



**American Council
of Learned Societies**
633 Third Avenue
New York, NY 10017-6795
www.acls.org

ACLS Committee on East European Language Training

Grants to Institutions

for language courses to be conducted in summer 2011

Guidelines

Purpose To provide summer language training for graduate students and other researchers in East European Studies who cannot obtain the language instruction they need during the academic year.

These grants are made possible with funds administered by the U.S. Department of State under terms of the Research and Training for Eastern Europe and the Independent States of the Former Soviet Union Act of 1983 (Title VIII) whose purpose is the development of expertise in the United States needed for broad knowledge and analysis of developments in this critical world area.

ACLS invites applications from U.S. institutions of higher education for the organization of intensive summer language courses at the elementary, intermediate, and advanced-mastery level.

Up to \$10,000 per course will be available for the following East European languages: Albanian, Bosnian-Croatian-Serbian, Bulgarian, Czech, Estonian, Hungarian, Latvian, Lithuanian, Macedonian, Polish, Romanian, Slovak, and Slovene. A single institution may apply for more than one course.

Students enrolled in courses (end-users of Title VIII grants) must be U.S. citizens or permanent residents. Courses should be designed primarily for graduate students who cannot get the language they need as a basic research tool during the academic year. However, others who seek language training in courses so designed may also enroll.

Introductory and intermediate courses

Instruction should be intensive, covering all the basic structures of the language in 6-8 weeks of at least 3-4 contact hours per day, five days per week. The course should cover the material of a full academic year of study at the same level (introductory or intermediate).

Instructors should have appropriate academic credentials and demonstrated teaching skills. Application essays should describe classroom methods and list the texts and other materials to be used. Syllabi should outline what will happen in the classroom week by week, what is expected of students, and the criteria of assessment. The Committee on East European Studies highly recommends the use of a single primary textbook *in introductory courses* to set benchmarks of progress and to give students a sense of accomplishment. Courses should be designed to prepare students for further study in the language and for its use in Eastern Europe.

Intensive summer training should provide graduate students with the language training they need for basic research if for any reason they cannot get the instruction at their home institutions during the academic year. Institutions applying for summer programs that “compete” with their own full-semester language courses must explain the rationale for doing so.

Advanced-mastery courses

These courses are intended to supplement the normal three-level sequence of academic instruction (introductory, intermediate, advanced) with training in specialized language skills required for scholarly research and for work in U.S. government agencies and non-governmental organizations. Advanced-mastery courses assume an intermediate level of language competence, but they are not substitutes for “advanced level” (third year) courses.

Advanced-mastery courses may include instruction in a range of professional skills such as translation, interpretation, copyediting and substantive editing, working with non-standard dialects, and writing academic papers in East European languages. (This list is illustrative rather than exhaustive.)

Benefits to students Advanced-mastery training will sharpen students’ grasp of a language first learned as a research tool. As a practical matter, American researchers working in Eastern Europe are often asked to translate texts, to act as interpreters at meetings, to edit documents, and to perform other tasks whose skill sets are not covered in standard language courses. Advanced-mastery training will enable students to do in a more professional manner what they have been *already* doing on a volunteer and untrained basis, thus preparing them for potential work in U.S. government agencies or non-governmental organizations. Moreover, systematic instruction in professional skills, especially translation, deepens students’ understanding of key issues in their disciplines. Because the social sciences and humanities communicate through concepts, and because these concepts are always culture-specific, the effort to translate disciplinary meanings accurately from one language to another induces new perspectives on the issues involved.

Course design Applicant institutions should think creatively about the design of advanced-mastery courses. They may be team-taught by a language instructor and a disciplinary specialist (for example, historians may offer training in archival work, social scientists in interview techniques). In addition to offering specialized training to students who learned the language for research, courses may offer instruction to heritage speakers (U.S. citizens and permanent residents who speak an East European language at home, but have had only limited formal training in it) to improve their language skills for professional use in academic research or work in U.S. government agencies and non-governmental organizations.

Grant amounts

Applicant institutions may request up to \$10,000 per course for direct costs only (e.g., instructor salaries, course materials, student stipends). No institutional overhead is allowed. Courses supported by Title VIII/ACLS grants must waive tuition for all graduate students in East European studies in any discipline.

In view of the special effort required for design and recruitment of advanced-mastery courses, ACLS will provide a one-time additional payment of \$5,000 to every institution offering its first advanced-mastery course.

The institutional record

Applicant institutions that have received Title VIII/ACLS grants for summer courses in the previous three years must be sure to have submitted reports on those courses. Reports on past activity constitute an essential element in applications for future funding. Institutions should provide information tracking the careers of their alumni to show how participation in their programs has led to further graduate study, research, teaching, or other professional work.

Selection criteria for grants to institutions for summer language courses

- **Syllabi** that are informative about what will take place in the classroom week by week, that list the readings and other instructional materials, that describe the responsibilities of the instructor and of the students, and that clearly state the criteria of assessment
- **Instruction** (at the introductory and intermediate level) that covers the basic structures of the language at the appropriate level (first year or second year) corresponding to the equivalent of two academic semesters. Instruction in advanced-mastery courses must provide an effective combination of language review, appropriate handbooks, and practical exercises to develop professional skills
- **Instructors** who have the necessary qualifications and teaching experience
- **Summer programs or institutes** that have a track record of success, including success in enrolling U.S. graduate students and researchers in U.S. government agencies and NGOs

Please note: ACLS will publicize the courses supported by Title VIII funds to inform students of the options for summer intensive language study as far in advance as possible, in order to encourage enrollment in Title VIII/ACLS-funded programs.

The deadline for applications for summer 2011 courses is January 15, 2010.

Applicants will be notified of awards by early May 2010.

Send completed applications to:

Committee on East European Language Training
American Council of Learned Societies
633 Third Ave.
New York, NY 10017-6795

Instructions to applicant institutions for preparing applications

The deadline for receipt of applications at ACLS in New York is January 15, 2010.

Applications must arrive by U.S. Postal Service or other delivery service; they will not be accepted by fax, email, or other electronic means. Materials that cannot be photocopied, such as brochures or catalogues, should not be included. There is no application form. However, the application should consist of the following elements, numbered and arranged as follows:

General information

- I. ***A cover letter*** from an officer of the applicant institution, describing the overall goals of the summer language program and the place of the proposed course/s in it. Please attach any general information about the summer program to this letter. If the university mandates that all instructors perform certain tasks or follow certain standards, this should be clearly stated in the general information.
- II. ***An institutional record*** of similar courses offered in the past 3-5 years. Please provide titles, names of instructors, and lists of enrolled students with their names, institutional affiliations, and note *whether or not they are graduate students in East European studies.*

[Institutions applying to conduct more than one course should submit only one copy of Items I and II. Do not duplicate identical material for every course.]

Course-specific information

- III. ***A proposal from the applying instructor***, summarizing the goals of the course, describing teaching methods, and stating the degree of students' proficiency expected at its conclusion. This document should not exceed four typed, single-spaced pages (in 12 pt. font) and should consist mostly of the instructor's plans for classes. It should not repeat general information about the university program, which belongs in the university official's cover letter or its attachments.

As a rule, introductory courses should use one primary textbook, because this helps beginners focus and gives them a sense of accomplishment.

Please describe plans for proficiency testing, i.e., entry and exit exams in courses above the introductory level to show student progress.

- IV. ***A detailed syllabus*** for each proposed course.
- V. ***The applying instructor's current CV***, which should be limited to two pages and should highlight teaching experience. In listing publications, priority should be given to works devoted to language teaching, methods, and other topics relevant to the course proposal.
- VI. ***A budget***, which should describe how award funds will be used. ACLS grants may be used only for instructor salaries, student stipends, and instructional materials. *No institutional overhead is allowed.* Note that tuition must be waived for graduate students in East European Studies in any discipline. Please use any standard budget format and add a brief narrative explaining how individual items were calculated.