summative assessments as part of the module curriculum design, and qualitative results (self-reported level of learner motivation, level of interest in instruction design, quality of time spent working on the modules, etc), using both pre and post-module interviews and questionnaires. Data will be gathered at regular intervals to measure (i) immediate effect of content-based instruction vs. traditional communicative language teaching and (ii) long term effects of using either methodology (through immediate and delayed post-tests). We will also have two sub-conditions for learners receiving content-based instruction, one focusing solely on content and teaching language through content only, the other employing form-focused content based instruction. This will allow us to determine what kind of content-based instruction is most effective in an online learning environment, as what is more effective in the traditional classroom environment may not be the same as online language environments.
We will compare and contrast the performance on the module assessments as well as the feedback we receive via interviews and questionnaires to look for correlations between the performance and the overall interest and attitude of the participants and the methodology of the instruction in the modules in which they participated.

7. Means for measuring success

In order to hold ourselves accountable for the research project, we have proposed a four-fold plan for measuring the success of our project.

1. Completion of proposed activities according to the projected timeline, including the final report written and submitted in a timely manner to the SOTL grant committee.

2. Implementing results of findings into the ongoing development of CeLCAR’s online course development, leading to more effective language instruction for our learners.

3. Acceptance of our paper for presentation at a major academic conference.

4. Acceptance of our paper in a peer-review journal.

7. Dissemination of results

We will disseminate the result in multiple ways. First, we will disseminate locally by submitting our final report to CITL and participating in their SOTL event series as required by the grant. Then we will submit a presentation proposal to the Midwestern Scholarship of Teaching and Learning Conference in Spring 2016.

Additionally, we will disseminate our findings beyond the SOTL community first within the language learning community at IU and then nationally at leading applied linguistics conferences. First, we will coordinate with the Center for Language Technology (CeLT) and the Center of Language Excellence (CLE) to present our finding as part of their ongoing series to improve language education pedagogy. Based on this feedback, we intend to submit our paper for presentation to two major conferences: American Council on the Teaching of Foreign Languages (ACTFL) Conference in Fall 2016 in Boston, MA and the International Association for Language Learning Technology (IALLT) Conference in Summer 2016. Based on these presentations and their feedback we hope to continue and expand our research, with an eventual goal of submitting our findings to a peer-reviewed academic journal such as the *Annual Review of Applied Linguistics* or *Language Teaching Research*.

8. Reflective teaching practices

In general, our center focuses on reflective teaching concepts when developing our language learning materials. The authors of this proposal, Öner Özçelik, Amber Kent, and Rahman Arman, have previously worked together to develop and design quality language teaching materials using an iterative review process of development, testing, and revision.
Materials are developed based on best practice teaching methodologies and thoroughly and repeatedly tested both in CEUS’ regular and intensive language courses (Summer Language Workshop) at IU as well as tested by language programs at other universities and institutions such as University of Madison-Wisconsin and San Diego’s Defense Language Institute (DLI). This iterative process allows us to carefully reflect on and analyze the efficacy of the materials methodologies and designs and make adjustments and improvements before being sent for peer-review and eventual publication.

Likewise, this research project would directly contribute to our reflective teaching practices by directly testing a framework regarding the possible effectiveness of a specific teaching methodology, but allows us the opportunity to directly review the data collected by learners who volunteer to participate in the study, rather than having to rely on instructor feedback and delayed learner feedback via end-of-semester instructor evaluations.

References
II. Budget Narrative

We estimate the cost of the research project to exceed the $2000 available through the SOTL grant funds, however, we will be relying on our center, CeLCAR, to fund the necessary research staff under our Title VI funding from the Department of Education and College of Arts and Sciences support. Furthermore, we will be applying for travel grants to cover the travel costs of presenting at professional conferences such as the American Council on the Teaching of Foreign Languages (ACTFL) and the International Association for Language Learning Technology (IALLT).

Instead, we are requesting to spend the entire $2000 grant award on funding research participants, because these costs cannot be covered by our current funding through our center. We have proposed funding 20 participants (10 participants per each module) at $100 each. Participants will receive their compensation upon the completion of the module and all associated post-module assessment and interviews.

Our justification for the compensation amount is that participants will have to spend at least 4 hours to complete the online instructional module and associated assessments (for quantitative data collection). Additionally, they will participate in at least an additional hour of pre and post-module questionnaires and interviews (for qualitative data collection), totaling a minimum time commitment of 5 hours for participating. Furthermore, because we will be focusing on students interested in less commonly taught languages (specifically Dari), we will have a smaller and more specific pool of potential research subjects from which to draw; therefore we believe that we will be able to recruit participants at the compensation rate of approximately $20 per hour.

<table>
<thead>
<tr>
<th><strong>Item Description</strong></th>
<th><strong>Cost</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 research subjects participating in 5 hours+ of online module instruction and pre- and post- instruction assessment and interviews for $100 each.</td>
<td>2000.00</td>
</tr>
<tr>
<td><strong>Total Requested:</strong></td>
<td>2000.00</td>
</tr>
</tbody>
</table>
III. Research plan and timeline

Over the next year, we will continue developing the online instructional module using the two types of methodologies proposed (CLT and CBI). Once the initial development is complete, we will test the functionality of the program using volunteers. Based on their feedback, we will update, improve, and finalize the module design and functionality. During this time, we will be seeking 20 Research Participants from various academic institutions including Indiana University, Tidewater Community College, Northern Virginia Community College, and Norfolk State University, community colleges we have significant and sustained collaborations with. Then, in Spring 2015 we will begin the actual testing phase and collecting data. Upon completion of the testing and data collection period, we will analyze the collected data and write a research report in order to publish our findings, with a goal of submitting the final paper to applicable academic conferences beginning in Fall 2015.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>• Application and Notification of grant award</td>
</tr>
<tr>
<td>Early Spring 2015</td>
<td>• Design and development of two parallel online instructional modules, one using a CLT approach and one using CBI.</td>
</tr>
<tr>
<td>Mid Spring 2015</td>
<td>• Online module prototyping and corrective measures</td>
</tr>
<tr>
<td></td>
<td>• Call for Research Participants</td>
</tr>
<tr>
<td>Late Spring 2015</td>
<td>• Testing</td>
</tr>
<tr>
<td></td>
<td>• Data collection and analysis</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>• Research report written.</td>
</tr>
<tr>
<td></td>
<td>• Write an abstract and submit it to academic conferences</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>• Write and submit paper to academic journals</td>
</tr>
</tbody>
</table>
Research Interests:
second language acquisition and teaching, phonology and phonetics (with an emphasis on prosody)
Central Asian languages and linguistics, prosody-syntax interface

Education:
2006-2012 PhD in Linguistics, McGill University, Montreal, Quebec, Canada.
PhD program option in Language Acquisition, McGill University
2004 - 2006 MA in Linguistics, with specialization in Applied Linguistics, University of Pittsburgh, Pittsburgh, PA, USA.
Graduate Certificate in TESOL, Department of Linguistics, Pittsburgh, PA, USA.
2000 - 2004 BA, Department of Foreign Language Education, Boğaziçi University, Istanbul, Turkey.

Other Recent Academic Work Experience:
2012 – present Director, Center for Languages of the Central Asian Region (CeLCAR), Indiana
University - one of the 15 Title VI language resource centers (LRCs) in the US funded
by the Department of Education. Indiana University (url: www.iub.edu/~celcar)
2011 - 2013 Chief Applied Linguist, Turkish Flagship Program, National Security Education
Program (NSEP) of the U.S. Deparment of Defense, Indiana University.
2012 – Spring Interim Director, Turkish Flagship Program, National Security Education
Program (NSEP) of the U.S. Deparment of Defense,, Indiana University.
2011 - 2012 Language Coordinator, Department of Central Eurasian Studies, Indiana University
(for all departmental languages including: Dari, Estonian, Finnish, Hungarian, Kazakh,
Mongolian, Pashto, Persian, Tibetan, Turkish, Uyghur, Uzbek).
2008 - present Consultant and lead grader for the National Center for State Courts (NCSC) for the
Turkish language, grading the Turkish court interpreting exam and making suggestions
regarding candidates’ certification, USA.

Selected Publications:
Özçelik, Ö. Accepted with revisions. Interface Hypothesis and the L2 acquisition of quantificational scope
at the semantics-syntax-pragmatics interface. Language Acquisition.
Özçelik, Ö. & R. Sprouse. Accepted. The Deep Orthography Hypothesis and vowel harmony in English-
Turkish interlanguage. In A. Gürel et al. (eds.), Second Language Acquisition of Turkish. Amsterdam:
John Benjamins.
Özçelik, Ö. Accepted. Acquisition of L2 Turkish prosody: effects of purely phonological and
phonosyntactic issues. In A. Gürel et al. (eds.), Second Language Acquisition of Turkish. Amsterdam:
John Benjamins.
Özçelik, Ö. Accepted. Turkish language. In Richard C. Martin (ed.), Encyclopedia of Islam and the
Muslim World. Macmillan.
Nagai, M. & Ö. Özçelik. 2014. Nominal positions in Turkish. Papers from the 47th Annual Meeting of the
Özçelik, Ö. 2013. Selectivity in L3 transfer: effects of typological and linguistic similarity in the L3
Turkish of Uzbek-Russian bilinguals. GLOW 36 Spring Newsletter.
Özçelik, Ö. 2013. Exceptions in stress assignment: Feet in input. In S. Kan et al. (eds.), Papers from the
40th Annual Meeting of the North East Linguistic Society (NELS 40). Amherst, MA: GLSA.
Özçelik, Ö. 2012. Redefining the prosodic hierarchy. Phonology in the 21st century: In honor of
Glyne Piggott.


**Selected Refereed Presentations (peer-reviewed):**


Özçelik, Ö. & R. Sprouse. 2014. L2 acquisition of Turkish vowel harmony and knowledge of the ‘No Crossing Constraint’. Second Language Research Forum 33 (SLRF 33), University of South Carolina, Columbia, SC.


Özçelik, Ö. 2014. ‘Stress’ or ‘Intonational prominence’? Word accent in Kazakh, Turkish, Uyghur and Uzbek. 10th Workshop on Altaic Formal Linguistics (WAFL 10). MIT, Cambridge, MA.

Özçelik, Ö. 2013. L1 effects on the acquisition of prosody in Kazakh, Turkish and Uzbek: evidence for UG. Second Language Research Forum 32 (SLRF 32), Brigham Young University, Provo, UT.

Özçelik, Ö. 2013. L2 acquisition of word stress: towards a prosodic acquisition path. Generative Approaches to Language Acquisition 2013 (GALA 2013), University of Oldenburg, Germany.


Özçelik, Ö. 2010. L2 acquisition of higher-level prosodic structures and the role of UG. 4th Biennial Conference on Generative Approaches to Language Acquisition North America (GALANA 4), Toronto, Canada.


Özçelik, Ö. 2009. L2 acquisition of scope: Testing the Full Transfer Full Access Hypothesis. 10th Biennial Conference on Generative Approaches to Second Language Acquisition (GASLA 10), University of Illinois at Urbana-Champaign, Urbana, IL.


Grants and grant-related activities:

2014 – 2018: PI, National Language Resource Center (LRC), Title VI Grant. Directing Center for Languages of the Central Asian Region (CeLCAR), Department of Education - $186,186.00 per year for four years

2013 - 2014: IU Ostrom grant for creative, scholarly, artistic and pedagogical activities - $5,000

2013 - 2014: Indiana University College of Arts and Humanities Institute (CAHI) grant for conference organization: for a conference on the “Central Asian Languages and
Linguistics” - $3,000

2012 - 2013: Primary PI, Mellon Innovating International Research, Teaching and Collaboration Innovative Workshop grant (Andrew W Mellon Foundation), for the organization of an “Intensive Workshop on Distance Teaching and Learning for Less Commonly Taught and Critical Languages” at IU - $5,000.00 (one time)

2012 - 2013: Director/PI, Indiana National Guard grant for the organization of a seven-day seminar under CeLCAR on Afghan Languages and Cultures. - $13,403.00

2012-2013: Chief Applied Linguist, Indiana University Turkish Flagship Program, National Security Education Program (NSEP), Department of Defense - $1,500,000.00 for the first 3 years

2012 Spring: Interim Director, Indiana University Turkish/Turkic Flagship Program, National Security Education Program (NSEP), Department of Defense - $1,500,000 for the first 3 years

Teaching Awards:
2013 Trustees Teaching Award, Indiana University
2008 Faculty of Arts Graduate Student Teaching Award, McGill University
2005 Faculty of Arts and Sciences Grad Student Teaching Award Finalist, Univ. of Pittsburgh

Languages: Turkish: (native language), English (fluent), French (low intermediate), German: low intermediate, Mandarin: Beginner, and research knowledge of Azerbaijani, Kazakh, Kyrgyz, Turkmen, Uyghur and Uzbek

Recent Service Activities:
2014 Organizer and reviewer for the 1st Conference on Central Asian Languages and Linguistics (ConCALL), Bloomington, IN.
2014 – pres Ad hoc committee member, Center for Language Excellence, helping found the center, Indiana University, Bloomington.
2014- 2016 Advisory Board member. Inner Asian and Uralic National Resource Center (IAUNRC)
2013 - pres Advisory Board member, National African Language Resource Center (NALRC)
2013 - pres Member of the National Advisory Council of Indiana University Summer Language Workshop (Previously called SWSEEL), Indiana University.

Other Recent Academic Review Activities (journals, books, conferences):
Book chapter review for several books, including Acquisition of Turkish in Childhood, Qualitative Research: Methods, Techniques, Analyses and Approaches, The Acquisition of Spanish in Adult and Child Bilingualism Data from Understudied Language Pairings.
AMBER KENNEDY KENT

1900 E. 10th Street
Eigenmann Hall, Room 709
Bloomington, IN 47405
(812) 856-3699
akkent@indiana.edu
http://mypage.iu.edu/~akkent

EDUCATION

Graduate Certificate (2014) Instructional Systems Design, Indiana University, Bloomington, Indiana

Master of Arts (2005) Computational Linguistics, Indiana University, Bloomington, Indiana

Master of Arts (2005) TESOL and Applied Linguistics, Indiana University, Bloomington, Indiana

Bachelor of Arts (2005) English, Old Dominion University, Norfolk, Virginia

POSITIONS AT INDIANA UNIVERSITY

Full time academic specialist Language Instructional Specialist, Center for Languages of the Central Asian Region, Indiana University (2009-Present)

Conference Coordinator Conference on Central Asian Languages and Linguistics, Center for Languages of the Central Asian Region, Indiana University (2014)

PREVIOUS ACADEMIC POSITIONS

Full time faculty Coordinator, Language Learning Center, Bowling Green State University, Bowling Green, Ohio (2006-2009)

Adjunct Instructor English Department, Bowling Green State University, Bowling Green, Ohio (2007-2009)

ESL Teacher Virginia Beach City Public Schools, Virginia Beach, Virginia (2005-2006)

Lead Alternate Media Specialist Adaptive Technology Center, Indiana University, Bloomington, Indiana (2003-2005)

Team Leader Team Leader, Office of Computing and Communication Services (OCCS), Old Dominion University, Norfolk, Virginia (1997-2001)

ACCEPTED CONFERENCE PRESENTATIONS


“Designing Interactive Webquests for the Language Classroom” 2008 Ohio Foreign Languages Association (OFLA) Conference, Cincinnati, OH, April 3-5, 2008

**GRANT PROPOSALS FUNDED**

Co-Author with Dr. Oner Ozcelik. Title VI National Language Resource Center 2014-2018 Award Cycle. (Funded Fall 2014)

Co-Author with Dr. Oner Ozcelik. College of Arts & Sciences, Ostrom Grants Program. (Funded Spring 2014) $5000.

Co-Author with Dr. Oner Ozcelik. CAHI Travel and Research Grants, Workshops, Performance, and Conference Grants. (Funded Spring 2013) $3000.

Co-Author with Dr. Chris Atwood. Title VI National Language Resource Center 2010-2014 Award Cycle. (Funded Summer 2010)
Dr. Rahman A. Arman

Center for Languages of the Central Asian Region (CeLCAR) Indiana University
715 Eigenmann Hall
1900 East Tenth Street
Bloomington, Indiana, 47406
(812) 856-0935

EDUCATION
2014 – Department of Justice MSPT Dari & Pashto Tester
2010 – Pashto & Dari ACTFL/ILR Certified Language Tester
2009 – Indiana University Distance Education Certification
2005 – Medical Doctor, Herat University Medical Faculty School of Medicine, Herat, Afghanistan
1997 - B.S. in Bio-Chemistry, Herat University Medical Faculty School of Medicine, AF

RELEVANT WORK EXPERIENCE
11/2007-Current: Indiana University CELCAR Department Language & Culture Specialist/ Lecturer
- Department of Justice Certified Dari Language Tester (Contractor)
- American Council on the Teaching of Foreign Languages (ACTFL) & Interagency - Language Roundtable (ILR) Certified Dari Language Tester/Mentor
- American Council on the Teaching of Foreign Languages (ACTFL) & Interagency - Language Roundtable (ILR) Certified Afghan Languages Mentor
- Department of Central Eurasian Studies: Tribal Conflicts in Afghanistan Lecturer
- University of Wisconsin in Madison, Language Lecturer (summer 2014)
- Department of Central Eurasian Studies: Lecturing the Tribal Conflicts in Afghanistan Course
- Department of Central Eurasian Studies: Advance Pashto Languages Instructor
- Department of Central Eurasian Studies: Intermediate & Advance Dari Instructor

08/19/2011-12/2013: Avant Language Assessment Dari & Pashto language expert
- Dari language assessment reviewer (review & revise Dari passages and offer feedback prior to content submission to DLI)
- Coordinator for Afghan Languages and Military Seminars
- Developing Dari academic textbook for academic classes (all three levels)
- Published Dari & Pashto textbooks for the PRT, ADT, ETT Projects at CeLCAR
- Published a survival phrasebook in Dari and Pashto
- Created an electronic writing tutorial DVD

June 13, 2010- August 15, 2012: SWSEEL Language Instructor
(Also contracted for summer 2013)
- Dari language instructor (intermediate level)

Translate both Dari and Pashto material
Entry of the translations into the database
Edit, revise and adjust errors to the website
Database management

04/2008-08/2009: (PRTs, ADTs & ETT) Lead Instructor/Coordinator Language & Culture Seminar
Taught PRT commanders Pashto & Dari
Lecturer: Afghan Gestures as well as Medical Facilities of AF

Achievements/Awards:
PRT Exceptional Language Instructor Award
ETT Appreciation Award/ Exceptional Language Instruction Award
ADT Exceptional Language Instruction Award
UN-Habitat Certification for Public Health Awareness

Publications Printed by CeLCAR Indiana University Bloomington:
Dari: An Introductory Textbook (in progress) with Multimedia CD
Dari: An Intermediate Textbook (in progress) with Multimedia CD
Survival Phrase Book for Military, Simplified (in progress)
Pashto: Afghan Languages & Cultures Military Textbook
Dari: Afghan Languages & Cultures Military Textbook
Pashto: Afghan Languages & Cultures Military Survival Phrase Book with Multimedia CD
Dari: Afghan Languages & Cultures Military Survival Phrase Book with Multimedia CD
Dari writing tutorial CD
Novice Dari Proficiency Test (PTP)
Pashto & Dari materials developed for online Apps

Peer Reviewed/Edited Textbooks:
Pashto: An Introductory Textbook
Pashto: An Intermediate Textbooks

Languages:

<table>
<thead>
<tr>
<th>Language</th>
<th>Level</th>
<th>Language</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pashto</td>
<td>Native Speaker</td>
<td>Dari</td>
<td>Native Speaker</td>
</tr>
<tr>
<td>Farsi</td>
<td>Superior</td>
<td>English</td>
<td>Superior</td>
</tr>
<tr>
<td>Urdu</td>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skills/Activities:
AED/HEP Pashto/Dari translator & Editor
Certified Long Distance Education
Medical Doctor and Clinic Director
Assistant director of Health Magazine and Pashtu Editor
Bloomington Hospital-Ortho-Neuro Dept. Volunteer
October 31, 2014

Indiana University
Center of Innovative Teaching and Learning
Scholarship of Teaching and Learning Grant Committee

Dear Grant Review Committee Members,

I write in support of Professor Öner Özçelik, Amber Kennedy Kent, and Dr. Rahman Arman and their proposed research project, *Determining effectiveness of Content Based Instruction in an online language learning environment*, for a Center of Innovative Teaching and Learning (CITL)'s Scholarship of Teaching and Learning (SOTL) Grant.

As chairperson of the Department on Central Eurasian Studies (CEUS), I fully endorse and encourage this research project. It is designed to promote further research into the methodologies for designing and developing effective online language learning courses for less commonly taught languages, using the Dari language as a basis. This kind of research will have a direct impact on the scholarship of teaching and learning in the CEUS department’s online language courses prepared in collaboration with CeLCAR. Furthermore, I am confident that this research project has the potential to influence other online language programs at IU, as well as wider impact on the language education community as a whole.

Professor Özçelik and his team have successfully published numerous language teaching materials after rigorous peer review, including textbooks to be used in traditional classroom environments. Trained as second language acquisition specialists, Professor Özçelik and his team have ongoing and sustained research on language acquisition and teaching disseminated through various peer-reviewed venues. So I have utmost confidence that the project team will be successful in transferring those skills to an online language teaching environment. One of the first successful steps towards achieving this goal is to determine the best practices in online language teaching, which is precisely what this project team aims to do with this research project submitted to SOTL.

The project and team fully deserve the grant.

Respectfully submitted,

[Signature]

Dr. Jamsheed K. Choksy
Chairman, Department of Central Eurasian Studies
Professor of Iranian Studies