U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

INTERNATIONAL RESEARCH AND STUDIES PROGRAM CFDA 84.017A. SCHEDULE 84.017A-1
CFDA # 84.017A
PR/Award # P017A090350
Grants.gov Tracking#: GRANT10267522

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

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Narratives

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U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Modern Language Association of A...

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	$ 119,750	$ 27,760	$ 0	$ 0	$ 0	$ 147,510
2. Fringe Benefits	$ 18,463	$ 8,300	$ 0	$ 0	$ 0	$ 26,763
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 3,095	$ 0	$ 0	$ 0	$ 0	$ 3,095
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 4,386	$ 1,944	$ 0	$ 0	$ 0	$ 6,330
9. Total Direct Costs (lines 1-8)	$ 145,694	$ 38,004	$ 0	$ 0	$ 0	$ 183,698
10. Indirect Costs*	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 145,694	$ 38,004	$ 0	$ 0	$ 0	$ 183,698

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

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

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

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Modern Language Association of A...

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 B - BUDGET SUMMARY

NON-FEDERAL FUNDS

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

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-MLA Abstract Enrollments Survey 2009.doc**

MLA Survey of Foreign Language Enrollments in US Colleges and Universities, Fall 2009

Abstract

Since 1958, with the continuous support of grants from the US Department of Education, the Modern Language Association (MLA) has been collecting, processing, and reporting data regarding student enrollments in languages other than English in American colleges and universities. In our last survey, we reported on enrollments in fall 2006, we are now applying for a grant to continue our series of surveys of enrollments in languages other than English in the fall 2009; it will be our twenty-second.

Preparation of the survey, information gathering, data analysis, and dissemination of the results will extend over an eighteen-month period from August 2009 to January 2011. The response rate to past enrollment surveys has consistently registered over 97% and in 2006 reached 99.8% of the 2795 post-secondary institutions teaching languages other than English. Our surveys include detailed responses from AA, BA, MA, and PhD granting colleges and universities. Reports of the number of students enrolled in language courses at the undergraduate and graduate levels are filed on paper or online by registrars or offices of institutional research. In our final report, through narrative text, tables, and charts, we contextualize and explain our research and findings, point out any noteworthy changes, present data over time, compare enrollments in foreign languages with enrollments in higher education overall, provide information in actual numbers and percentages, and indicate the geographic distribution of language enrollments. Our last survey reported on enrollments in 15 commonly taught languages (in 2006, these were, in order of size: Spanish, French, German, American Sign Language, Italian, Japanese, Chinese, Latin, Russian, Arabic, Ancient Greek, Biblical Hebrew, Portuguese, Modern Hebrew, and Korean) and 204 less commonly taught languages.

As we have done with each previous survey, at the conclusion of the fall 2009 survey we will broadly disseminate our findings through a press release, wire services, and in print; the Associated Press noted that 142 media outlets picked up the story from them in the two weeks following release of the 2006 survey alone, not counting Internet sites and blogs, school newspapers, and radio programs. Our reports are publicly accessible on the MLA Web site at http://www.mla.org/2006_flenrollmentsurvey. This multi-media coverage attests to the continuing public interest in developments in the nation's study of languages other than English. MLA enrollment surveys are also the standard resource for teachers, program and school administrators, researchers, and educational publishers.

At a time when knowledge of foreign languages is recognized as an advantage for the expansion of global economic partnerships and considered a significant factor in world events, the MLA provides an essential service through its enrollment surveys, not only to educators, but also to public and private agencies and the nation's political, social, military, and business communities. In view of recent events, security concerns, and economic pressures, we expect that the proposed 2009 enrollment survey will again be received with intense public attention.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1243-2009 MLA Survey Narrative .doc**

Survey of Foreign Language Enrollments in US Colleges and Universities, Fall 2009

A Grant Proposal Submitted by the Modern Language Association of America to the Department of Education International Research and Studies Program:

Research, Studies, and Surveys

CFDA 84.017A–1

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1. Need for the Project

Since 1958, with the continuous support of grants from the US Department of Education, the Modern Language Association (MLA) has been collecting, processing, and reporting data regarding student enrollments in languages other than English in American colleges and universities. In our last survey, we reported on enrollments in fall 2006. We now propose to continue our series by surveying enrollments in languages other than English for the fall 2009.

The MLA's enrollment surveys solicit information from all institutions of higher learning in which languages are offered. Our response rate has consistently been above 97%— in the 2006 enrollment survey, we reached a 99.8% return rate— thus our survey can be properly considered an enrollment census. The 2006 survey, the twenty-first in the series, was carried out between July 2006 and December 2007 under Grant Number P017A060024**.** The 2009 data, added to the database created during previous surveys, will allow further longitudinal studies.

The global nature of the current economic crisis and the budgetary rescissions on campuses across the country underscore and intensify the need for monitoring the study of foreign languages and cultures in the United States. The MLA remains the most referenced source for data on the study of languages other than English in American colleges and universities. Our surveys of foreign language enrollments receive intense media coverage: in 2007, the release of our survey was noted by *USA Today* (circulation 2,269,509), the *New York Times* (circulation 1,120,420), as well as in the pages of the *Jackson County Floridian* (circulation 6,349) and the *Enquirer-Journal* of Monroe, NC (circulation 7,466). The MLA receives more requests for information on enrollments than for any other data that our organization publishes. Even as we prepare to survey the field for fall 2009, we continue to receive requests for 2006 data; often they are accompanied with queries about when new data will be available. Given the accelerated pace of internationalization made possible by electronic

communication and ease of travel and the needs of national security and developing markets, the hiatus in data gathering should be no greater than three years.

The proposed survey for fall 2009 will show whether recent trends in enrollments in the study of languages other than English are continuing or have shifted. Information from the survey will assist the teaching profession, school administrators, and public and private agencies in assessing growth patterns in the field and in planning for the future. Businesses, professional groups, nonprofit organizations, government agencies concerned with international issues, educational institutions looking for opportunities abroad and developing areas for cultural exchanges, as well as the quickly expanding global communication networks will all benefit from our findings.

The survey reports on the distribution of registrations in all languages taught in post-secondary institutions. The implications for students and institutions of the steady growth in Spanish enrollments in particular have been widely discussed and debated inside the field and have generated interest and varied conclusions among people outside the field. Spanish has been the leading foreign language in secondary schools since 1948, but in higher education French held the lead position until 1970. The MLA's survey in that year reported 389,150 registrations in Spanish nationwide, 37% of the total for all languages other than English. By 1998, the figure for Spanish had risen to 656,590, representing 58% of the total. In our 2006 survey, we found that Spanish continued its lead, but with a more modest gain of 10.3% or 76,718 more enrollments than in 2002 and a market share of 52% of all enrollments in languages other than English. (Data here and throughout this proposal are taken from “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006,” unless otherwise indicated.)

Change in the distribution of language enrollments is among the factors that faculty members, administrators, planners, textbook publishers, and policy makers need to take into account as they determine needs and analyze current trends such as the supply and demand for qualified teaching personnel. The MLA contributes data on the employment of PhDs by conducting its own regular surveys on the job placements of new PhDs and by publishing this information in the context of data from the National Research Council and the American Council on Education. But PhD production and employment data in the fields of languages are meaningful only when analyzed in the context of institutional needs, which are effectively measured by the undergraduate enrollment trends that we report.

It can be expected that data from our survey for 2009 will also be used by government agencies concerned with filling present and future foreign language needs. Competencies at all levels feed the pipeline. The enrollment survey has always reported on undergraduate and graduate enrollments, but the 2006 survey introduced a distinction within undergraduate enrollments between introductory and more advanced levels of study. The proposed 2009 survey will continue this distinction, providing an ongoing indication of levels of undergraduate accomplishments.

2. **Expected Results**

The MLA enrollment survey is the single constant measure of enrollment trends in colleges and universities on which the field of foreign languages has relied for nearly fifty years. As in the past, the MLA will distribute the results of the survey to college and university departments, to organizations serving the language teaching profession, to public and (on request) private agencies, and to major periodicals. For all these users, the data we collect will provide an indispensable informational base for efforts involving personnel policy, support

programs, educational exchange, curriculum development, and instructional materials in language and area studies. The current efforts of the teaching profession to emphasize depth of preparation in language acquisition and to develop new and successful curricula for the field will benefit from having data that permit realistic assessments of the present status of enrollments in postsecondary language programs. Past MLA enrollment surveys will provide the context for evaluation of changes experienced in the field. Knowing the degree of interest in specific languages at national and regional levels informs institutional budgets, hiring policy, and admissions practices in graduate programs.

In the past, MLA's surveys of enrollments in foreign languages have been of great significance for the conduct of several federally funded projects. To cite just one particularly important moment in 1977-78, the MLA-ACLS Task Force on the Future of Foreign Language Study, supported by the National Endowment for the Humanities and the Rockefeller Foundation, made use of our data in developing their recommendations for promoting the study of the commonly and less commonly taught languages and for fostering public awareness of the importance of language study. The data we provided were used as a basis for the findings and recommendations of the President's Commission on Foreign Language and International Studies in 1978-79. MLA enrollment data are regularly cited by members of Congress, federal agencies (including the Departments of State and Defense), educational leadership organizations, foreign embassies and cultural affairs offices, university administrators, and the media. Information we provide on institutions in specific states is regularly used by government agencies in those states and by universities and consortia as part of their own planning and analysis.

Our surveys have always been governed by the principle that, by keeping the information requested minimal, we generate the highest response. Nevertheless, in an effort to obtain a more

detailed picture of enrollments and levels of attainment, we asked in 2006 for three sets of figures instead of two: 1) enrollments in the first and second years of language study, 2) enrollments in upper-level undergraduate courses, and 3) graduate enrollments. We will continue these features in 2009. Our 2006 survey revealed that, when all institutions of higher learning are considered together, only Russian, Portuguese, German, French, and Korean can claim over 20% of undergraduate student language enrollments in upper-level courses. For example, in 2006, the ratios between lower-level and upper-level enrollments were 8:1 in Arabic, 4:1 in Korean, and 5:1 in Spanish. Ratios can predict class size; a topic much discussed and debated among instructors, focused on the quality of instruction, and institutional administrators, concerned with costs as well as quality.

By canvassing enrollments in graduate courses, it is also possible to create a ratio for each language and compare the extent of interest in it beyond the undergraduate level. Thus while we can assess growth or diminution of enrollments in actual numbers, we can also compare the ratio of graduate to undergraduate students between languages and across time. The ratio of graduate to undergraduate enrollments may vary in significance depending on particular institutions and languages, but it can be extremely suggestive regarding actual and potential growth in advanced academic programs.

3. Development of New Knowledge

The MLA enrollment surveys provide detailed accounts of trends in the study of specific languages at the undergraduate and graduate levels. Over the years, the data reflected the effects of world events on educational choices. During the cold war, enrollments in Russian rose; studies in Japanese and Chinese followed the economic growth of Japan and China; present-day interest in learning Arabic speaks to developments in relations between the United States and the Middle

East. Our surveys also attest to changes in the American educational system. For example, when language requirements were suspended in the seventies, our surveys registered a significant drop in student enrollments in language study that lasted a decade.

In 2006, the enrollment in all foreign languages combined exceeded by 12.9% the figure in 2002; it was the highest total recorded since the beginning of the MLA surveys. Enrollments in the major European languages posted gains: French grew by 2.2%, German by 3.5%, Russian by 3.9 %, and both Italian and Portuguese expanded by noticeable increases— Italian by 22.6% and Portuguese by 22.4% respectively. Among Asian languages, Japanese rose by 27.5%, Chinese by 51.0%, Korean by 37.1%. Arabic continued its remarkable development by registering a 126.5% expansion, and Modern Hebrew climbed by 11.5%. In 2002, American Sign Language (ASL) had an astonishing gain of 432.2% and a more modest gain of 29.7% in 2006. Still in 2006, American Sign Language ranked fourth after Spanish, French, and German in the number of enrollments. The data we gather for our 2009 survey will let the field evaluate whether the increases noted in 2006 are indicative of sustained growth.

Differentiating enrollments in first and second year from upper-level undergraduate language classes as we did in our 2006 survey provides a measure of the level of competence attained or at least sought by undergraduate students. Among the European languages, in Spanish 1 out of 5 students enrolled in upper-level courses; in both French and German, it was 1 out of 4; in Italian, 1 out of 9; in Russian, 3 out of 8; and in Portuguese, 1 out of 3. In Asian languages, 1 out of 5 students enrolled in an upper-level course in Japanese; in Chinese, 2 out of 9; and in Korean, 1 out of 4. In Arabic, 1out of 8 students continued beyond the first two years.

In 2009, we propose to continue analyzing the data in terms we have established in our previous surveys, but we also plan to introduce two new instruments that aim at expanding the

possibilities of dissemination of our findings. Enrollment data collected in previous surveys have been disseminated in press releases, press conferences, in reports published in MLA journals and online, and in detailed printouts of microdata, enumerating enrollments in every state, institution, and language. In 2006, the detailed data were made available for the first time online as massive PDFs, organized alphabetically by language, by state, and by institution. We now propose to make enrollment data available as a searchable data base (replacing the PDFs), and also visible through geographic information system (GIS) software on the MLA Language Map. These new modes of dissemination will facilitate access and analysis and produce new knowledge.

Our planned searchable database will allow users to individualize the parameters of a search by language, institution, and locale. The database interface will also allow the users to combine data from years dating back to 1958. One might compare, for instance, Portuguese enrollments at one school, with Portuguese enrollments in another school in the same year, or in the same school but in a different year or years. The database will allow precisely defined searches, obviating the need to sift through extraneous data from languages, or institutions, or years past. Because of the large quantity of data (in 2006, for instance, 2,795 institutions reported enrollments in 219 languages), we have until now made available microdata showing enrollments in all languages in all institutions only for the current survey year. Comparative data across time was available only in aggregate form for the top fifteen languages in the survey reports. By providing interactive access to the entire database, we will for the first time make particularized comparative data through time available on a by-language, by-institution, by-state basis. Our Oracle database can support this new capability with just an added interface. Journalists covering regional and local news, legislators, government agencies (particularly departments of education), campus newspapers, college and university administrators,

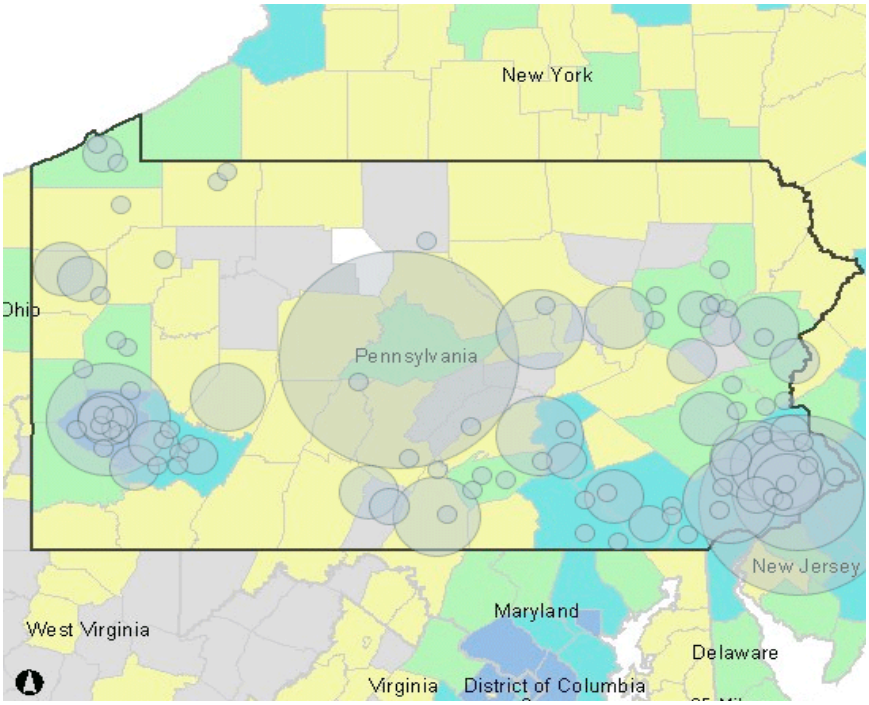
educational organizations, textbook publishers, and recruiters for businesses, all interested in specific aspects of our findings, will benefit.

The second expansion of the dissemination network that we propose will link enrollment data to an already existing instrument accessible to the public on our Web site, the MLA Language Map (www.mla.org./map.main). The MLA found GIS visualization to be a compelling and popular tool, when in 2003 we launched the map, based on data about languages other than English spoken at home, as reported by the US Census. Geographic visualization of census data about heritage language communities in US counties and zip codes continues to attract frequent visitors to the map. Between September 2007 and August 2008, tracking software recorded almost 40,000 visits to the map. Twenty-eight federal and state agencies and 219 libraries, colleges, and universities have added links on their Web sites to the language map. Of the twenty-nine mapped languages most frequently reported spoken at home, twenty are among the languages most commonly taught in US colleges and universities. The MLA recently updated the Language Map Data Center with 2005 data from the Census Bureau's American Community Survey, and 2010 data will be incorporated as soon as they become available.

Mapping college and university language programs on a geographic visualization tool that tracks communities of speakers of other languages will increase access to practical information for students and parents interested in locating institutions in which to study. Faculty members will find in heritage communities educational resources for their students: interlocutors, sites for service learning, and support for cultural events. School administrators will be enabled to readily consider their programs in the geographic context of other institutions with similar or dissimilar offerings. At a time when institutions of higher education are asked to engage in outreach programs and students seek opportunities to practice newly acquired skills,

communities within reach have become fertile ground as an educational resource. In addition, heritage communities are often eager to lend their support for cultural events held jointly with a neighboring educational institution, and some communities even help financially to sustain classes in heritage languages. Commercial, community, and government enterprises looking for available language-education resources will also find the map useful. In addition, coupling language enrollment data to the MLA Language Map will make information about language programs available to nonacademic visitors to the map who may never have thought to associate American heritage language communities with postsecondary education.

The distribution of speakers of each language is shown on an individual map, and programs teaching the language will be indicated on that map. At each mapped institutional site, the numbers of enrollments for 2009 in lower and upper level classes and in graduate courses in the language will be available through a "mouse-over" function. Programs will be indicated on the maps by circles sized according to the number of enrollments in 2009. For example, a user would call up a map describing the distribution of Hindi speakers in the US, then add a layer to the map displaying all programs offering Hindi; larger programs would be identified by relatively larger circles; mousing over each program location would bring up enrollment specifics for that institution in 2009. Below, as an example, is a map showing institutions in Pennsylvania where French is taught.



French Programs in Pennsylvania, 2006

Circles indicate numbers of enrollments per program; shading of county shapes indicates numbers of speakers per country.

Users wishing to see more detailed enrollment data will be able to click through to the 1958-2009 Enrollment Survey Data Base.

In order to load the results of the 2009 enrollment surveys onto the MLA Language Map we will need to upgrade the GIS software platform on which the map is built. At the time of its construction in early 2003, the map utilized what was then state-of-the-art mapping software, ESRI's ArcIMS program. ESRI no longer supports ArcIMS, and has moved current projects and development plans onto a stronger platform, GIS Server, which is able to communicate with non-ESRI products (e.g., .NET). GIS Server is a scalable (i.e., expandable), open, interoperable platform that integrates well with other systems, such as Oracle, the software on which the enrollment data reside. We explored the possibility of using Google maps but concluded that ESRI better provides the tools required for our needs. Our licensing agreement with ESRI allows for a free upgrade in software, but transferring the map functions to the stronger platform, to

support the addition of enrollment data, will be complex and labor-intensive and consequently represents a significant component of our budget.

4. Related Research

Language enrollments have fluctuated considerably over time. A key factor in the general decrease in language enrollments between 1968 and 1980 was the abolition or modification of institutional foreign language requirements for the bachelor of arts degree at many colleges and universities. In 1970, with support from the US Office of Education, the MLA undertook parallel surveys of enrollments and of the status of entrance and degree requirements in US postsecondary education.

Our surveys revealed a consistent pattern of parallel development between enrollments and requirements: downward in 1974-75, upward in 1987-88, and upward in part in 1994-95. In 1974-75, only 19% of responding institutions required a foreign language for entrance (compared with 34% in 1965-66, the peak year for requirements), and 53% required a language for the BA degree (compared with 89% in the peak year). In 1994-95, the ratios became 21% for entrance requirements and 68% for BA-degree requirements ("MLA Survey of Foreign Language Entrance and Degree Requirements, 1994-95," table 1). The newly created MLA Office of Research has begun work on a new survey of language requirements.

Enrollment trends must be tracked across extended time periods in order for patterns to emerge. That enrollments in 1980 showed a decline of less than 1% since the previous survey (1977) suggested that the downward trend of the 1970s had begun to bottom out. The results of the 1983 survey provided the first solid evidence of a turnaround, with an increase of 5% over 1980 levels in language registrations nationally. The 1986 survey proved that the upward trend was consistent, and the data collected in 1990 showed a substantial increase of 18% above 1986

levels and 30% above 1980 levels. Although the survey taken in 1995 yielded totals slightly lower than those of 1990, the survey of 1998 again showed an increase: 5% above 1995. The 1998 enrollment total for all foreign languages was the highest ever recorded before 2002.

While changes in the distribution of language enrollments have been monitored since 1958, for many years the institutional data were broken down only by two-year versus four-year colleges and universities. Beginning in 1995, the coordination of information from the Integrated Postsecondary Education Data System (IPEDS) and National Center for Education Statistics (NCES) made it possible to continue our efforts to trace changes over time but with the addition of new detail about institutional type. We can now analyze current enrollments in terms of institutional control (i.e., private, public, or religious affiliation) and highest degree granted by institutions. In addition, information from a separate MLA database allows us to report the highest degree granted by the department. MLA also plans to begin to monitor student participation in study-abroad programs as well. In time, all these variables will be available through the new interactive, publicly accessible database.

By incorporating data that permit analysis of different types of institutions, the new survey will continue to assist the MLA and concerned agencies in their efforts to define the conditions under which language study in higher education can develop and flourish. In 2006, we reported enrollments in 204 less commonly taught languages (LCTLs). After 9/11, our office has been called on frequently to provide data about enrollments in such languages such as Arabic, Farsi, and Pashto. Public awareness concerning the nation's needs in LCTLs has been informed for more than two decades by the results of the MLA's surveys, which show, among other findings, how Arabic, Chinese, and Japanese enrollments have progressively risen. Many

other languages, global and regional, have made modest gains but continue to hover at low levels that are far out of proportion to their strategic, diplomatic, and cultural importance.

Foreign language enrollment data need to be understood in the context of total US college and university enrollments: trends for the part must be seen against the background of trends for the whole. Data for total annual US enrollments in higher education, drawn from NCES, are compared with total US foreign language enrollments on a continuing basis in the MLA's reports of its enrollment surveys. NCES publishes annual information on BA, MA, and PhD degrees granted in the most commonly taught languages--French, German, and Spanish--as well as in the aggregate category "other languages" (see, for example, tables 253, 297, and 298 in the online Digest of Education Statistics 2007). The MLA's *ADFL Bulletin* recently published tables and figures based on a half century of these data (36.3, spring 2005). The National Opinion Research Center at the University of Chicago (NORC) provides more detail on study in specific languages at the doctoral level, in "Doctorate Recipients from United States Universities: Summary Report" (see 2006 online). Finally, the American Council on the Teaching of Foreign Languages (ACTFL) periodically publishes foreign language enrollments for public primary and secondary schools, collected from state departments of education; this information is available online. By combining the MLA enrollment data with these and other studies, it is possible to take a full measure through time of the extent of United States efforts to educate Americans to learn foreign languages and cultures.

In recent decades, the language field has shown its creativity in a wide variety of curricular innovations, including computer-assisted instruction and testing, experimental uses of video and electronic technology, intensive language courses, immersion programs, career-oriented language courses, and a variety of proficiency-based curricula. Our decision to divide

introductory-level from upper-level undergraduate enrollments in our report reflects recent emphasis on developing and assessing competencies at the upper levels. In February 2009, a Summit on OPI Testing at ILR Level 4 sponsored by the Interagency Language Roundtable (ILR) held in Monterey, California, focused on defining the upper-range ILR skill level profiles. The Center for Advanced Language Proficiency Education and Research (CALPER), a National Language Resource Center, is particularly concerned with developing materials to assess advanced language proficiency in the LCTLs. The enrollment surveys' new attention to undergraduate levels is thus both a contribution and a response to field-wide developments.

5. Statement of Procedures

The universe of inquiry for the survey is the complete list of institutions of postsecondary education in the United States, including tribal and community colleges, and seminaries but excluding certain technical and proprietary schools. The MLA maintains a database, regularly updated, of approximately 2,800 two- and four-year institutions that teach languages. The 2008 edition of the *Higher Education Directory*, published by Higher Education Publications, Inc., will be used to cross-check the accuracy and completeness of this database, which was first developed during the 1990s to handle the data on foreign language registrations collected during that decade. In 2002, we added a Web-based gathering system to our traditional business-reply postcard questionnaire. While the postcard continues to yield a significant number of responses, we have, however, witnessed an increase in electronic responses in 2006 and expect to see another increase in 2009. We continue to refine the online data collection interface developed in 2002.

On the basis of our 2006 experience, we anticipate that approximately 30% will respond to the first mailing (including those who respond on the Web-based data collection interface) and

that two follow-up mailings and persistent telephone reminders will be required to bring in another 35%. Follow-up phone calls throughout the spring will bring the response rate to at least 97%, a level that has been reached or surpassed in all previous surveys in the series. We discovered in 2006 that timing follow-up telephone calls in conjunction with our second mailing was most productive. As in 2006, we will call on outside consultants to check the results of our data for some languages; this procedure is described in more detail in section #10. Evaluation Plan.

Many registrars or the representatives of offices of institutional research at larger schools who do not reply initially may have questions about the intentions of the survey or the applications of the data, and much of the project assistants' time in the middle and closing months of the survey will be spent tracking down non-responding institutional personnel to explain in detail the value and uses of the project. New registrars must often be made aware of their institution's previous participation, and project staff members will at times go so far as to contact department chairs to request that they urge their registrar or their office of institutional research to participate. On occasion, chairs supply data, although every effort is made to use the registrar's data if possible in order to maintain consistency in the study.

To help ensure complete and accurate responses, the MLA staff members will enclose a special information sheet in the packet sent to schools that offer courses in the less commonly taught languages. The sheet will contain an alphabetical list of the LCTLs reported in recent surveys. Respondents will be able to use the list as a final check on the spelling of language names and as a guide to languages with several names or similar names (e.g. Persian/Farsi, or Dakota and Lakota.) Registrars will be encouraged to visit the Web-based data collection

instrument, where, even if they have chosen to use the postcard to return their data, they will be able to log in and learn which languages they reported for the 2006 survey.

Following completion of the 2006 enrollment survey, project staff members identified a number of opportunities for improvement and made note of them for future surveys. In the 2006 survey, as mentioned, we asked for undergraduate enrollments to be broken down by introductory and advanced courses. This approach provided valuable data, but occasionally caused confusion: some administrators reported they were unsure how to distinguish between introductory and advanced work. For the 2009 survey, we will provide more precise explanation. The first category will be: "Number of enrollments in 1st- and 2nd-year undergraduate courses (usually lower-division, beginning and intermediate)." The second will be: "Number of enrollments in other undergraduate courses (usually advanced grammar, literature, or upper-division courses)."

In order to get survey results more quickly, we will hire a second assistant earlier than we did for the 2006 survey. This will allow us to begin follow-up calls earlier and to make more calls. We will also use e-mail more frequently to contact administrators, supplementing our system of telephone calls. We also found in 2006 that registrars are less likely to be the administrators who reply to the survey and that increasingly our contacts are directors of institutional research. For the 2009 survey, we will use the HEP Higher Education Directory to identify and address directors of institutional research for those institutions that have them, and address registrars only in those (generally smaller) institutions where directors of research are not identified.

6. Research Methodology and Scope of Project

Since 1974, enrollment data has been processed electronically--first on a mainframe system and now on a Windows-based network. Data are published in aggregate form following each survey data are available on request in detailed tabulations by state, region, language, and institution. In 1990, MLA staff members added information on institutional size, type, and control (i.e., public, private, or religious) to a longitudinal database that currently incorporates enrollment data acquired in eight previous surveys. Data from another nine surveys currently exist only in printouts; these enrollment figures are scheduled to be transferred to the database before the start of the grant period for our 2009 survey. Data from the 2009 survey will be added directly to this database by MLA staff members.

Not all language programs and departments remain constant through time. Closings, reconfigurations, and new programs are regular features of the language teaching landscape. Nevertheless, review of currently reported enrollment figures against past enrollment numbers can help us identify suspicious variation or irregularities that may demand rechecking. A cross-year comparison function will be built into the Oracle database in 2009 to alert us to possible irregularities. Suspect reports of enrollments (e.g., inordinate fluctuation) will be rechecked.

A preliminary report on results achieved by the first two mailings of the questionnaire will be prepared after five months' work, in February 2010. The final report, to be completed in the fall of 2010, will consist of an introduction and a set of summary tables of the results of the 2009 survey: by state, by language, by level (introductory and advanced undergraduate, graduate), and type of institution (two-year colleges, four-year colleges and universities, undergraduate and graduate, public, private, and religious-affiliated, and highest degree granted).

Also included will be a set of trend tables in a variety of categories comparing the 2009 results with figures going back to 1958.

After complete review of the draft report in the fall of 2010 by members of the ADFL Executive Committee and consultants in major languages not represented on the committee (see section #10), the project report will be typeset and submitted for publication and made available to the public on the MLA and ADFL Web sites. Summary of the results will also be made available to the public through press releases, and conference reports and highlights will appear in the *MLA Newsletter*. The full report will appear in print in the *ADFL Bulletin,* the regular journal of the Association of Departments of Foreign Languages with an approximate readership of 4,000. Additional copies of the project report will be distributed to organizations and agencies that are not on the *ADFL Bulletin*'s mailing list but likely to be interested in the results. With the support of the US Department of Education, the enrollment data for 2009 will also now be available on the MLA Language Map. Mapping enrollment data will facilitate access and present new awareness of context. We expect that this access and new awareness will inform discussion and planning by students, families, institutions, and communities.

7. Plan of Operation

August 2009: Preparation of print survey instrument; design of Web-based survey collection application (interface and back end); collation of mailing lists; advertising for research assistant

September: Hiring of first research assistant (15 September 2009-15 September 2010); printing of survey instruments; review and updating the database of institutions and mailing lists; preparation of mail packets to institutions (letter to registrars and offices of institutional research explaining survey parameters); alpha testing of Web-based survey interface

October: Beta testing of Web-based survey interface by project advisory committee; online survey goes live; first mailing and processing of initial returns

November-December: Processing early returns continues; second mailing; start of follow up calls; preliminary work on online searchable database of enrollment survey data (1958 -2006), updating of the MLA Language Map in preparation for linking to enrollment data begins

January-February 2010: Third mailing to non-respondents; hiring of second research assistant (15 January-15 September 2010); continuation of follow-up calls and e-mail canvassing of non-respondents; preliminary tabulations; data review where indicated

March: Continued telephone and e-mail follow-up; continued data tabulation; alpha testing of online searchable database of enrollment survey data and Language Map enrollment data functions using 2006 data to be replaced when 2009 data becomes available.

April: Continued telephone and e-mail follow-up; continued data tabulation

May: Continued telephone and e-mail follow-up; beta testing of online searchable database of enrollment survey data and Language Map enrollment data functions (with 2006 data)

June-July: Completion of data collection; cleaning of data and beginning of data review by consultants; beginning of review of data by project advisory committee; uploading of 2009 data to online interface functions (interactive search interface, Language Map functionalities); beginning of analysis of data by region, language, and across time

August-October: Conclusion of review of data by project advisory committee and language area consultants; conclusion of analysis, preparation of final report; beta testing of interactive data presentation functions (map and searchable database); conclusion of assistants' tenure (September); review of draft report by project advisory committee

November 2010–January 2011: Evaluation and dissemination of results. Fine tuning of searchable data base and Language Map functionalities after beta testing

8. Personnel

The principal investigator for the survey will be Dr. Nelly Furman, director of the Office of Programs at the MLA and the Association of Departments of Foreign Languages (ADFL). Furman was the principal investigator for the 2006 enrollment survey, and coauthor, with David Goldberg and Natalia Lusin, of the report on the 2006 survey, "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006." Furman has served on the staff of the MLA since 2004. Before joining the MLA, she was professor of French at Cornell University, where she taught for thirty-two years and occupied several administrative positions: department chair, director of women's studies, and director of the French Studies Program. She is a widely published scholar in the field of nineteenth- and twentieth-century French literature.

Dr. David Goldberg, associate director of the Office of Programs and ADFL at the MLA, will assist in the daily organization, oversight, and management of the survey. A specialist in Yiddish language and literature, Goldberg was involved as a staff member in the 1998, 2002, and 2006 enrollment surveys. He is the director of the MLA Language Map project. He was codirector of the MLA study "Successful College and University Foreign Language Programs, 1995-1999," a project that examined program features associated with rising enrollments and resulted in three studies, two of which he coauthored. "Successful College and University Foreign Language Programs, 1995-99, Part 1" appeared in the MLA's *Profession 2001* (Goldberg and Welles); "Successful College and University Foreign Language Programs, 1995-99, Part 2" appeared in the *ADFL Bulletin* 35.2-3 (2004) (Goldberg, Lusin, and Welles).

Dr. Natalia Lusin, assistant director of research and a scholar of Russian, has worked on MLA surveys since 1992. Lusin will help with the organization and analysis of the data, capacities in which she served for the 2002 and 2006 enrollment surveys. She was actively involved in the study of successful foreign language programs and coauthored with Goldberg and Welles the second article based on that study that appeared in the *ADFL Bulletin.* She also authored the report "Successful College and University Foreign Language Programs, 1995-99, Part 3: Program Features Associated with Rising Enrollments in AA-Granting Institutions" (*ADFL Bulletin* 36.3 [2005]). She is the author of *Russian Grammar* (Barron's, 1992).

Stuart Green will be employed as a consultant to lead the design and technical development side of the project team. The MLA has worked with Green and his company, Level 9 Digital , LLC, for over nine years on MLA Web projects, including most recently site redesigns and new content management systems for MLA's convention office and online bookstore. Green led the design and technical development of the current MLA Language Map. He has qualified Oracle and GIS resources on his team. Since 1995, he has been developing Web sites and leading-edge technology. Recent projects include redesigned Web sites for Georgetown University, and design and database work for the American Association of Teachers of Slavic and East European Languages and the American Translators Association.

One research assistant will be hired for twelve months, another for eight months, to assist in the operation of the project. The twelve-month assistant will be hired at the start of the project, the other four months later, so the two will work together for eight months, during the peak of the work. The assistants will have at minimum bachelor's degrees, good written and oral communication skills, computer experience, clerical skills, and familiarity with at least one foreign language. Preference will be given to persons with educational experience in social

science methodology and data management beyond the bachelor's degree. Advertising and recruitment for the positions will be handled by the MLA's personnel and office manager in consultation with the project director. The Modern Language Association is an equal opportunity employer.

9. Detailed Budget Narrative

	Year 1	Year 2
	(8/1/09-6/30/10)	(7/1/10-1/31/11)
I. Personnel		
A. **Professional Staff** (participation calculated on monthly basis[1])		
1. Project Staff	$ 19,050	$ 12,410
(Principal Investigator N. Furman for 18 months @ 5% of annual salary; D. Goldberg for 18 months @ 10% of annual salary; and N. Lusin for 18 months @ 5% of annual salary)		
2. Research Assistant A, full time for 12 months @ $30,000 annual salary	$ 25,000	$ 5,000
	(10 mos)	*(2 mos)*
3. Research Assistant B, full time for 8 months @ $30,000 annual salary	$ 15,000	$ 5,000
	(6 mos)	*(2 mos)*
B. **Support Staff** (participation calculated on hourly basis)		
4. Programming, Systems Analysis, & Planning staff (2 persons x 15 hrs. each x average $50/hr.)	$ 1,100	$ 400

[1] The MLA's fiscal year runs from 1 September to 31 August, and staff salaries are set for the duration of a fiscal year. This application covers activities that will occur over the last month in MLA FY 2008-2009, the entire year MLA FY 2009-2010, and the first five months of MLA FY 2010-2011. The salary amounts requested in this application for the Principal Investigator and the two professional project staff members are equivalent to the stated percent of each of their FY 2008-2009 salaries for one month, the stated percent of each of their estimated salaries for FY 2009-2010 for twelve months, and the stated percent of each of their estimated salaries for five months of FY 2010-2011, including annual 3% cost of living increases. Research Assistant A will be hired in the second month of the 18 month project and Research Assistant B will be hired in the sixth month of the 18 month project.

5. Editorial and Typesetting (130 hours @ average $35/hr.)		$ 4,550
6. Clerical help for mailing (80 hours @ $25/hr.)	$ 1,600	$ 400
7. Web Interface Development (@ $100 /hr.)		
Data collection interface	*$ 3,200*	
Searchable Enrollment Database	*$ 10,400*	
Enrollment Maps layered on Language Map	*$ 44,400*	
Total salaries	$119,750	$ 27,760
Benefits (= 29.9 % of MLA staff salaries;		
excludes #7: Web interface developer)	$ 18,463	$ 8,300
Total personnel by year	**$138,213**	**$ 36,060**
II. Supplies		
1. Envelopes, stationery	$ 615	
2. Printing of survey questionnaires	$ 2,480	
Total supplies by year	**$ 3,095**	**[0]**
III. Other		
1. Research Assistance recruitment (x2)	$ 900	
2. Long distance telephone	$ 800	$ 600
3. Postage (mailing questionnaires $2037;		
questionnaire returns $189)	$ 2,026	$ 200
4. Photocopying	$ 660	[0]
5. Dissemination (printing and mailing of		
ADFL Bulletin containing report, approximately $5,720 x 20 %)	[0]	$ 1,144
Total "Other" by year	**$ 4,386**	**$ 1,944**
Total costs for year 1	**$145,694**	
Total costs for year 2		**$ 38,004**
Total direct costs, both years combined	**$183,698**	
Total requested	$183,698	

10. Evaluation plan

To assist the project staff in evaluating and strengthening procedures for collection, presentation and dissemination of 2009 foreign language enrollment data as well as in evaluating procedures at the conclusion of the project, an independent advisory panel will be involved at key junctures in the 18-month grant period. The core of this panel will be the nine elected members of the executive committee of the Association of Departments of Foreign Languages (ADFL), a subsidiary of MLA, with whom project personnel Furman and Goldberg meet regularly to conduct association business. This committee will be assisted by consultants in critical LCTLs who will round out the panel. The ADFL Executive Committee assembles twice annually for two-day meetings in the MLA offices in New York and works online on ongoing projects throughout the year. The committee is composed of seasoned department chairs, elected for three-year terms, representing a range of languages and institutional types (AA-, BA-, MA-, and PhD-granting), and balanced among specialists in language pedagogy, literature, and linguistics. Current members of the committee represent the University of Arizona, Hunter College, Iowa State University, Ohio State University, the University of Oregon, San Diego State University, the two-year City College of San Francisco, the University of Utah, and Vanderbilt University. Languages currently represented on the committee are French, German, Japanese, Spanish, and Russian.

Survey staff members will also call on consultants from a variety of active MLA committees. Members of the MLA Committee on Information Technology will be asked to review the data collection interface and to recommend any changes to the database necessary to update it since its last use for the 2006 survey; this committee will also review the proposed addition of enrollment data to the MLA Language Map. Members of the MLA Committee on

Community Colleges will be asked to review the data collection instruments and later the data itself to be sure that our procedures and findings are consistent with community college practices: approximately one-quarter of all undergraduate foreign language enrollments in 2006 were recorded in two-year institutions, and it is crucial that the data collection and the data itself are carefully reviewed by specialists experienced in this important area of postsecondary education. Since only five languages are represented on the current ADFL Executive Committee, consultant specialists in other languages will be drawn from among the MLA membership and from language-specific organizations with which MLA collaborates through the National Council of Less Commonly Taught Languages (NCLCTL) and the Joint National Committee for Languages (JNCL).

Panel members and consultants will be contacted whenever necessary, but primarily at three stages of the project:

1. Panel members will be asked to review past survey instruments and reports and evaluate proposed data collection procedures in the first months of the project.
2. The second major consultation with panel members and consultants will come at the conclusion of data collection in June-July 2010. Data review and corroboration are an important part of the final stages of the project, and in 2006 we formalized for the first time what had in previous surveys been a more ad hoc procedure. Specialists are asked to review the records of specific languages and language groups. This procedure ensures that lacunae and errors are identified before the data are finalized. Exaggerations of enrollments occasionally result from mistakes in data entry; program omissions often result when registrars or directors of institutional research overlook language programs housed outside modern language departments—for instance, in linguistics or anthropology departments or in area studies centers

or institutes. Consultants in selected languages will review institutions reporting and alert us to significant programs that have not been included and numbers that appear unlikely. Particularly in the smallest of the LCTLs, omission of a single program can distort the data beyond expert recognition. Such gaps and errors are easily spotted by people who know their field. Specialists notice other irregularities: for example, a large number of graduate enrollments at one university may be normally expected, while at another a large number would be extraordinary. Project staff members will follow up on reports of data inconsistent with expectations to secure or confirm enrollment figures. In 2006, eleven volunteers from as many languages and language groups (e.g., Native American languages of specific areas) reviewed the data; in 2009, we will again consult with as many experts as required.

3. The third review by the ADFL Executive Committee and consultants in specific languages comes during the analysis of the data. Panel members and consultants will be asked to review the analysis and conclusions in the final report. Members of the Committee on Information Technology will be invited to review and advise on the new interactive enrollment database and the new enrollment display functions on the MLA Language Map.

The goal of the survey of language enrollments is to provide an exhaustive, accurate report on how many students are studying which languages at which levels in the fall semester of 2009. The analysis of the data allows us to place these numbers in the context of the past, to see where national foreign language study stands in contrast with previous years and decades. Using outside expert evaluations of collection methods, preliminary data, and final reporting should ensure a high level of accuracy of survey results. Following publication of the survey results and the completion of the new Web-based dissemination formats, we will ask panel members to submit suggestions to be filed for consideration in 2012, when we again plan to survey the field.

11. Resources

The MLA enrollment surveys tie in with a number of other projects central to MLA's work, and survey staff members interact on a daily basis with colleagues at MLA headquarters who direct and contribute to these projects. The MLA regularly surveys the placement of new PhDs in English and foreign languages and has recently completed a study documenting the increase of part-time and full-time non-tenure-track faculty members in the field of English and a report on the demography of the faculty in English and foreign languages—a report based on data from the National Study of Postsecondary Faculty and the Fall Staff Survey (NCES). MLA's executive director, Rosemary Feal, and MLA's director of the Office of Research, David Laurence, are members of the advisory committee of the Humanities Indicators Prototype, a project of the American Academy of Arts and Sciences. Feal and Laurence, together with enrollment survey director Nelly Furman, recently collaborated with an MLA working group at the invitation of the Teagle Foundation to propose a framework for organizing the course of study for undergraduate majors in language and literature programs. MLA staff members are available for ad-hoc consultation throughout the enrollment survey project, and both Feal and Laurence take an active part in the final review of the enrollment project report. In addition, MLA's in-house editors, copyeditors, and Web and print design professionals and consultants are ideally suited to contributing to the most effective presentation of survey data; many have participated in the design and presentation of previous MLA foreign language enrollment reports.

Enrollment survey project staff members also work regularly with MLA committees, which help them remain current with issues on campuses around the country. These committees include groups focused, for instance, on the teaching of language and literature, the teaching of

literature by people of color, graduate students in the profession, women in the profession, and disability issues in the classroom. Work with committees also provides MLA staff members with scores of campus contacts. These contacts, in addition to the approximately 800 foreign language department chairs who are members of the ADFL, constitute personalized access to about a third of all college and university campuses teaching modern languages in the US. Data from the MLA's surveys also inform discussions of teacher education: many members of the MLA and the ADFL work at institutions that have an ongoing involvement in the preparation of the nation's teachers, and enrollment data support our understanding of how secondary and postsecondary systems reflect common as well as disparate interests.

The MLA currently has 30,000 members, a third of them specialists in foreign languages, literatures, and cultures. Within MLA, individual members work in divisions and discussion groups in 25 languages and language groups. In addition, through its membership in the American Council on the Teaching of Foreign Languages and the Joint National Committee for Languages, MLA works with numerous language associations, including associations of teachers of African languages, Arabic, French, German, Italian, Russian, Slavic and East European Languages, Spanish and Portuguese, and American Sign Language, to name only a few. The MLA also has close professional ties with other disciplinary associations, such as the Linguistic Society of America, the American Anthropological Association, the Center for Applied Linguistics, and the College Language Association.

In addition to language-specific resources, the MLA is well suited to secure the participation of historically black colleges and universities and tribal colleges in the enrollment survey. The MLA has for more than four decades been a leader in the promotion and study of the literature and languages of people of color. Since the 1970s, it has been regularly supported

in this work by appointed committees of MLA members whose assignment has been two-pronged: to promote the study of the literature and languages of people of color and to support professionals of color who teach language and literature. The MLA has published over a dozen volumes in this field, including such works as Ruoff and Ward's Redrawing the Boundaries of American Literary History (MLA: 1990) and Wong and Sumida's A Resource Guide to Asian American Literature (MLA: 2001). Enrollment survey staff members will collaborate with members of the MLA's Committee on Literature by People of Color who can provide contacts at historically black colleges and universities and tribal colleges, to ensure inclusion of as many universities and colleges for underrepresented groups as is possible. With the help of two MLA member consultants, the 2006 enrollment survey strengthened its coverage of Native American languages, and we plan to continue to develop this area of our data.

Cumulatively, these are the connections and contacts which we can bring to bear on both the collection and analysis of foreign language enrollment data. The MLA is the acknowledged leader in this area of enrollment data collection and analysis, and with the continued support of the Department of Education we can build further on a record of nearly half a century of service and accomplishment.

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-NMELRC letter of Support.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1239-N.Furman. CV 2009.doc**

Attachment 3:
Title: Pages: Uploaded File: **1240-David Goldberg CV.DOC**

Attachment 4:
Title: Pages: Uploaded File: **1241-Natalia Lusin CV.doc**

Attachment 5:
Title: Pages: Uploaded File: **1242-ACTFL, LSA, & CAL Letters of Support.pdf**

National Middle East Language Resource Center

22 April 2009

RE: 2009 MLA language enrollment survey grant application

This letter is in support of the Modern Language Association's IRS grant proposal to continue its language enrollment survey work. This is a project we whole-heartedly applaud.

MLA's surveys are nothing short of critical to our efforts to build national capacity in the languages of the Middle East. We use the details on language enrollments that only MLA can provide as the foundation for our own in-depth surveys, constructing our stratified samples of institutions from the data that MLA freely provide us. This data has helped us to know of new programs that are particularly in need of assistance in teacher training.

We are pleased that MLA continues to refine and improve their methods of sampling. The data on beginning- versus advanced-level enrollments in the 2006 survey was particularly welcome. We understand that the proposed survey will link enrollment results to the MLA Language Map, allowing users to view locations of college and university programs in relation to native speakers in the U.S. This will be a welcome resource that will help to increase the offering of LCTLs according to demand.

Sincerely,

R. Kirk Belnap
Director, National Middle East Language Resource Center

214 HRCB, Brigham Young University, Provo, UT 84602
http://nmelrc.org, 801/422-7192, 801/422-0382 (fax)

NELLY FURMAN

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New York, NY 10004-1789
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e-mail: nfurman@mla.org

Educational Background:
Ph.D. Columbia University, 1972.
M.A. Middlebury College, 1964.
Diplôme de Littérature Française Contemporaine, Ecole Supérieure de Préparation et Perfectionnement des Professeurs de Français à l'Etranger, Faculté des Lettres de Paris, 1964.
B.A. cum laude with honors in French, 1963, the City College of The City University of New York.
Honors: Phi Beta Kappa, Woodrow Wilson Fellow.

Distinctions
-Named "Chevalière dans l'ordre des Palmes académiques" by Monsieur Jack Lang, Ministre de l'éducation nationale de la République Française, 2001.
- Winner of the Cornell University Clark Award for Distinguished Teaching, 1975.

Areas of Specialization:
19th and 20th century French literature
Member of the Graduate Fields of Romance Studies, Women's Studies, Comparative Literature, Lesbian, Bisexual and Gay Studies.

Professional positions:
Professor Emeritus, Cornell University, 2004
Professor in the Department of Romance Studies, Cornell University, 1988-2004
Associate Professor with tenure, Cornell University, 1978-1988
1972-1978, Assistant Professor of French, Cornell University, 1972-1978
Lecturer, Department of Romance Languages, CCNY, 1965-1971

Administrative Positions
Director of French Studies Program, Cornell University, 2001-2005
Director, Educo, Cornell-Duke Junior Year Abroad, 1996-1997
Director of the Women's Studies Program, 1988-1992
Chair, Department of Romance Studies, 1984-1985

Selected Publications

Books:

Women and Language in Literature and Society. Edited by Sally McConnell-Ginet, Ruth Borker, and Nelly Furman. New York: Praeger, 1980. (352 pages).
Reprinted: August, 1986.
Translated into Japanese in 1989.

La Revue des Deux Mondes et le Romantisme (1831-1848). Genève: Librairie Droz, 1975. (168 pages).

Editorships

- Editor of the *ADFL Bulletin* since 2004

Diacritics, a review of contemporary criticism:

-Editor, special issue on "Georges Bataille: An Occasion for Misunderstanding," Diacritics, Vol.26, n.2, (Summer 1996)

-Co-editor with Cynthia Chase and Mary Jacobus of the special issue "Cherchez la femme. Feminist Critique/Feminist Text," Diacritics, vol.12, No.2 (Summer 1982).

-Co-editor with C.Greenberg, P. Kamuf, L.Kerr, and C. Porter of the special issue "Textual Politics: Feminist Criticism," Diacritics, vol.5, No. 4, (Winter 1975).

Other publications

Over 20 entries including articles, chapters in books, translations, and bibliographies.

Curriculum Vitae: David Goldberg

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26 Broadway
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646 576-5134

Current Position
Associate Director, Office of Programs, Modern Language Association (MLA), 2007 - .
Associate Director, Association of Departments of Foreign Languages (ADFL), 1990 - .

Education
Ph.D., Columbia University, Department of Linguistics, *Yiddish Studies,*1985
M.A., Columbia University, Department of Linguistics, *Yiddish Studies,*1981
M.F.A., Columbia University, School of the Arts, *Writing,* 1969
B.A., City College of New York, *English and American Literature,* 1965
Languages Studied: German, Hebrew, Russian, Yiddish
Professional Training: ACTFL Training Workshops in Oral Proficiency Testing, 1992

Selected Teaching Positions
Yiddish language and literature:
Adjunct Assistant Professor, Dep't of Germanic Languages, Columbia Univ., 1993-94
Instructor, Dep't of Germanic Languages, Univ. of Pennsylvania, 1985-89
Instructor, Dep't of Linguistics, Columbia Univ., 1987-88
Instructor, Weinreich Program in Yiddish Language, Literature, and Culture, YIVO Institute-Columbia Univ. 1984-86
English composition:
Instructor, Dep't of English, Nassau Community College, 1972-1979

Administrative Positions
Acting Director, Office of Foreign Language Programs, MLA and ADFL, 3/1 - 8/31/2004.
Associate Director, Office of Foreign Language Programs, MLA, 1990-2007.
Director**,** Weinreich Program in Yiddish Language, Literature, and Culture, YIVO Institute-Columbia University, 1986-1989.

Selected Publications
"Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006." *ADFL Bulletin 39.2-3 (2008): 66-89. (with N. Lusin and N. Furman)*

"Successful College and University Foreign Language Programs, 1995-1999: Part 1." *Profession 2001*. New York: MLA, 2001. 171-210. (with E. Welles)

"Successful College and University Foreign Language Programs, 1995-1999: Part 2: Program Features Associated with Rising Enrollments in Advanced Courses and with Increasing Numbers of Majors." *ADFL Bulletin 35.2-3 (2004): 27-70.* (with N. Lusin and E. Welles)

Opgang/Decent, by Dovid Bergelson. MLA, 1999. Consulting Editor.
[bilingual edition in the MLA series, Texts and Translations]

Yidish af Yidish: *An Intermediate-Level Language Tex*t, Yale Univ. Press, 1996.

The Field of Yiddish: Studies in Yiddish Language, Literature, and Folklore, (fifth collection). Editor. Northwestern Univ. Press, 1993.

"Fantasy and National Identity in Soviet Yiddish Children's Literature," *Field of Yiddish*, 1993.

"The Juncture of Dialect and Rhyme in Yiddish Poetry," *HaSifrut, 3-4,* Tel Aviv, 1986.

Recent Special Projects at MLA
Project Director, *The MLA Language Map, 2*003- .

Co-Director, "Innovative Departmental Practices in Undergraduate Foreign Language Programs," a national study supported by the Andrew W. Mellon Foundation, 1999-2001.

Co-director, "High School to College in Foreign Language Programs," a national initiative to support articulation between institutional levels in language instruction, 1997-1999.

Full-Time Research Positions
Bibliographic Editor, *Great Dictionary of the Yiddish Language*, Columbia Univ. and YIVO Institute, 1985-88.

Field Researcher, *Dictionary of American Regional English*, Univ. of Wisconsin, 1967-69.

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646 835-4047 (fax)

CURRENT EXPERIENCE

2007- **Research and Information Services**

Assistant Director of Research, Research Office, Modern Language Association

Conduct data gathering and data analysis for studies on the modern language field.

Current studies:

- language requirements in colleges and universities—preparing a survey on requirements in languages other than English at US colleges and universities. Created a stratified random sample of institutions to use in determining current language requirements and to do comparisons over time with earlier MLA requirements surveys.
- job prospects in the modern language field—analyze positions advertised in the MLA *Job Information List*, the primary source for jobs in the modern language field, by characteristics of positions (i.e., tenure status, language, field of specialization), as well as number of positions available.

Research and maintain a library of information sources on the modern language field.

1997-2007 **Information Services**

Assistant Director of Information Services, English and Foreign Language Programs, Modern Language Association

1992-97 **Research**

Research Associate, Research Programs, Modern Language Association

1992-93 **Administration**

Interim Coordinator of Governance and Assistant to the Executive Director, Modern Language Association

2003- **Volunteer Work**

Work with Heart to Heart International Children's Medical Alliance, a charity that helps to develop pediatric cardiac programs in Russia. Travel with medical teams to Russia, interpret for medical personnel and families of patients, translate, develop statistical material to chart progress of program.

PREVIOUS EXPERIENCE

Translation

1981-92 Free-lance translator

Writing

1991-95 Author of *Russian Grammar* (Barron's, 1992) and *Master the Basics: Russian* (Barron's 1995)

Teaching

1988-90 Assistant Professor of Russian literature and language at Hunter College, CUNY, New York, NY

1987-88 Instructor of Russian literature and language at Lafayette College, Easton, PA

Apr-May 1987 Lecturer of Russian literature and intellectual history at Colorado College, Colorado Springs, CO

1982-86 Preceptor of Russian language at Columbia University, New York, NY

Editing

1983-84 Editorial Assistant to Michael Scammell on his book *Solzhenitsyn* (Norton, 1984)

1981-86 An Editor of *Ulbandus Review* (a journal of Slavic languages and literatures published at Columbia University)

Research

1980-82 Researcher for Prof. Nicholas Ozerov, Columbia University

1979-80 Researcher for Prof. Vera Dunham, Queens College, CUNY, and Columbia University

1976-77 Researcher for Prof. Josephine Woll, Howard University, and Prof. Vladimir Treml, Duke University

EDUCATION

1978-89 Columbia University, New York, NY

- PhD in Russian literature and language (1989)
- Russian (now Harriman) Institute Certificate (1980)

  Lehman Fellowship; Columbia University Fellowship; Junior Fellow, Harriman Institute

1974-78 Queens College, CUNY, Flushing, NY

- BA in Russian

  Phi Beta Kappa; Summa Cum Laude

1984-85 Oxford University, Oxford, England

- Visiting student (non-degree: dissertation research)

Linguistic Society of America
Archibald A Hill Suite
1325 18th Street, NW #211
Washington, DC 20036-6501

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Web: www.lsadc.org

April 13, 2009

Nelly Furman
Director
Foreign Language Programs
Modern Language Association
26 Broadway
New York, NY 10004-1789

Dear Dr. Furman:

I write in strong support of the Modern Language Association's application to conduct their twenty-second survey of foreign language programs in higher education. These surveys, which began nearly a half century ago, have become increasingly important for informing the American public about this dimension of educational programs. To track trends and plan for future needs, not only educational institutions but also governmental agencies, business organizations, and many other sectors of US society depend on the MLA surveys.

The members of the linguistics profession have a particularly close connection to foreign language studies. Some linguists are actually involved themselves in foreign language teaching or in training foreign language teachers but even those who are not take foreign language programs to be very important for education in this country.

As I indicated earlier, knowing what is happening in instruction in foreign languages is not just important to members of the Modern Language Association or of the Linguistic Society of America. The US citizenry in general needs the information that the MLA's survey provides and I am very grateful to you and your colleagues for taking on this important job.

Sincerely,

Alyson Reed

Alyson Reed
Executive Director

American Council on the Teaching of Foreign Languages

ACTFL

Headquarters
1001 North Fairfax Street
Suite 200
Alexandria, VA 22314
Phone: 703-894-2900
Fax: 703-894-2905

Department of Professional Programs
3 Barker Avenue, Suite 300
White Plains, New York 10601
Phone: 914-963-8830
Fax: 914-963-1275

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www.actfl.org

April 9, 2009

Dr. Nelly Furman
Director, MLA Office of Programs
Modern Language Association
26 Broadway
New York, NY 10004-1789

Dear Dr. Furman:

I am writing to express support from the American Council on the Teaching of Foreign Language (ACTFL) for the Modern Language Association's (MLA) application for a Title VI International Studies and Research Grant to support another in the series of enrollment surveys conducted by MLA since 1958. This enrollment information from the higher education sector, along with the K-12 enrollment data that ACTFL collects, provides a critical look at not only the current picture of language enrollments across the country, but provides an opportunity to follow trends in the increases and decreases in specific languages over time.

Because of the growing importance of languages to the U.S. national interest, the tracking of enrollment trends is critically important in terms of program evaluation, and teacher training and certification. As an organization of language educators from all levels, these data are important to ACTFL as well as to other language-specific national associations, the media and the public at large.

ACTFL is pleased to support this project proposal which provides such critical data to the language profession.

Sincerely,

Bret Lovejoy
Executive Director

CAL CENTER FOR APPLIED LINGUISTICS

4646 40th Street NW Washington DC 20016-1859
phone 202-362-0700 fax 202-362-3740 www.cal.org

April 7, 2009

Nelly Furman
Director
MLA Office of Programs
Modern Language Association of America
26 Broadway
New York, NY 10004-1789

Dear Ms. Furman:

On behalf of the Center for Applied Linguistics, I am pleased to offer support for the MLA's proposal to the U.S. Department of Education to conduct a survey of foreign language enrollments in institutions of higher education in the United States.

The MLA survey is an important contribution to the field, providing updated, critical information on college enrollment figures and on the languages that are most commonly studied by students. CAL and other language and education organizations rely on MLA as a source of accurate information in this area.

Please let us know if we can be of assistance to you as you carry out this important work.

Sincerely,

Donna Christian

Donna Christian
President

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-2009 MLA budget narrative.doc**

Attachment 2:
Title: Pages: Uploaded File: **1235-Stuart Green Level 9 Digital Budget.doc**

Detailed Budget Narrative

Survey of Foreign Language Enrollments in US Colleges and Universities, Fall 2009

	Year 1	**Year 2**
	(8/1/09-6/30/10)	(7/1/10-1/31/11)
I. Personnel		
A. **Professional Staff** (participation calculated on monthly basis[1])		
1. Project Staff	$ 19,050	$ 12,410
(Principal Investigator N. Furman for 18 months @ 5% of annual salary; D. Goldberg for 18 months @ 10% of annual salary; and N. Lusin for 18 months @ 5% of annual salary)		
2. Research Assistant A, full time for 12 months @ $30,000 annual salary	$ 25,000	$ 5,000
	(10 mos)	*(2 mos)*
3. Research Assistant B, full time for 8 months @ $30,000 annual salary	$ 15,000	$ 5,000
	(6 mos)	*(2 mos)*
B. **Support Staff** (participation calculated on hourly basis)		
4. Programming, Systems Analysis, & Planning staff		

[1] The MLA's fiscal year runs from 1 September to 31 August, and staff salaries are set for the duration of a fiscal year. This application covers activities that will occur over the last month in MLA FY 2008-2009, the entire year MLA FY 2009-2010, and the first five months of MLA FY 2010-2011. The salary amounts requested in this application for the Principal Investigator and the two professional project staff members are equivalent to the stated percent of each of their FY 2008-2009 salaries for one month, the stated percent of each of their estimated salaries for FY 2009-2010 for twelve months, and the stated percent of each of their estimated salaries for five months of FY 2010-2011, including annual 3% cost of living increases. Research Assistant A will be hired in the second month of the 18 month project and Research Assistant B will be hired in the sixth month of the 18 month project.

(2 persons x 15 hrs. each x average $50/hr.)	$ 1,100	$ 400
5. Editorial and Typesetting (130 hours @ average $35/hr.)		$ 4,550
6. Clerical help for mailing (80 hours @ $25/hr.)	$ 1,600	$ 400
7. Web Interface Development (@ $100 /hr.)		
Data collection interface	*$ 3,200*	
Searchable Enrollment Database	*$ 10,400*	
Enrollment Data layered on Language Map[2]	*$ 44,400*	
Total salaries	$119,750	$ 27,760
Benefits (= 29.9 % of MLA staff salaries;		
excludes #7: Web interface developer)	$ 18,463	$ 8,300
Total personnel by year	**$138,213**	**$ 36,060**
II. Supplies		
1. Envelopes, stationery	$ 615	
2. Printing of survey questionnaires	$ 2,480	
Total supplies by year	**$ 3,095**	**[0]**
III. Other		
1. Research Assistance recruitment (x2)	$ 900	
2. Long distance telephone	$ 800	$ 600
3. Postage (mailing questionnaires $2037;		
questionnaire returns $189)	$ 2,026	$ 200

[2] In order to load the 2009 enrollment survey data onto the Language Map we will need to upgrade the GIS software platform on which the map is built. At the time of its construction in early 2003, the map used ESRI's ArcIMS software. ESRI no longer supports ArcIMS, and has moved to a stronger platform, GIS Server, which is able to communicate with non- ESRI products (e.g., .NET). GIS Server is a scalable (i.e., expandable), open, interoperable platform that integrates well with other systems, such as Oracle, the software on which the enrollment data reside. Our licensing agreement with ESRI allows for a free upgrade in software, but transferring the map functions to the stronger platform, to support the addition of enrollment data, is complex and labor-intensive, and consequently a significant component of our budget.

4. Photocopying	$ 660	[0]
5. Dissemination (printing and mailing of ADFL Bulletin containing report, approximately $5,720 x 20 %)	[0]	$ 1,144
Total "Other" by year	**$ 4,386**	**$ 1,944**
Total costs for year 1	**$145,694**	
Total costs for year 2		**$ 38,004**
Total direct costs requested, both years combined	**$183,698**	

Stuart Green (Level 9 Digital, LLC) Web Development Budget	
Aug-Oct 2009	
Item	**Cost**
Develop functional specification for Enrollment Survey data collection application	400.00
Develop functional specification for Searchable Enrollment Database multi-year search application	1,600.00
Develop functional specification for GIS Server map services to display enrollment data	3,200.00
Develop, test and deploy Enrollment Survey data collection application	2,800.00
Total	**8,000.00**
Nov-Dec 2009	
Item	**Cost**
Develop and test Searchable Enrollment Database multi-year search application	8,000.00
Install new GIS Server software and Oracle gateway APIs	2,400.00
Assist MLA staff with data conversion/cleanup of new Census Bureau and IPUMS data; load into Oracle	1,600.00
Designs created and approved for Language Maps	6,000.00
Total	**18,000.00**
Jan-Feb 2010	
Item	**Cost**
Base GIS Server coding (.axl config, datasource integration, geo layers, etc.)	4,000.00
Language density map back-end recoded to work with new design and new GIS Server software	8,000.00
Develop front-end interface (HTML Viewer/AJAX) for language density maps	4,000.00
Total	**16,000.00**
Mar-May 2010	
Item	**Cost**
Develop GIS Server back-end/database functions for enrollment data inclusion on maps	8,000.00
Develop front-end interface (HTML Viewer/AJAX) for enrollment data layer	4,000.00
Testing of all map functions	1,600.00
Total	**13,600.00**

Jun-Aug 2010	
Item	**Cost**
Deploy Searchable Enrollment Database multi-year search application	800.00
Deploy new maps, including enrollment data layer and contextual links to Enrollment Search application	1,600.00
Total	**2,400.00**
Grand Total	**58,000.00**