

ABOUT THE NATIONAL SECURITY EDUCATION PROGRAM

The National Security Education Program (NSEP) is the result of the David L. Boren National Security Education Act of 1991. The objective of the NSEP is to enhance the national security of the US by increasing our capacity to deal effectively with less-commonly taught languages and cultures. The NSEP consists of three initiatives established by the legislation: (1) scholarships to U.S. undergraduate students to study abroad in world areas critical to U.S. national security; (2) fellowships to U.S. graduate students to study, in the U.S. and abroad, foreign languages, disciplines, and/or geographic areas that will strengthen U.S. national security; and (3) grants to U.S. institutions of higher education (or consortia led by such institutions) to establish and/or improve programs in critical but less-commonly studied foreign languages and world regions, together with a focus on fields of study critical to U.S. national security. Integral to the NSEP is the objective to produce a pool of highly-skilled professional applicants for work in the federal government with national security responsibilities who will make effective U.S. policy.

Initiated in Fall 2000, NSEP formed a technology working group and invited six programs to research their practices and develop case studies (compiled in this edited volume) across a diverse set of languages and technological approaches. The NSEP-funded university programs and associated languages included in this compilation are Montana State University and UW (Arabic); Northern Illinois University (Thai, Indonesian, Vietnamese, Tagalog); Indiana University and the American Council for International Education (Azeri, Kazakh, Turkmen, Uzbek, Hungarian); University of Hawai'i at Mānoa (Chinese); Five Colleges Incorporated (Bulgarian, Brazilian Portuguese, Czech, Hindi, Hungarian, Indonesian); and the National Association of Self-Instructional Language at the University of Arizona (Korean, Turkish, Mandarin Chinese, Cantonese, Brazilian Portuguese, Kazakh, and other less commonly taught languages).

This book describes the current use and limitations of different forms of technology in language instruction funded through the NSEP Institutional Grants program. The compilation of case studies explores the impact of technology on less-commonly taught languages. These case studies will help identify the strengths as well as shortcomings of new technologies and related pedagogies and disseminate findings that will help guide and inform technology use for language instruction in higher education institutions.

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Spren, C. A. (2002). About the National Security Education Program. In C. A. Spren (Ed.), *New technologies and language learning: Cases in the less commonly taught languages* (Technical Report #25; pp. ix-ix). Honolulu, HI: University of Hawai'i, Second Language Teaching & Curriculum Center.

PARTICIPATING UNIVERSITIES AND ORGANIZATIONS

National Association for Self-Instructional Language Programs
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