

CARL FALSGRAF
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EDUCATION

- 1994 **Ph.D., Linguistics**, University of Oregon
- 1987 **Certificate of Graduation**, Inter-University Center for Japanese Language Studies
- 1986 **M.A., Asian Studies**, University of Oregon
- 1981 **B.A., Psychology**, Amherst College

WORK EXPERIENCE

- 2005-present **Director**, Oregon Chinese Flagship, University of Oregon
- Responsible for creating, managing, and leading K-16 program of Chinese language instruction leading to superior language and culture skills and diffusing this model nationally.
- 1994– present **Director**, Center for Applied Second Language Studies, University of Oregon
- Responsible for directing National Foreign Language Resource Center and administering over \$8,000,000 in grant projects aimed at improving the teaching of second language nationally. Activity areas include developing curriculum, standards, and assessments; professional development; and fundraising.
- 1993–94 **Graduate Teaching Fellow**, University of Oregon
- Responsible for giving lectures, grading papers, and assisting professor in Introduction to Japanese Literature class.
- 1989–93 **Instructor of Japanese**, University of Oregon
- Responsible for teaching first- and second-year Japanese classes. Duties included supervising graduate assistants, developing practice and test materials, and producing syllabi.
- 1987–89 **Program Officer**, Sasakawa Peace Foundation, Japan
- Responsible for developing the “Japanese for Communication Program,” which makes grants to institutions worldwide for materials development, teacher training, and information exchange activities. Specific duties included policy research and formation, grant evaluation and selection, and administration of grants totaling more than \$800,000 yearly.
- 1985–86 **Graduate Teaching Fellow**, University of Oregon

Taught first-year Japanese.

1982–84

Instructor of English, Yokohama YMCA, Japan
Responsible for teaching 13 classes (25 hours) per week and organizing extracurricular activities.

PUBLICATIONS

- Falsgraf, C. and Bourgerie, D. (2008) The Language Flagship: Multiple Approaches to Creating Global Professionals. In *U.S.-China Educational Exchange: Perspectives on a Growing Partnership*, Shepherd Laughlin (ed), 83-97. New York: Institute of International Education.
- Falsgraf, C. (ed) 2007 Foreign Language Units for Foreign Languages. International Society for Technology Education Press. Eugene, OR.
- Falsgraf, C. (2007) Learner-friendly Technology in a Brain-friendly Classroom. In C. Falsgraf (ed), *Foreign Language Units for Foreign Languages*. International Society for Technology Education Press. Eugene, OR.
- Falsgraf, C. (2005) Empirical Pedagogy. *Proceedings of the 2005 Digital Stream Conference*. LARC Press: San Diego.
- Falsgraf, C. and Semmer, M. (2004) Standards-based Measurement of Proficiency. *Learning Languages*, 10:1.
- Falsgraf, C. (2001) The Pedagogic Implications of Standards-Based Education. In H. Nara (ed), *Advances in Japanese Pedagogy*, Ohio State University Press. Columbus, OH.
- Rounds, P., Falsgraf, C., and Seya, R. (1997) Acquisition of sociolinguistic competence in a Japanese immersion school. *Journal of the Association of Teachers of Japanese*, 31:2.
- Falsgraf, C. and Majors, D. (1996) Implicit culture in Japanese immersion classroom discourse. *Journal of the Association of Teachers of Japanese*, 29:2.
- Falsgraf, C., Fujii, N., and Kataoka, H. (1994) English speakers in Japanese work environments: An analysis of language functions and needs. *Journal of the Association of Teachers of Japanese*, 27:2.
- Falsgraf, C. and Park, I. (1994) Grammaticalization of complex predicates in Korean and Japanese. *Proceedings of the Fourth Annual Japanese/Korean Linguistics Conference*. Los Angeles: UCLA.

SUMMARY OF MAJOR PRESENTATIONS, NATIONAL /INTERNATIONAL

The Ecology of Assessment
University of Wisconsin “Assessing Language Learning”

series, October 2007

Assessment Literacy

Keynote address: Michigan Foreign Language Association
Annual Conference, Lansing, MI October 2007

Focus on Performance: The Role of Assessment in Improving Teaching
Japanese Language Teachers Association of New England,
Harvard University June 2006

Flagship: A Model for Advanced Language Learning
(with Robert Slater)

National Council of Less Commonly Taught Languages
Annual Conference, Madison, WI, April 2006

From Student Performances to Reflective Teachers

New Jersey Foreign Language Supervisor's Conference
Princeton, NJ. May, 2005

STAMP: A Standards-based Online Assessment of Proficiency.

International Symposium on Standards and Assessment.
The Japan Foundation. Tokyo, Japan
April, 2005

Empirical Pedagogy: Using Data to Improve Language Learning

Keynote address delivered at the Digital Stream Conference,
Monterey CA. March, 2005

Technology and Proficiency in the Classroom

Keynote address, Alaskans For Language Acquisition Annual
Conference
October, 2004

Dainikai bairingaruru kyōiku koenkai (Second Annual Address on
Bilingual Education) .

Chiba Prefecture Department of Education, Chiba, Japan
December 2003

Measuring What Matters

(with Kyle Ennis) Full-day workshop: Wyoming Association
of Foreign Language teachers. November, 2003

International Literacy for All Learners

Keynote address, Washington Association of Foreign
Language Teachers Annual Conference. October, 2003

Focusing on Students, Leading with Data

NADSFL Annual Conference, Philadelphia PA November,
2003

Making Standards Possible with Online Assessment

ACTFL Annual Conference, Philadelphia, PA, November,
2003

Technology-based Tools in a Brain-friendly Classroom. Keynote

address to the Washington Association of Foreign Language Teachers Spring Conference April 2003

Proficiency-based Assessment Tools for the 21st Century Presented at the ACTFL Annual Conference, Salt Lake City November 2002

“Hyouka kijun ni motozuku asesumento to kyoujuhoushou” (Standards-based Assessment and Teaching Methodology) presented at the National Institute for Language Study, Tokyo, Japan, October, 2001

“Making Proficiency Possible” Keynote address to Alaska Foreign Language Association, Chino Hot Springs. October 2000

“The Pedagogic Implications of Standards-Based Education,” presented at American Council on the Teaching of Foreign Languages Annual Conference, Chicago, IL, November 1998.

“Language Socialization and the Co-Construction of Discourse at a Japanese Immersion School,” with Pat Rounds, presented at the Second Language Research Forum, Honolulu, HI, October 1998.

- “A Theoretical Framework for Teacher Training,” presented at the Association for Asian Studies Annual Meeting, Washington, DC, March 1998.
- “Standards-Based Japanese Language Education: A Case Study in Applying Applied Linguistics,” with Suwako Watanabe, presented at the Association for Asian Studies Annual Meeting, Washington, DC, March 1998.
- “Standards-Based Education: Ideals and Reality,” with Kyle Ennis, presented at the American Council on the Teaching of Foreign Languages Annual Meeting, Nashville, TN, November 1997.
- “The Oregon Japanese Proficiency Package,” with Kyle Ennis, presented at the American Council on the Teaching of Foreign Languages Annual Meeting, Philadelphia, PA, November 1996.
- “Language Socialization at a Japanese Immersion School,” presented at the Annual Meeting of the Association for Asian Studies, Honolulu, HI, April 1996.
- “Secondary-Level Japanese Curriculum Development Efforts in Oregon, Washington, and Wisconsin,” with Hisako Yoshiki, Leslie Birkland, and Kate Yonezawa, presented at the American Council on the Teaching of Foreign Languages Annual Meeting, Anaheim, CA, November 1995.
- “Assessment of Japanese Language Skills in Elementary School Children Enrolled in a Partial Immersion Program,” with Deanne Balzer, Joyce Iliff, Charity Rowland, and Alexandra Slade, presented at Joint Conference of Advocates for Language Learning and Second Language Acquisition for Children, California State University at Fullerton, November 1995.
- “A Japanese Immersion School Context for Second Culture Learning and Acquisition,” with Pat Rounds and Rika Seya, presented at Second Language Research Forum, Cornell University, September 30, 1995.
- “Acquisition of Implicit Culture in Immersion Classrooms: A Case Study at the Japanese Immersion School,” presented at 1995 Joint Conference on Teaching of Foreign Languages, April 1995.
- “Implicit Culture in the Classroom” with Diane Majors, presented at the American Council on the Teaching of Foreign Languages Annual Meeting, November 1993.
- “Advanced-Level Curriculum Development for Japanese Learners,” with Noriko Fujii, Atsuko Hayashi, and Hiroko Kataoka, presented at the American Council on the Teaching of Foreign Languages Annual Meeting, November 1991.
- “Native English Speakers in Japanese Work Environments: An Analysis of Japanese Language Functions and Needs,” with Noriko Fujii and Hiroko Kataoka, presented at the Association for Asian Studies Annual Meeting (ATJ Seminar), April 1991.
- “The Present State of Japanese Language Teaching Methodology and

Implications for Future Development,” presented at 33rd International Conference of Orientalists in Tokyo, Japan, May 1988.

“Needs Analysis and the Development of Proficiency-Oriented Instruction in Southeast Asia,” presented at Annual Meeting of the Malaysian Association of Foreign Language Teachers Conference, Kuala Lumpur, November 1987.

“Visions of the Past: The Historical Fiction of Akutagawa Ryunosuke,” presented at Asian Studies on the Pacific Coast Conference (ASPAC), June 1986.

GRANTS AWARDED AND ADMINISTERED

- 2005 \$700,000 from the National Security Education Program (NSEP) to establish the Oregon K-16 Flagship
- 2005 \$290,000 from the State of Wyoming and U.S. Department of Education Foreign Language Assistance Program to develop standards-based grade 3-6 online assessment of proficiency
- 2005 \$139,000 from the State of Jersey and U.S. Department of Education Foreign Language Assistance Program perform research on student performance
- 2005 \$93,000 from No Child Left Behind block grant to provide professional development services to rural language teachers in Oregon
- 2005 \$417,000 from U.S. Department of Education International Research and Studies to develop online database of learner corpora and conduct basic research on learner performance
- 2003 \$65,000 from No Child Left Behind block grant to provide professional development services for rural teachers in Oregon
- 2002 \$1,300,000 from the U.S. Department of Education to establish a National Foreign Language Resource Center at the University of Oregon
- 2002 \$300,000 from the U.S.-Japan Foundation for development of online speaking and listening assessment of Japanese proficiency
- 2000 \$340,000 from FIPSE to develop online teaching materials and curriculum
- 1998 \$32,000 to develop a Japanese reading and writing assessment for the state of Oregon from the U.S.-Japan Foundation.
- 1998 \$120,000 from the US WEST Foundation to fund the final year of the US WEST Center for Japanese Language Education.

1998	\$117,000 to develop professional development modules for teachers of second languages (through Oregon University System), from Eisenhower Professional Development Fund.
1997	\$450,000 to establish the Center for Applied Japanese Language Studies (through OUS) from the Nippon Foundation.
1997	\$50,000 for the International Conference on Standards-based Approaches to Japanese Language Education from the Sasakawa Peace Foundation.
1995	\$200,000 from the U.S. Department of Education to create Model Schools in Japanese language education.
1994	\$450,000 from the Nippon Foundation to fund the Japanese Language Project
1992	\$17,500 (with Noriko Fujii, Hiroko Kataoka, and Atsuko Hayashi) to complete work on advanced-level curriculum from the Sasakawa Peace Foundation.
1991	\$18,000 (with Noriko Fujii and Hiroko Kataoka) for development of an advanced-level curriculum for students of Japanese from the Sasakawa Peace Foundation.
1990	\$14,000 (with Noriko Fujii and Hiroko Kataoka) for research into the linguistic and socio-linguistic needs of foreigners working in Japanese language environments from the Sasakawa Peace Foundation.
1990	\$5,000 (with Noriko Fujii and Hiroko Kataoka) for a conference of Japanese language teacher trainers from various universities and secondary institutions around the nation from the Northeast Asian Council.

AWARDS

1997	Professional Service Award from the Pacific Northwest Council for Languages for distinguished service to the language profession.
1996	Outstanding Contribution to the Profession Award from the Council in Oregon for Language Teaching for outstanding work in promoting second language education.
1991	Professor of the Month at the University of Oregon for excellence in teaching.

SERVICE

Task Force Co-Chair – New Visions in Action 2001- present

Executive Council – American Council on the Teaching of Foreign Language (ACTFL) 1999-2003

President—Pacific Northwest Council for Languages, 1999.

Board of Directors—Pacific Northwest Council for Languages, 1993–96.

OUS liaison to Confederation in Oregon for Language Teaching, 1996–present.

Chizu Exchange Program—Establishment and administration of an internship program for advanced Japanese language students from the University of Oregon. Participants lived and

worked in a rural mountain village in Japan for three to six months.

LANGUAGES

English: Native speaker
Japanese: Rated “superior” (highest rating) on ACTFL scale of oral proficiency

RESEARCH INTERESTS

Standards-based language education
Socio-cultural factors of second language acquisition
Effective professional development practices
Technology and language assessment

MEMBERSHIPS

American Council on the Teaching of Foreign Languages (ACTFL)
Association of Teachers of Japanese (ATJ)
National Council of Japanese Language Teachers (NCJLT)
Association of Teachers of Japanese in Oregon (ATJO)
Pacific Northwest Council for Languages (PNCFL)
Confederation in Oregon For Language Teaching (COFLT)

OTHER

Attended ACTFL Workshop “Using Authentic Materials in the Foreign Language Classroom,” April 1990.

Project Consultant—Pacific Basin Institute Advisor for project to translate Japanese nonfiction books into English. Responsibilities included evaluating titles for consideration, assigning and evaluating translations, and maintaining contact with funding agencies.

COURSES TAUGHT

“Teaching Japanese as a Foreign Language,” spring 1998. A graduate course presenting pedagogic principles and techniques for teaching Japanese.

“Methodology in Applied Linguistics,” fall 1997, fall 1995. A graduate course for students preparing to write master’s theses. The course presented principles of ethnographic, linguistic, and experimental approaches to applied linguistic research and helped students develop thesis prospectuses.

“Bilingualism,” spring 1996. Freshman Seminar addressing linguistic, cognitive, social, and political issues surrounding bilingualism from an interdisciplinary perspective.

“Introduction to Japanese Literature,” 1994–95. Served as assistant in survey of Japanese literature from the mythological to the modern eras. Responsibilities included delivering lectures, grading, and advising students.

“First-year Japanese,” “Second-year Japanese,” 1989–93. Supervised teaching assistants, developed materials, and taught sections of first- and second-year Japanese as an instructor.

“Freshman Seminar: Japanese Folklore and Literature,” (Co-taught with Stephen Kohl), winter term, 1991.

THESIS /DISSERTATION COMMITTEES

Diane Brassell (M.A.), Department of Linguistics, UO, 1998
Hisami Sugawara (M.A.), Department of East Asian Languages and Literatures, UO, 1996.
Leah Anderson (B.A.), Honors College, UO, 1995.

CF vitREFERENCES

Richard Linton, Vice President for Research and Graduate Programs, University of Oregon, (541) 346-2090

Kyle Ennis, Director of Educational Technology, Language Learning Solutions (541) 338-9090

Ann Tollefson, Language Associates International, (307)234-9684

Yasu-Hiko Tohsaku, Professor, Graduate School of International Relations and Pacific Studies, University of California at San Diego, (619) 534-2302/7496

JUNE 2005