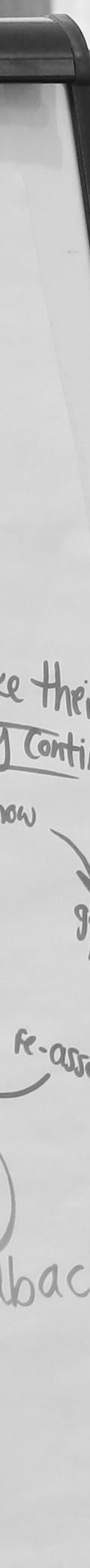![LRC Language Resource Centers logo]

U.S. Department of Education Title VI

Language Resource Centers

Increasing Capacity for Language Teaching and Learning

Introduction

World language proficiency is a critical need in the U.S. today.

Advances in technology and communications, new ways of doing business, political shifts and instabilities, and a growing multilingual and multicultural population at home all challenge the U.S. to develop the capacity to engage and communicate effectively with people domestically and around the world.

Making Language and Culture Study a National Priority

For the U.S. to remain a political, economic, and social leader, it needs to tap into its greatest resource: its people. It must help its citizens develop the skills and understanding required to prosper in this global age.

Businesses need a multilingual workforce to maintain their competitive advantage— more than 39 million jobs are tied to international trade alone. Local businesses are also adjusting to their communities' growing language needs. Government agencies need multilingual employees to provide healthcare, social services, law enforcement, and emergency assistance to America's increasingly diverse population.

In addition, substantial research over the past two decades documents the personal, cognitive, academic, and social benefits of learning languages.

These benefits include:
- **Strengthened communication skills**
- **Intellectual and cognitive growth**
- **Broadened career and life opportunities**
- **An increased understanding of other people and cultures**

Photo courtesy of CILC

The Language Resource Centers

In 1990, the Department of Education established the first Language Resource Centers (LRCs) at U.S. universities in response to the growing national need for expertise and competence in language teaching and learning.

Thirty-two years later, Title VI of the Higher Education Act now supports sixteen LRCs, creating a national network of resources to promote and support the teaching and learning of foreign, heritage, and indigenous languages.

LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct and disseminate research on language learning.

The sixteen LRCs include:

Assessment and Evaluation Language Resource Center (AELRC)
Georgetown University

Center for Advanced Language Proficiency Education and Research (CALPER)
The Pennsylvania State University

Center for Advanced Research on Language Acquisition (CARLA)
University of Minnesota

Center for Applied Second Language Studies (CASLS)
University of Oregon

Center for Educational Resources in Culture, Language and Literacy CERCLL)
University of Arizona

Center for Integrated Language Communities (CILC)
City University of New York

Center for Languages of the Central Asian Region (CeLCAR)
Indiana University

Center for Urban Language Teaching and Research (CULTR)
Georgia State University

While each LRC has a unique story and mission, all LRC work is organized around eight basic areas:

- Research
- Teaching materials
- Digital tools and resources
- Assessment
- Professional development
- Less commonly taught language initiatives
- K-12 initiatives
- Outreach and dissemination

This publication describes each LRC and highlights contributions in these areas. **All LRCs engage in efforts that enable U.S. citizens to better work, serve, and lead.**

Curricular Enhancement, Development, Access, and Research (CEDAR)
University of Cincinnati

National African Language Resource Center (NALRC)
Indiana University

National Foreign Language Resource Center (NFLRC)
University of Hawaiʻi

National Heritage Language Resource Center (NHLRC)
University of California, Los Angeles

National Less Commonly Taught Languages Resource Center (NLRC)
Michigan State University

National Resource Center for Asian Languages (NRCAL)
California State University, Fullerton

Professionals in Education Advancing Research and Language Learning (PEARLL)
University of Maryland, College Park

Slavic and Eurasian Language Resource Center (SEELRC)
Duke University

Research

Research guides and supports the development of new approaches and tools. Language teachers, administrators, students, and parents can embrace new ways of teaching and learning with confidence when they know that methods and materials are substantiated by research and testing.

The research projects of the LRCs address teaching methodology, the use of technology in assessment and distance learning, evaluation of curricula for less commonly taught languages (LCTLs), second language acquisition, equity and access in language education, and many other issues. The projects described below are representative of each LRC's focus on sound research approaches with practical implications for foreign, heritage, and indigenous language teaching.

Research can tell us:

- What students learn from different language teaching approaches

- What happens when language study begins at different ages

- How much time is needed to achieve various levels of proficiency in a language

- What good language teaching and best practices look like

- How learning a language contributes to cognitive development and overall academic achievement

Photo courtesy of CERCLL

AELRC will conduct a **national study about language programs from K-12 to higher education contexts**, documenting how students' skills and achievements are recognized as they move into higher education, the challenges they encounter, and what can be done to overcome said challenges.

CALPER, through **Language Use in World Languages Classrooms**, is examining how languages (target, L1, and other languages) are used in the classroom, documenting teachers' language use and creating corpus of teachers' language use, specifically in LCTL classrooms.

CARLA is researching student and teacher learning in social justice-oriented language classrooms, improving understanding and application of critical pedagogies through the **Social Justice in Language Education initiative.**

CILC is developing, piloting, and researching the impact of an **interpreting curriculum for Spanish heritage language learners** specifically designed to address the strengths and needs of future interpreters from this population.

Through the **Domestic Immersion Evaluation Project**, CEDAR is investigating the impact of postsecondary Spanish language immersion in the United States, focusing on expanding access to domestic immersion for language learners.

NALRC publishes several peer-reviewed journals, including the multi-language focused the **Journal of African Language Teachers Association (JALTA),** and language-specific **Imo-Ede: the Journal of Yoruba Language Pedagogy (JYLP)**.

Focusing on **research in Vietnamese-English dual immersion elementary classrooms**, NRCAL studies the effectiveness of dual language immersion programs in K-2 settings.

PEARLL's **Guide to Action Research** equips language educators with the information and tools needed to conduct and share their own research about practices relevant to their own teaching environments.

SEELRC conducts **ongoing research in fMRI, DTI, and resting state functional connectivity**, focusing on bilingual and multilingual learners.

Photo courtesy of CERCLL

Teaching Materials

Excellent teaching materials reflecting current research and best practices are crucial to improving language instruction. Instructional approaches are moving toward innovative techniques that better equip students to use their second language skills beyond the classroom.

Globalization and growing domestic populations of non-native English speakers require the U.S. to increase the capacity to communicate with both its citizens and partners abroad.

To do so effectively, our nation must develop:

- Resources and teaching materials that align with national standards for less commonly taught languages, including foreign, heritage, and indigenous languages
- Engaging resources and materials that support proficiency- oriented language teaching from an early age
- Materials designed for business, healthcare, and other specialized needs
- Resources in all languages for advanced-level learners

Photo courtesy of NHLRC

CeLCAR produces **novice, intermediate, and advanced level language textbooks** in various central Asian languages, including Azerbaijani, Chuvash, Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Sorani Kurdish, Tajiki, Uyghur, and Uzbek.

CERCLL develops and maintains teacher handbooks on multiliteracies (**Multiliteracies at the Museum**), online archives of literacy materials in multiple languages (**Foreign Languages and the Literary in the Everyday (FLLITE)**), and science- and sustainability-based curricula (**Socioscientific Resources for LCTLs Classrooms**, **Sustainability Literacy and Intercultural Citizenship in Multiliteracies-Oriented FL Curricula**).

CILC is creating a **repository for text-based language-learning tasks.** The tasks are designed to promote literacy development in second and heritage languages.

CEDAR creates curricula with a sociocultural focus (**Decolonizing the French Curriculum: Towards a More Inclusive Representation of the Francophone World**, and **Culturally Immersive Experiences for Spanish Learners: Jerez de la Frontera**).

NALRC develops **communicatively oriented textbooks for 24 African languages**, including Akan, Amharic, Bemba, Bamankan, Chichewa, Egyptian Colloquial Arabic, Hausa, Igbo, Kikongo, Kinyarwanda, Kirundi, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Tigrinya, Twi, Wolof, Yoruba, and Zulu.

NFLRC maintains over **350 teaching resources housed in Scholarspace**, an open digital repository, and is expanding its **collection of 70 freely available lessons on online language pedagogy** to include ones focused on Chinese, Russian, Japanese, and Korean.

NLRC creates and disseminates teaching resources for LCTLs through its **Downloadable Open Online Resources (DOORs)**, a database of open access instructional materials, and **Teach-a-LCTL** community and family resource guides for teaching LCTLs to adolescent learners.

NRCAL develops a variety of **instructional materials for teaching and learning Vietnamese and Khmer (Cambodian)**, with a focus on Dual Language Immersion Programs, K-2 literacy, and secondary school programs.

Digital Tools and Resources

The Internet, social media, and mobile devices are ubiquitous in many students' lives, and language education must occur in these digital spaces to remain relevant to students. New technologies also provide opportunities to create instructional materials that can more effectively engage students' interests and varied abilities.

Photo courtesy of CILC

AELRC supports and regularly updates the **Foreign Language Assessment Directory (FLAD)**, a free, searchable database with information about world language assessments.

CALPER develops **digital learning applications and guidebooks that use immersive technologies** (virtual reality, augmented reality, and metaverse platforms) for Korean (The Secret Letter from Gyeongbok Palace), Chinese, Bambara, and Portuguese language and culture instruction.

CARLA offers several intensive online teacher training institutes and workshops, the annual **CARLA Summer Institute Program** for language teachers worldwide, and the ongoing **Practical Program Evaluation** initiative that targets LCTL teachers and educators from MSIs HBCUs, and community colleges.

Through the VAuLT (Virtual and Augmented Reality for Language Training) project, CASLS is developing the **I-Agents 21st Century Global Competence curriculum**, a mixed reality game-based simulation that exposes K-5 learners to over 18 languages while they set off on a daring spy mission, exploring world cultures, locations and historical time periods.

CEDAR develops open educational resource (OER) **Virtual Reality (VR) content** to provide learners virtual access to daily life situations from target language communities, fostering transcultural competence and empathy through immersive contexts.

NALRC is developing **online courses** for Akan, Bamana, Igbo, Swahili, Wolof, and Zulu, and **mobile apps** to support language learning outside the classroom.

NFLRC will develop new content for the **Culture App,** an innovative scenario-based mobile learning platform, which will foster intercultural competence for learners of Japanese and Filipino.

NHLRC, with CALPER, will develop two **digital heritage language research data repositories** for collecting, storing, and ethically sharing data produced by HL researchers through experiments and pedagogical materials created by language practitioners.

PEARLL, along with CASLS, maintains **Catalyst**, a digital portfolio for educators which allows them to document their professional growth for their own purposes and for performance review, and provides curated access to professional learning opportunities.

SEELRC's **Web-based Reference Grammars of Slavic and Eurasian Languages** are interconnected and fully searchable databases for 15 languages.

Photo courtesy of CERCLL

Assessment

Assessment is closely connected with all efforts to support second language study. Effective assessment lets teachers know how their methods and materials are working and where improvement is needed. It gives students a chance to show their progress and goals. Assessment also provides important data for parents, program planners, administrators, and funders.

The LRCs understand that teachers need to know how best to assess their students in an ongoing, meaningful way. LRCs are working individually and cooperatively to create assessment tools, train teachers to develop their own assessments, and help teachers understand the ways assessments work and how to interpret their results.

Photo courtesy of CERCLL

Ultimately, assessments show how teaching approaches and curricula facilitate students' understanding of language and culture, and whether students' learning corresponds to curricular goals. LRC projects help teachers understand the place and power of assessment in their teaching and the importance of standards-based assessment practices.

AELRC is developing three types of assessments: **C-tests** (Chinese); the **Intercultural Pragmatic Interactional Competence Measure (IPIC)**, in collaboration with CASLS; and the **ACTFL Assessment of Performance toward Proficiency in Languages (AAAPL)**.

CASLS' **LinguaFolio Online, a portfolio assessment tool** organized around the NCSSFL-ACTFL Can-Do Statements, allows students to set their own goals, track their progress toward accomplishing those goals, view opportunities for growth, and upload work samples to showcase their abilities.

CelCAR's **Proficiency Testing Project (PTP)** comprises proficiency guidelines for Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Turkmen, Uyghur, and Uzbek.

CEDAR's **Program Evaluation Training** workshops equip project directors and other language educators with both qualitative and quantitative evaluation tools for measuring the impact of the curricular materials that they create.

The NALRC's **Computerized Assessment of Proficiency** in Swahili and Yoruba provides general estimates of students' language proficiency, which can be used for teacher and curriculum evaluation.

NRCAL develops **benchmark assessments** for Vietnamese dual language programs focusing on initial literacy skills for K-2 grades, and **assessment tools** for Vietnamese virtual language programs.

SEELRC's **comparative language proficiency measurement and testing for LCTLs** program involves testing K-12 and university students, training and certifying new proficiency testers, and develoing proficiency testing standards and tests for LCTLs.

Photo courtesy of NALRC

Professional Development

Teachers are the heart and soul of education. LRCs, with their academic resources, professional networks, and track records for successful projects, offer U.S. foreign, heritage, and indigenous language teachers the support they need. This support helps teachers give their students the skills and encouragement required to gain proficiency in these languages.

Photo courtesy of CERCLL

AELRC's **Assessment: The Basics course** is a free, moderated online course designed to provide LCTL educators with a strong foundation in assessment principles and practices.

CALPER's **Advanced Pronunciation Instruction in L2 Arabic** will develop and facilitate workshops to help LCTL instructors create effective pronunciation teaching materials and support advanced language development in L2 Arabic.

CASLS' **InterCom** is a weekly email digest that facilitates ongoing conversations with stakeholders on social media platforms. It offers educators just-in-time information in easy-to-digest portions.

CERCLL's biannual **Language Teacher Symposium (LaTeS)** provides PD specifically for K-12 teachers, and **Professional Learning Online Network Spaces (PLONS)** provides online collaborative curricula development space for teachers. Both provide Continuing Education and digital credentials for participants.

CILC is developing, piloting, and disseminating **modules to train instructors to integrate text-based activities** into existing second- and heritage-language courses.

CeLCAR provides **Summer Language teacher training workshops,** correlating with the peer-reviewed **biannual ConCALL conference**, as well as coordinating with the annual **Summer Language Workshop** at Indiana University.

CEDAR´s **Summer Language Institute** and **Year-Round Center Webinars** provide support for K-16 language practitioners both locally and nationally, through virtual and in-person sessions.

The **NALRC Summer Institute** helps participants develop high-quality African language programs, create performance assessments, and understand the principles of backward design.

NFLRC offers **Project-Based Language Learning summer institutes** and is developing **a podcast series** on Teaching and Learning Languages in the U.S., created for LCTL teachers not originally from the U.S.

NLRC's supports LCTL instructors through the **Online Language Teaching** initiative, targeted professional development for online instruction, and the **Virtual Video-based Inquiry for the Development of LCLT Teachers (ViVID)** project, creating cohorts of instructors for telecollaborative peer mentoring.

PEARLL's **Leadership Certificate** lets world language program leaders earn microcredentials and continuing education credits for completing a series of professional learning modules based on NADSFL's Principles of Effective World Language Programs.

Photo courtesy of CERCLL

"Rome wasn't built in a day but they were laying bricks every hour."

Less Commonly Taught Languages

Factors such as expanding international business interests, challenges to national security, and an increasingly multicultural population have created a growing need for Americans who are proficient in languages other than French, German, and Spanish—the only languages generally offered in K-12 schools.

Some less commonly taught languages (LCTLs), such as Chinese and Hindi, are the most widely spoken in the world. Many critical languages are spoken in political and business "hot spots": Arabic, Persian, Korean, and Urdu, among them. Instruction in these languages is rare at the K-12 level. Qualified teachers are difficult to find, and high-quality teaching materials are virtually nonexistent for many languages identified as "critical" by the U.S. government.

One LRC develops instructional support for all LCTL educators:

The National Less Commonly Taught Language Resource Center (NLRC) focuses on **supporting and developing LCTL education** through professional development for educators, the creation of open educational resources, and supporting inter-institutional collaboration.

Three LRCs are organized around particular regions, and develop effective instructional programs for the languages spoken in these regions:

CeLCAR fosters knowledge of **Central Asian languages** and cultures by developing textbooks and online course materials.

NRCAL develops instructional resources and professional development to enhance the teaching, learning, and research of **Chinese, Japanese, Khmer, Korean, and Vietnamese**.

SEELRC develops teaching materials and maintains digital reference resources for **40 Slavic and Eurasian languages**.

The national effort to develop and promote programs for less commonly taught languages (LCTLs) falls mainly to universities. LRCs, with their strong higher education involvement, are playing a crucial role in developing curricula, assessments, standards, and teaching materials, in addition to providing quality training for teachers.

Photo courtesy of CERCLL

Other LRC projects for LCTLs include, but are not limited to:

CERCLL's **Multilingual Academic Corpus of Assignments - Writing & Speech (MACAWS),** a corpus of assignments (texts, spoken discourse, multimedia products) by Portuguese and Russian learners, and **Tasks for Linguistic Complexity in Arabic**, a set of task-based lesson plans, both with teacher guides.

CULTR's LCTL classroom-based research includes the **Dual Language Immersion (DLI) textbook** development and dissemination.

NFLRC, with CULTR and the North Carolina Virtual Public School (NCVirtual), will develop and offer new **Korean 1 and 2 online courses for high school students**.

PEARLL hosts a biennial **Virtual Summit for LCTL** teachers, holding the event in 2024 and again in 2026.

K-12 Initiatives

In order for citizens to use language effectively in professional settings, language and culture education must begin early. Effective K-12 programs for both commonly and less commonly taught languages are crucial to developing competence in the diverse languages needed to work and serve effectively in the world today. Building effective programs requires professional development for teachers, high-quality materials, and easy-to-access assessments.

Summer institutes, conferences, workshops, online resources, and publications offered by LRCs connect K-12 foreign, heritage, and indigenous language teachers with the most up-to-date information, methods, and tools.

Photo courtesy of CASLS

CARLA's **Secondary Dual Language Immersion (DLI): Materials Development & Research** supports the increase in secondary DLI programs with a repository of content- and language-integrated teaching materials.

CASLS' **Pragmatics Resource Repository** is a curated, freely available, 40-unit repository created for teachers, with a focus on teaching pragmatic patterns.

CERCLL's **Reading Globally** language and culture kits created for parts of Africa, Asia, Europe, the Middle East, and Oceania, with ongoing teacher training in their implementation.

CULTR's **World Languages Week**, a global career expo, connects high school and college students with leaders from international business, commerce, social services, nonprofits, and governmental agencies to explore future career interests.

CEDAR's **Perspectives on and Resources for Trans, Non-Binary, and Gender-Non-Conforming (TGNC) Language in the K-12 Language Classroom** provides guidelines and best practices for educators seeking to include TGNC language in K-12 in Russian, German, French, and Spanish language classrooms.

NHLRC will work with the **dual language immersion (DLI) program of a local school district** to identify factors of parents, teachers, and students that contribute to the development, maintenance, and retention of the heritage language beyond DLI.

SEELRC hosts the **North Carolina ACTR Olympiad of Spoken Russian**, a competition that supports and involves high school students from North and South Carolina and Georgia, and hosts **professional development events** on social emotional learning and culturally responsive teaching for K-12 teachers and teacher-educators.

Photo courtesy of CERCLL

Outreach and Dissemination

Outreach and dissemination are central to the LRCs' mission to promote and support foreign, heritage, and indigenous language education in the U.S. Conferences, journals, special events, networks, websites, webinars, and social media are all important tools employed to promote language education, inform teachers, encourage excellence and collaboration, and inspire students.

Each of the sixteen LRCs maintains a **website** packed with resources and information for teachers, students, administrators, government and business employees, and all who are interested in language teaching and learning. In addition, many centers annually publish language teaching and learning materials, scholarly journals, textbooks, and research articles.

AELRC hosts the **East Coast Organization of Language Testers Conference (ECOLT),** held annually at Georgetown University.

CALPER hosts an annual webinar series for language teaching professionals titled **Advances in World Language Pedagogy.** In 2025-2026, CALPER will hold a **Usage-Based Language Instruction Conference** at Penn State.

CARLA will host the the biennial **International Language Teacher Education Conference (ILTE)** in 2024, with special programming for LCTL, MSI, CC, and HBCU educators.

CASLS produces an active, learner-focused **YouTube channel** containing over 140 original animated videos about language learning and intercultural communication.

Photo courtesy of CERCLL

CILC is organizing a **forum on second- and heritage-language literacy,** with a focus on the needs of students at community colleges and minority serving institutions.

CULTR hosts the **Global Languages Leadership Meeting**, a networking event for diverse industry leaders from business, non-profit, government, and education to discuss the importance of language learning and cultural competence as essential skills for an emerging global workforce.

NALRC develops and disseminates **brochures** about nearly 100 different African languages.

NFLRC will co-organize and co-host the biennial **International Conference on Language Documentation & Conservation (ICLDC)** in 2023 and 2025, the **Southwest Conference on Language Teaching (SWCOLT)** in 2024, and the **Foreign Language Education and Teaching (FLEAT)** Conference in 2025.

NHLRC regularly publishes the **Heritage Language Journal**, and is developing a **YouTube channel** aimed at connecting language researchers and practitioners.

NLRC offers **Language Program Consulting**, which provides free, program-specific support for LCTL programs and teachers.

NRCAL maintains an **online database of current resources** and distributes a **bi-annual newsletter** on the research, teaching and learning of Asian languages.

PEARLL facilitates the **Model Classroom Network**, regional models that support language educators of less commonly taught languages.

Photo courtesy of CERCLL

Assessment and Evaluation Language Resource Center (AELRC)

Georgetown University

Assessment and evaluation are key elements in a comprehensive approach to education that is accountable to the needs of learners, the values of scholarly disciplines, and the well-being of society. The Assessment and Evaluation Language Resource Center (AELRC), in partnership with the Center for Applied Linguistics (CAL) and the American Council on the Teaching of Foreign Languages (ACTFL), focuses on underrepresented languages, populations, and institutions; student learning outcomes assessment; program evaluation; and the Seal of Biliteracy.

Research

AELRC conducts research to support the **development of high-impact assessment and evaluation tools** that are tailored to the needs of language programs. Research includes exploratory needs analyses, and validation and efficacy studies of assessment and evaluation tools produced by AELRC.

In 2022-26, AELRC will conduct a **national study about language program articulation from K-12 to higher education contexts**. This study addresses critical practical barriers to expanding foreign language capacity in the U.S. by documenting how students' skills and achievements are recognized as they matriculate into higher education, the challenges they encounter, and what can be done to overcome these. The study will draw on a wide range of language experts, policy makers, and language programs and will include a focus on program articulation at community colleges and Minority Serving Institutions.

Digital Tools and Resources

On its website, AELRC provides online resources, research briefs, tools, example evaluations, and a video library. We are updating and expanding these materials with a focus on video resources and practical assessment and evaluation tools that instructors can adapt for their own contexts and programs.

AELRC, in collaboration with the Center for Applied Linguistics, supports and regularly updates the **Foreign Language Assessment Directory (FLAD)**. The FLAD is a free, searchable database with information about world language assessments and includes an accompanying web-based tutorial about selecting an assessment with special sections designed to address the needs of heritage programs and postsecondary educators. https://www.cal.org/flad/

Assessment

We currently focus on developing three types of assessments: **C-tests**; the **Intercultural Pragmatic Interactional Competence Measure (IPIC)**, in collaboration with CASLS; and the **ACTFL Assessment of Performance toward Proficiency in Languages (AAAPL)**. In addition to these assessments, we are also developing oral proficiency assessment tasks and supporting materials in Arabic, Korean, and Mandarin, and work with educators across many languages to develop and apply classroom-based assessments.

Professional Development

AELRC provides a series of face-to-face and online professional development opportunities in assessment and program evaluation for language educators, focusing on making them available to and relevant for teachers in heritage programs, community colleges, and other underrepresented settings. Our **Assessment: The Basics course** in a free, moderated online course designed to provide LCTL educators with a strong foundation in assessment principles and practices.

Outreach and Dissemination

AELRC offers workshops in classroom assessment, proficiency test development, and training on oral proficiency tests, as well as summer institutes. AELRC also supports and hosts the **East Coast Organization of Language Testers Conference (ECOLT)** held annually at Georgetown University. All projects and research are shared through the AELRC website, an annual Bulletin, and research briefs that translate research into practice.

Assessment and Evaluation Language Resource Center (AELRC)

**Poulton Hall #227
1421 37th St. NW
Washington, DC 20007
(202) 687-6334
aelrc.georgetown.edu**

**Email:
aelrc@georgetown.edu**

f **facebook.com/
AELRCDC**

@AELRCDC

@aelrc

Meg Montee | Director

Center for Advanced Language Proficiency Education and Research (CALPER)

The Pennsylvania State University

Established in 2002, the mission of CALPER at The Pennsylvania State University, now in consortium with the University of Texas at San Antonio, is to strengthen and promote language learning at the advanced levels of proficiency. Through research that informs practice, the development of innovative teaching and learning materials, and collaboration and partnerships with language educators throughout the country, CALPER maintains this orientation and contributes to the improvement of advanced-level language instruction in the U.S.

Research

CALPER carries out cutting-edge research that directly informs language teaching, the assessment of language learning and development, and the creation of successful program-enhancing components. Two illustrative projects in the new grant cycle are:

Language Use in World Languages Classrooms examines how languages (target, L1, and other languages) are used in world language classrooms, especially of the less commonly taught languages (LCTL). The project contributes to understanding in this area by documenting teachers' language use and creating corpus of teachers' language use in LCTL classrooms, including three different languages and variety of instructional levels. This resource will be openly and freely accessible to researchers, educators and learners.

Literacy Instruction to Support Advanced Proficiency in HL Russian, a project investigating links between orthographic knowledge (spelling ability) and proficiency level in Russian heritage language speakers. This project will inform future instructional approaches that focuses on developing literacy skills in heritage language learners in conjunction with developing awareness of phonology, morphology, and morphological structure.

Digital Tools and Resources

Embracing the newest and most innovative technology, CALPER features two projects adopting immersive technology for language teaching:
The Secret Letter from Gyeongbok Palace is a mystery-solving, game-based learning application using Augmented Reality for Korean Language and Culture Teaching. This project develops a mobile-based augmented reality application to motivate students in their learning of Korean language and culture in an engaging and enriching way. The project will also create lesson plans using this immersive technology. In addition, one other project will identify existing virtual

reality, augmented reality, and metaverse platforms and resources that can be applied for **Language Instruction Using Immersive Technology**. This project will create digital guidebooks for language educators as well as lesson plans with a focus on advanced proficiency in Chinese, Bambara, and Portuguese.

Teaching Materials

The creation of innovative teaching materials based on authentic language and a pedagogical emphasis on conceptual understanding have been a keystone in CALPER's work since it was established. In this cycle, CALPER will develop **Instructional Materials for Pragmatic and Interactional Competence in Japanese** for advanced learners. Each unit of the teaching materials covers a specific type of social activities (e.g., making requests, telling jokes), informed by naturally occurring spoken interaction.

Professional Development

CALPER has also developed a reputation as provider of professional development through robust sets of workshops and webinar series to language teaching professionals, as well as in-person events at Penn State University and the University of Texas at San Antonio. Over the four-year period, each CALPER project will lead to at least two webinars for language educators about the project's area and the pedagogical products developed from the project.

Addressing the critical needs regarding pronunciation instruction and learning in world language classrooms, the project **Advanced Pronunciation Instruction in L2 Arabic** will develop and facilitate workshops to help LCTL instructors create effective pronunciation teaching materials and support advanced language development in L2 Arabic.

Outreach and Dissemination

CALPER disseminates all project outcomes openly and freely through our online channels such as newsletters, website, social media, and exhibits materials and products at national, regional, and state conferences. Each spring for the next four years, CALPER will host a webinar series **Advances in World Language Pedagogy** for language teaching professionals to develop a variety of pedagogical approaches for world language instruction. In 2025-2026, CALPER will hold a **conference on Usage-Based Language Instruction** at Penn State.

Center for Advanced Language Proficiency Education and Research (CALPER)

305 Sparks Building
University Park, PA 16802
(814) 863-1212
calper.la.psu.edu

Email:
calper@psu.edu

facebook.com/ CALPERPA

@CALPERPA

Kevin McManus | Director

Center for Advanced Research on Language Acquisition (CARLA)

University of Minnesota

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, founded in 1993, is a research and resource center devoted to improving language teaching and learning. CARLA supports language educators with internationally known professional development opportunities and research-based teaching materials. CARLA's work involves language-content integration initiatives that enhance language learning through cultural and academic content and teacher education and advocacy initiatives that enrich teachers' instructional capacity, student support, and stakeholder communication.

Research

CARLA offers research-based classroom teaching materials to enhance teachers' understanding of the language learning process and their implementation of recommended practices in language teaching on a wide variety of topics.

The **Literacies in Language Education** initiative strengthens language teachers' understanding and use of multiliteracies pedagogy through a database of instructional activities and enactment videos, and a host of templates, tools, and teaching materials. Cohort-model workshops support lesson plan development for less commonly taught language (LCTL) teachers.

The **Social Justice in Language Education** initiative improves understanding and application of critical pedagogies through research on student and teacher learning in social justice-oriented language classrooms and a suite of professional development activities.

Digital Tools and Resources

CARLA emphasizes professional development that links current research and theory with practical classroom application. The Center supports teachers through high-quality summer institutes, conferences, workshops, webinars, and web-based instructional modules. Since its inception in 1996, **CARLA's Summer Institute Program** has engaged over 7,400 language educators from all over the world, annually offering ten or more intensive online and in-person institutes. To support novice and aspiring language program directors the **Language Program Direction initiative** offers a collection of interactive, web-based learning modules, and, with CERCLL, facilitates a professional learning community. CARLA also supports the publication of *Second Language Research & Practice* in collaboration with NFLRC.

In partnership with ACTFL, CARLA's **Practical Program Evaluation initiative** improves understanding and implementation of program evaluation by offering summer institutes and workshops targeted at teachers at Historically Black Colleges and Universities (HBCU), Minority-Serving Institutions (MSI), community colleges (CC), and at educators working with LCTL and heritage language programs. Open Educational Resources and other materials to support program evaluation are shared through the CARLA and ACTFL websites and the CARLA speaker series.

K-12 Initiatives

CARLA is known worldwide for its support of K-12 language immersion education. The center offers an extensive online archive of research articles and resources on immersion education and provides professional development targeted at the distinct needs of immersion educators. CARLA's current initiative on **Secondary Dual Language Immersion (DLI): Materials Development & Research** supports the increase in secondary DLI programs through its repository of content-and language integrated teaching materials and its design-based research on the creation of these materials. CARLA also offers workshops and summer institutes for secondary DLI educators with a special focus on MSIs.

CARLA's new initiative on **Equity & Access to State Seals of Biliteracy** supports more equitable access to seals of biliteracy nationally through its research-informed customizable toolkits and assessment supports in a variety of LCTLs.

Outreach and Dissemination

With over a million pageviews annually, CARLA's extensive website is a virtual treasure trove of practical information for language teachers and will expand to include all new LRC-developed materials.

The biennial **International Language Teacher Education Conference (ILTE)** brings together language educators from around the world to share research, theory, and recommended practices. CARLA hosts this unique conference in 2024 with special programming for LCTL, MSI, CC, and HBCU educators. Conference proceedings further expand the reach of this unique conference.

Center for Advanced Research on Language Acquisition (CARLA)

140 University International Center 331 17th Ave SE Minneapolis, Minnesota 55414 (612) 626-8600 carla.umn.edu

Email: carla@umn.edu

facebook.com/ carla.umn

@CARLA_UMN

youtube.com/ CARLAvideoshare

Kate Paesani |Director

Center for Applied Second Language Studies (CASLS)

University of Oregon

The Center for Applied Second Language Studies (CASLS) at the University of Oregon supports innovative world language teaching and learning. Our work takes place at the intersection of pedagogy, research, and technology. We develop research-based curricula, professional development resources, and assessments to support infrastructure and innovation. Our work includes an intentional focus on interlanguage pragmatics and social competences.

Digital Tools and Resources

Virtual and Augmented Reality for Language Training (VAuLT) situates learners in immersive contexts to gain the critical language skills they need. For elementary learners, the VAuLT project offers the **I-Agents 21st Century Global Competence curriculum**, a mixed reality game-based simulation that exposes learners to over 18 languages. This curriculum is accompanied by a teacher guide and teacher resources for heightened learner attention and inquiry. For secondary, post-secondary, and community learners, the VAuLT project offers learning simulations related to career readiness in the target language. Additional language-specific VAuLT gameplay experiences are developed according to stakeholder needs.
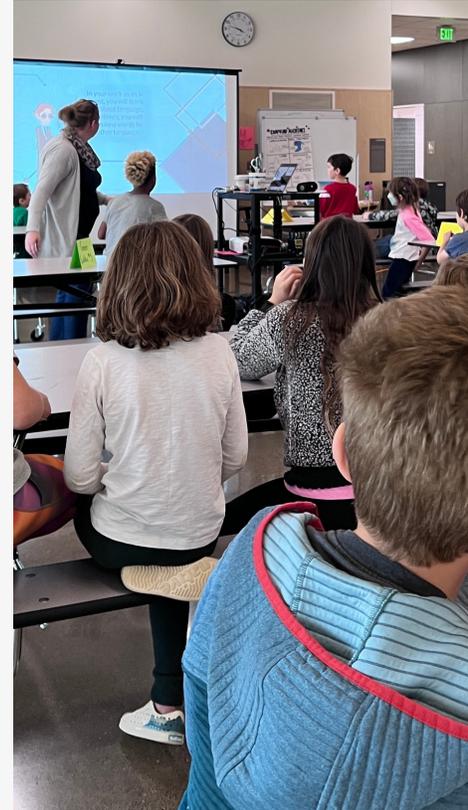
Legacy projects are maintained for their ongoing dissemination to stakeholders. The **Bridging Project** offers meaningful learning experiences for high school students with high levels of proficiency (Advanced-Low), often heritage and immersion students, to continue studying language. Coursework themes include leisure, race, gender, appearance, and human rights and activism. The **Games2Teach** website offers classroom-ready activities for Novice, Intermediate, and Advanced learners of seventeen languages. The website also provides pedagogical support for instructors as they incorporate games into the language learning classroom. Games2Teach is a partnership with CERCLL.

Assessment

CASLS works to broaden the assessment landscape to include evaluation resources extending beyond high-stakes proficiency assessments. LinguaFolio Online, a portfolio assessment tool, allows students to collect evidence demonstrating their abilities to use the target language in real-life situations. It enables students to set

their own goals, track their progress toward accomplishing those goals, view opportunities for growth, and upload work samples to showcase their abilities. Organized around the NCSSFL-ACTFL Can-Do Statements, **LinguaFolio Online** helps students and teachers organize language learning experiences. Additional resources, like portfolio export features, are developed according to stakeholder needs.

In partnership with AELRC, CASLS is continuing work related to the I**ntercultural, Pragmatic, and Interactional Competence (IPIC) measure** through the development of VAuLT assessment simulations in relevant career domains including business, healthcare, and strategic communications.

Professional Development

InterCom is a weekly email digest that facilitates ongoing conversations with stakeholders on social media platforms. InterCom offers educators just-in-time information in easy-to-digest portions. InterCom is customizable, so teachers receive only the information they choose. Each issue includes: 1) a brief video to guide learners in ways to improve their language learning and connections within target-language speaking communities 2) a classroom ready activity; and 3) links to curated publications, language-specific resources, and professional development opportunities. **Catalyst**, created in partnership with PEARLL, is an e-portfolio for teacher professional development that engages educators in goal setting, self-evaluation, and meaningful reflection. With Catalyst, educators can compare their current practices to the Teacher Effectiveness for Language Learning (TELL) framework. Teachers set and monitor goals for their professional growth, upload evidence such as videos and planning documents, and connect with professional learning resources. CASLS and PEARLL collaborate in the delivery of various, sustained professional development groups utilizing Catalyst.

K-12 Initiatives

As part of its **Pragmatics in Action initiative**, CASLS is creating a curated, freely available, 40-unit resource repository focused on teaching pragmatic patterns. Each unit will feature a specific pragmatic topic and include relevant research, key examples, and a classroom activity.

Outreach and Dissemination

CASLS produces an active, learner-focused **YouTube channel** containing over 140 original animated videos about language learning, pragmatics, and intercultural communication.

Center for Applied Second Language Studies (CASLS)

5290 University of Oregon
1600 Millrace Drive, Suite 201
Eugene, OR 97403
(541) 346-5699
casls.uoregon.edu

Email:
info@uoregon.edu

facebook.com/ casls.nflrc

@casls_nflrc

@casls_nflrc

youtube.com/ @CASLS

Julie Sykes | Director

Center for Educational Resources in Culture, Language and Literacy (CERCLL)

University of Arizona

CERCLL's focus on (inter)cultural competence and multiliteracies supports innovative projects and professional learning initiatives that promote the integration of 21st century literacies and the development of intercultural and global competencies needed to meet the strategic needs of the U.S. today. Founded in 2006, our activities focus on integrating language, culture, and literacy at every level of language teaching and learning, and address the need for speakers of multiple languages across diverse contexts. Some resources are language-specific, but most address issues of importance to language and culture educators more generally. CERCLL's curricular models and materials reflect our research on innovative pedagogies for FL teaching that integrate multiple literacies, including digital and multimodal literacies; foster inclusive instructional practices; and promote interculturality. The following are examples of CERCLL's previous, continuing, and upcoming projects and resources.

Teaching Materials

Foreign Languages and the Literary in the Everyday (FLLITE), produced with the Center for Open Educational Resources in Language Learning (COERLL), is an archive of literacy-based and tagged materials in several languages, with an educators' handbook demonstrating their use.

Several current (and more planned) resources address issues of equity, e.g., **Diversity Equity and Inclusion in Second Language Teaching** is a collection of resources for creating curriculum combining language teaching and social justice topics. The **Gender-Just Language Education Project** supports educators in engaging with trans knowledges and proactively planning for gender justice, guiding in teaching gender-inclusive and non-binary language.

Science- and sustainability-based teaching materials include **Socioscientific Resources for LCTLs Classrooms**, a set of resources and manual for implementing socioscientific issues in language classrooms, e.g., units on COVID-19 and eco-friendly travel, and **Sustainability Literacy and Intercultural Citizenship in Multiliteracies-Oriented FL Curricula** is in development.

Less Commonly Taught Languages

The **Multilingual Academic Corpus of Assignments - Writing & Speech (MACAWS)** is a corpus of assignments (texts, spoken discourse, multimedia products) by Portuguese and Russian learners, and pedagogical artifacts repository. Webinars and guides explain their use.

Dormtalk features Chinese L2 learners' engagement in authentic language use outside the classroom, with modules for teachers and students to use as supplementary resources for learning/teaching Chinese.

Tasks for Linguistic Complexity in Arabic is a set of task-based lesson plans for Arabic, with translated versions as models for other languages, and a guide with pedagogical strategies.

The **LLC Commons** is a web portal for open source materials in Russian and Slavic Studies, focusing on online and technology-enhanced teaching.

Professional Development

CERCLL's **webinars and summer institutes** address the needs of educators nationally, with topics selected from educator surveys and showcasing practical applications of CERCLL research. The **Professional Learning Online Network Spaces (PLONS)** allow educators to work collaboratively on developing curricula in guided environments. All offer Continuing Education and digital credentials.

Since 2008, the biennial **Intercultural Competence Conference** has showcased the work of international scholars, with online presentations and other resources archived online. The themes in upcoming years are: Intercultural Learning, Global Citizenship and Peacebuilding (2024), and Supporting Inclusive and Sustainable Futures (2026).

K-12 Initiatives

Various iterations of **Reading Globally** have created language and culture kits for parts of Africa, Asia, Europe, the Middle East, and Oceania, with ongoing teacher training. Other guides demonstrate best practices in global literacy communities, building cultural awareness amongst students, and strategies for using our grade level lists of global literature to foster interest in LCTLs at a young age.
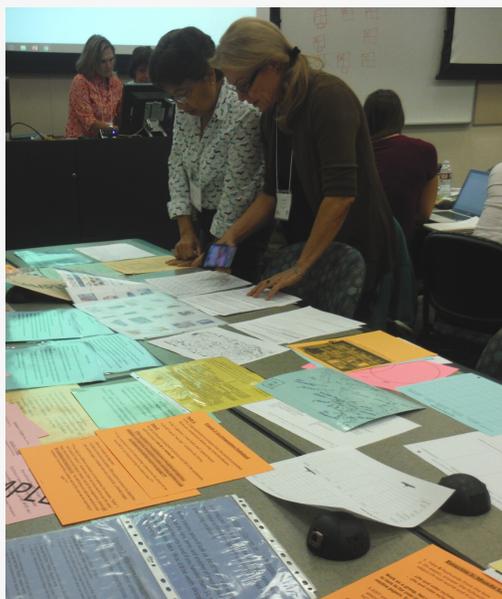
Center for Educational Resources in Culture, Language and Literacy (CERCLL)

1103 E 2nd St
Room 241
PO Box 210076
Tucson, AZ 85721-0076
(520) 626-8071
cercll.arizona.edu

Email:
cercll@arizona.edu

f facebook.com/CERCLL

𝕏 @cercll

⬭ @uacercll

Beatrice Dupuy & Chantelle Warner | Co-directors

Center for Integrated Language Communities (CILC)

City University of New York

The mission of the Center for Integrated Language Communities (CILC) is to help students in the United States develop the translingual and transcultural competence they need to navigate between the communities they come from and the ones they aim to engage with in their post-college lives. For this grant cycle, CILC's projects are focused on promoting literacy development in second and heritage language learners in the context of community colleges and minority serving institutions.

Research

CILC is researching the **effectiveness of text-based tasks on second- and heritage- language learning**, with a focus on learners attending community colleges and minority serving institutions. CILC will publish research-based recommendations for instructors and administrators alike on ways to enhance students' multilingual literacy, with the larger goal of supporting their path to on-time graduation.

CILC is developing, piloting, and researching the impact of an **interpreting curriculum** specifically designed to address the strengths and needs of future interpreters who are heritage learners. CILC is creating the curriculum for Spanish heritage language learners, a population that typically enrolls in translation and interpreting programs in high numbers across the U.S. These materials will help optimize the teaching and learning experiences in these programs. CILC will then create and offer workshops for instructors on how to implement the interpreting curriculum that is specifically designed for heritage language learners.

Teaching Materials

CILC is creating a **repository for text-based language-learning tasks**. The tasks are designed to promote literacy development in second and heritage languages, and to take into consideration literacy goals that are intended to be met by college-wide general education requirements.

Instructors can choose to integrate these tasks into their existing curricula, or to use them as a model to create their own tasks. Initially, tasks will be available for Arabic, Japanese, Italian, and Spanish.

Professional Development

CILC is developing, piloting, and disseminating **modules to train instructors to integrate text-based activities into existing second- and heritage-language courses**. The modules include how to create, implement, and assess activities designed to promote literacy development, with a special focus on the needs of language learners at community colleges and minority serving institutions. Once created, CILC will offer training workshops as well as a semester-long mentorship program to guide workshop participants the first time they incorporate literacy-oriented activities into their existing curricula. Additionally, the modules will be released to the public as an OER on CILC's website.

Outreach and Dissemination

CILC is organizing a **forum on second- and heritage-language literacy** with a focus on the needs of students at community colleges and minority serving institutions. The forum's goal will be to provide a space for a national dialogue on the opportunities that homing in on literacy development affords to students and programs alike. In addition, the proceedings will be published as open access resources on CILC's website, allowing language programs to conduct additional internal discussions on aligning language education learning objectives with college-wide general education objectives.

Center for Integrated Language Communities (CILC)

345 Fifth Ave, Room 4415
New York, NY 10016
(212) 817-2082
cilc.commons.gc.cuny.edu

Email:
cilc@gc.cuny.edu

f **facebook.com/ CILCCUNY**

@CILC_CUNY

@cilc_lrc

Alberta Gatti | Director

Syelle Graves | Assistant Director

**Center for
Languages
of the
Central
Asian
Region
(CeLCAR)**

**Indiana
University**

Founded in 2002, the Center for Languages of the Central Asian Region at Indiana University promotes the teaching and learning of languages and cultures of Central Asia. CeLCAR fosters knowledge of Central Asian languages and cultures to meet strategic national needs by developing textbooks and online course materials for all Central Asian languages, including Armenian, Azerbaijani, Chuvash, Dari, Dungan, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Sorani Kurdish, Tajiki, Tatar, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek.

Research

In this cycle, CeLCAR has two major research projects:

- The **teaching of Central Asian languages**. CeLCAR will examine drafting a comparative grammar of Turkic verbal suffixation and phonology, focusing on Turkic languages routinely or occasionally taught at IU.
- The **acquisition of Central Asian languages**. CeLCAR is comparing the acquisition of selected rules morphology and phonology of a Turkic or Iranian language with the acquisition of those rules by learners who have already achieved a high level of proficiency in a different Turkic/Iranian language.

These are headed by CeLCAR's Chief Applied Linguist, and the findings will be submitted to peer reviewed journals and conferences. The materials that CeLCAR develops will actively reflect the conclusions drawn from the combined results of these projects.

The **Conference on Central Asian Languages and Linguistics (ConCALL)**, founded by CeLCAR, is the first conference dedicated to Central Asian languages. ConCALL provides Central Asian language experts with a venue for peer-reviewed presentations on structures and pedagogy. CeLCAR will also hold a training and certification workshop.

Teaching Materials

Language Textbooks at Elementary, Intermediate, and Advanced Levels: CeLCAR has produced high-quality textbooks, including introductory textbooks in Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Sorani Kurdish, Tajiki, Uyghur, and Uzbek, and intermediate textbooks in Dari, Pashto, Uyghur, and Uzbek. All are designed according to the communicative approach and include authentic materials and interactive multimedia for supplementary support. CeLCAR is expanding to include elementary textbooks for Azerbaijani, Chuvash, Tatar, and Tibetan; intermediate textbooks for Kazakh, Kyrgyz, and Mongolian;

and advanced textbooks for Uyghur and Uzbek, as well as reference grammar books for Pashto, Uyghur, and Armenian.

Online Language Courses: CeLCAR has developed introductory and intermediate online course materials in Dari and Pashto and has taught Pashto courses. They are in the process of developing additional courses, which will be open for enrollment worldwide and bear university credit.

Heritage Language Learning Textbooks: CeLCAR has collaborated with NHLRC (National Heritage LRC) to design an Afghan Heritage Language Curriculum for heritage speakers of Dari and Pashto. The curriculum has been tailored to the specific needs and abilities of heritage speakers.

Assessment

Proficiency Testing Project (PTP): CeLCAR's completed offerings include proficiency guidelines for Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Turkmen, Uyghur, and Uzbek.

Professional Development

Training and Workshops: CeLCAR hosts teacher training workshops for Central Asian language instructors to meet demands for standards-based curriculum development, classroom management, supplementary materials development, fluency, language learning technology, assessment, and more.

ConCALL and Summer Language Workshop: Regular teacher training workshops are offered correlating with our peer-reviewed biannual ConCALL conference, as well as the annual Indiana University Summer Language Workshop.

Center for Languages of the Central Asian Region (CeLCAR)

**1900 E 10th St
Eigenmann Hall 238
Bloomington, IN 47406-7512
(812) 856-1230
celcar.indiana.edu**

**Email:
celcar@indiana.edu**

**facebook.com/
IU-CeLCAR**

@iucelcar

Gulnisa Nazarova | Director

Center for Urban Language Teaching and Research (CULTR)

Georgia State University

The Center for Urban Language Teaching and Research (CULTR) at Georgia State University serves the needs of underrepresented students and helps provide them with equitable access to language learning opportunities. CULTR is guided by its core values of access, advocacy, outreach, and research and uses innovative approaches to promoting access to language education.

Professional Development

- CULTR offers **Teacher Professional Development Workshops** via in-person/virtual sessions for world language teachers that encompass proficiency-based learning, tech tools, assessment techniques, and authentic resources.

- To counter teacher attrition, CULTR is committed to continuing to provide stipends for early-career first-time attendees at language associated conferences.

Less Commonly Taught Languages

- CULTR supports Less Commonly Taught Languages (LCTL) classroom research including **Dual Language Immersion (DLI) textbook development** and disseminates meaningful findings which can be translated into improvements in practice.

- CULTR explores linguistic landscapes across metro Atlanta to see the dynamic nature of multilingualism in the urban contexts.

- To assist LCTL learning at universities in the US, CULTR funds ongoing research on the validation of the L2 motivational self-system project and the role of prosody in L2 Chinese.

- A LCTL post-graduation survey will be conducted to investigate learning trajectories in academic and professional development.

K-12 Initiatives

- World Languages Week is a global career expo that connects high school and college students with leaders from international business, commerce, social services, nonprofits, and governmental agencies highlighting the role of global skills in exploring career pathways.

- Career readiness is defined as the attainment and demonstration of requisite competencies that broadly prepare graduates for a successful transition into the workplace. CULTR's work remains rooted in preparing all students for successful pathways into rewarding careers.

Outreach and Dissemination

- Global Languages Leadership Meeting: This networking event is a space of convergence for diverse industry leaders from business, non-profit, government and education to discuss the importance of language learning and cultural competence as essential skills for an emerging global workforce, and to develop new partnerships promoting access to language studies and cultural competence for all learners in the global economy.

Center for Urban Language Teaching and Research (CULTR)

PO Box 3974
Atlanta, GA 30302-3974
(404) 413-5683
cultr.gsu.edu

Email:
cultr@gsu.edu

facebook.com/
cultr.lrc.gsu

@cultrlrcgsu

@cultrlrcgsu

Hakyoon Lee | Director

Curricular Enhancement, Development, Access, and Research (CEDAR)

University of Cincinnati

The Curricular Enhancement, Development, Access, and Research Language Resource Center (CEDAR LRC) focuses on the provision, enhancement, and evaluation of language curriculum materials that create transformative experiences for learners and educators alike. The CEDAR LRC both develops and researches the impact of leading-edge curricular materials for language learners from kindergarten through postsecondary levels. Its four focal areas are virtual reality (VR) for curricular design, the development of inclusive materials, community partnerships, and theory-to-practice research.

Research

- The **Virtual Reality Curricular Assessment and Instrument Development project** promotes theory-to-practice research by evaluating the impact of the center's VR curriculum projects, creating and validating measures of VR efficacy for developing communicative competence and sharing those evaluation tools with other second language (L2) VR researchers.
- The **Domestic Immersion Evaluation project** features a longitudinal, multifaceted research program examining the impact of postsecondary Spanish language immersion in the United States, focusing on expanding access to domestic immersion for language learners.

Teaching Materials

Inclusive and diverse teaching materials are made broadly available via OERs. Example projects include:
- **Decolonizing the French Curriculum: Towards a More Inclusive Representation of the Francophone World**, which provides educators with lessons created around authentic and diverse materials that holistically represent French language beyond European linguistic and cultural practices.
- **Culturally Immersive Experiences for Spanish Learners: Jerez de la Frontera**, which brings VR learning experiences to traditional language learning contexts by using 360-degree footage that captures cultural products and practices of Jerez de la Frontera, in southern Spain.

Digital Tools and Resources

The **CEDAR Language Resource Center** delivers open educational resource (OER) content to enhance access to diverse curricular materials and to create highly interactive experiences for language learners, promoting sustained engagement. Virtual reality technology is also implemented to foster transcultural competence and empathy through immersive contexts. These virtual scenarios allow language

learners to see through the lens of another language and culture and provide them virtual access to daily life situations from target language communities. For example, the VR-focused project **U.S. Latinxs Virtual Narratives in the Spanish Language Program** uses interactive VR technology to show a diverse range of perspectives, products, and practices from Latinxs living within the United States.

Assessment

Program Evaluation Training workshops equip project directors and other language educators with both qualitative and quantitative evaluation tools for measuring the impact of the curricular materials that they create.

Professional Development

The **Summer Language Institute** and **Year-Round Center Webinars** provide support for K-16 language practitioners both locally and nationally, through virtual and in-person sessions. For example, webinar sessions focus on research-supported best practices that educators may begin implementing immediately in their local classroom contexts.

Less Commonly Taught Languages

- The **Interactive OER Textbook for Levantine Arabic I & II** provides full curricula (including lesson plans, class materials, and assessment tools), made widely available as open educational resources (OERs).
- Through a collaboration with Union Institute and University, the **Developing Interactive Experiences for Nahuatl Language Learners** project creates curricular materials for teaching Nahuatl, based on authentic representations of the Nahuatl speaking community in southern Mexico and its diaspora in the United States.
- The **Being Arab-American through VR: The Role of Language and Culture** project shares holistic perspectives of Arab American identity, culture, and language through a VR-enhanced OER.

K-12 Initiatives

The project **Perspectives on and Resources for Trans, Non-Binary, and Gender-Non-Conforming (TGNC) Language in the K-12 Language Classroom** provides guidelines and best practices for educators seeking to include TGNC language in in Russian, German, French, and Spanish language classrooms.

Curricular Enhancement, Development, Access, and Research (CEDAR)

University of Cincinnati Department of Romance and Arabic Languages and Literature PO BOX 210377 Cincinnati, OH 45221-0377 artsci.uc.edu/cedar

Email: info-cedar@ucmail.uc.edu

Kara Moranski & Juan A. Godoy-Peñas | Co-Directors
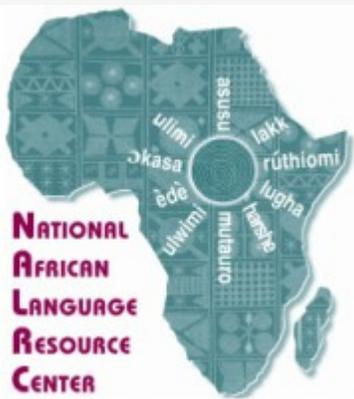
National African Language Resource Center (NALRC)

Indiana University

Established in 1999, the National African Language Resource Center serves African language educators and learners in the U.S. by sponsoring educational and professional activities to improve the accessibility and quality of language instruction and to promote the profession of African language teaching. The NALRC:

- Produces resources for African language teaching and learning.
- Trains African language professionals.
- Establishes and maintains networks among African language teachers, professional associations, and other foreign language centers.
- Disseminates information and materials on the pedagogy of African languages.
- Supports programs, organizations, and institutions needing African language resources and experts.
- Evaluates and promote African language instructional programs.

Research

The NALRC publishes the **Journal of African Language Teachers Association (JALTA)** and has just started language-specific pedagogy journals, such as **Imo-Ede: the Journal of Yoruba Language Pedagogy (JYLP)**. These journals are edited and peer-reviewed by scholars in the field.

Teaching Materials

The NALRC has developed **communicatively oriented textbooks for various African languages**. Textbooks for elementary-level learners include Akan, Amharic, Bemba, Bamankan, Chichewa, Egyptian Colloquial Arabic, Hausa, Igbo, Kikongo, Kinyarwanda, Kirundi, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Tigrinya, Wolof, and Zulu. Also available are intermediate-level textbooks for Bamana, Kinyarwanda, Shona, Swahili, Twi, and Wolof and advanced-level textbooks for Swahili and Yoruba. The textbooks present captivating sceneries from the target language's socio-cultural context; capture events, activities, and lifestyles to promote language ownership; and connect the target language to issues familiar to learners.

Digital Tools and Resources

To provide access for all learners, particularly those at MSIs and community colleges, the NALRC is developing (1) **online courses for Akan, Bamana, Igbo, Swahili, Wolof, and Zulu** (2) **Mobile apps to support language learning outside the classroom**.

Assessment

The NALRC, in collaboration with Avant Assessment, has developed the **Computerized Assessment of Proficiency in Swahili and Yoruba** to provide general estimates of students' language proficiency. Test results can be used for reflecting on teaching and program evaluation.

Professional Development

The **NALRC Summer Institute** helps participants develop high-quality African language programs, create performance assessments, and understand the principles of backward design. It guides participants through program curriculum development, assessment, and instruction focusing on key performances aligned to recurring themes in participants' major, program, or course. The institute concludes with presentations of the participants' curriculum plan and the next steps for implementation. The training program gives participants an opportunity for professional development focusing on quality instruction, curriculum development, and assessments for African languages. It also trains fellows in crucial areas central to the effective operation of an African language program in the U.S.

Additionally, NALRC is developing short **online Professional Development courses** with certification for instructors.

The NALRC has partnered with Indiana University's Center for International Business Education Research (IU-CIBER) for an **annual workshop on Incorporating Business in World Languages Instruction**. This workshop is for instructors of all world languages in institutions, including MSIs and CCs, across the country.

Outreach and Dissemination

The NALRC develops and disseminates brochures for advertising different African languages across the nation. We have produced brochures for close to 100 African languages.

National African Language Resource Center (NALRC)

355 N Eagleson Ave. Rm 3075 Bloomington, IN 47405 (812) 856-4199 nalrc.indiana.edu

Email: nalrc@iu.edu

f **facebook.com/ nalrcsecretariat**

@nalrc

@nalrcsecretariat

Alwiya S. Omar | Director

National Foreign Language Resource Center (NFLRC)

University of Hawaiʻi at Mānoa

The National Foreign Language Resource Center (NFLRC) was established in 1990, the first year of the LRC program, at the University of Hawaiʻi at Mānoa. The NFLRC offers professional learning initiatives in project-based language learning (PBLL), online and mobile learning, and intercultural competence. NFLRC projects focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific while maintaining relevance for the teaching and learning of all languages.

Research

The NFLRC conducts and disseminates research through print and online publications (including an extensive YouTube channel), and four well-regarded open refereed online journals: *Language Learning & Technology* (co-sponsored with the Center for Language & Technology at the University of Hawaiʻi), *Language Documentation & Conservation*, *Reading in a Foreign Language*, and *Second Language Research & Practice*. In the current cycle, two projects will address the pressing need for **research on Project-Based Language Learning (PBLL)**: 1) PBLL Case Studies, in conjunction with sister LRC NHLRC, which will result in case studies that focus on the context of higher education, and 2) PBLL in Action, which aims at generating a body of Action Research on PBLL that exhibits consistency in the way PBLL is defined, designed, and implemented.

Teaching Materials

The NFLRC offers over 350 teaching resources housed in **Scholarspace, an open digital repository** (scholarspace.manoa.hawaii.edu). In collaboration with the ACTFL Distance Learning Special Interest Group, the NFLRC continues to expand its collection of 70 freely available lessons on online language pedagogy. During the current grant cycle, our offerings will focus specifically on the online teaching of Chinese, Russian, Japanese, and Korean.

Digital Tools and Resources

The NFLRC maintains a **digital repository of PBLL project designs** (https://nflrc.hawaii.edu/pebbles) created by experienced teachers of various languages. In the current cycle, the NFLRC will also develop new content for an innovative scenario-based mobile learning platform (developed by the Language Flagship Technology Innovation Center), **the Culture App**, to foster intercultural competence for learners of Japanese and Filipino.

Professional Development

NFLRC Professional Learning activities include collaborations with other LRCs to offer **Project-Based Language Learning summer institutes** in Hawai'i, Minnesota (with sister LRC CARLA), and Utah. The NFLRC also offers professional learning opportunities and resources to language teachers in a variety of formats: **MOOCs on Project-Based Language Learning (PBLL)**; a new annual **podcast series on Teaching and Learning Languages in the U.S.,** designed specifically for novice LCTL teachers not originally from the U.S.; and **pedagogy modules for online language teachers**. The materials developed are generally made available to the profession as open educational resources (OERs).

Less Commonly Taught Languages

The NFLRC will embark on an exciting joint project with its sister LRC CULTR and the North Carolina Virtual Public School (NCVirtual) to **develop and offer new Korean 1 and 2 online courses for high school students** initially in North Carolina, then nationwide later.

Outreach and Dissemination

The NFLRC will co-organize and co-host several high-profile international events including the **biennial International Conference on Language Documentation & Conservation (ICLDC)** in 2023 and 2025, the **Southwest Conference on Language Teaching (SWCOLT)** in 2024, and the **Foreign Language Education and Teaching (FLEAT) Conference** in 2025, in addition to local conferences for world language education in the State of Hawai'i.
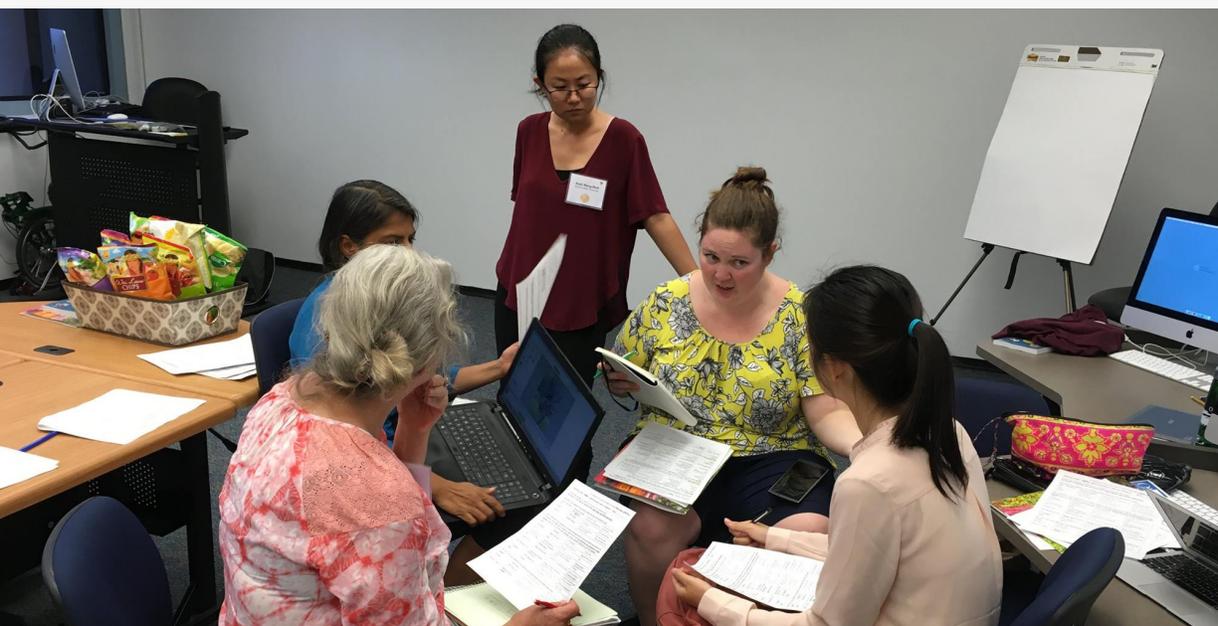
National Foreign Language Resource Center (NFLRC)

1890 East-West Road Moore Hall 256 Honolulu, HI 96822 (808) 956-9424 nflrc.hawaii.edu

Email: nflrc@hawaii.edu

f **facebook.com/ NFLRC**

🐦 **@NFLRC**

▶ **youtube.com/ NFLRChawaii**

in **linkedin.com/ company/national-foreign-language-resource-center-nflrc-/**

Julio C Rodríguez | Director

National Heritage Language Resource Center (NHLRC)

University of California, Los Angeles

Since 2006, the NHLRC's mission has been to promote heritage languages and encourage their use and transmission from one generation to the next. Our activities focus on outreach to families and communities, sponsoring research into the linguistic profiles and pedagogical needs of heritage language (HL) speakers, and translating this new knowledge into practical professional development for language teachers so that they are best equipped to support HL learners in the classroom.

Research

The NHLRC hosts **annual research institutes for scholars and language practitioners** across disciplines to share research findings and set new directions in the HL field. Upcoming institutes will explore immigrant languages and cultures in a post-pandemic world, language loss in teenage bilingual populations, and differences between HL speaking and learning.

We will expand our previous survey to **examine how receiving HL instruction in different kinds of educational programs impacts both the language proficiency of students and their non-linguistic outcomes** (e.g., motivations and attitudes), with the aim to identify factors that promote their HL knowledge, predict higher proficiencies, and increase motivation to transmit the HL. We will also conduct community college focus groups to identify instructional and institutional factors that affect the linguistic, academic, and socio-affective development of this student population.

The center has partnered with the NFLRC to **conduct a study on project-based language learning (PBLL) in university HL classrooms** to examine how to integrate PBLL effectively into existing curricula, specifying conditions for optimal results, and addressing potentials and limitations in design and execution.

Digital Tools and Resources

The NHLRC will collaborate with CALPER to **develop two digital repositories for collecting, storing, and ethically sharing data produced by HL researchers** through experiments and pedagogical materials created by language practitioners.

Professional Development

The NHLRC provides professional development opportunities through **annual teacher workshops** that train K-16 and community school language instructors to design curricula and develop materials suitable for HL learners. In the upcoming cycle, we will include open educational resources (OERs) for HL teaching in collaboration with our partners at Kansas University.

To expand opportunities for asynchronous professional development, the NHLRC has developed **five self-paced online modules for HL teaching** that introduce principles of HL pedagogy, needs of HL learners, strategies for differentiated instruction and mixed classes, and PBLL. The current resource will be enriched through the integration of new content from our OER and PBLL projects.

The center will collaborate with the joint-Berkeley-UCLA Center for Southeast Asian Studies to host a Southeast Asian (SEA) Language Pedagogy Symposium for instructors of SEA languages to cover topics such as differentiated instruction, PBLL, oral proficiency assessment, and technology training for classroom hybridization.

K-12 Initiatives

The center will **work with the dual language immersion (DLI) program of a local school district** to identify factors of parents, teachers, and students that contribute to the development, maintenance, and retention of the heritage language beyond DLI.

Outreach and Dissemination

The NHLRC will disseminate information on its projects through our **quadrennial conference** in 2026, and other external conferences. We will work with the Coalition of Community-based Language Schools to enhance a network of resources, professional development opportunities, and support for HL community schools.

The NHLRC will also continue its collaboration with Brill Publishers to **publish the Heritage Language Journal**, which has defined the field since its founding in 2002.

In our efforts to foster understanding between language researchers and practitioners, the center will expand its webinars and podcasts to include an **HL YouTube Channel** that focuses on bridging research and practice.

National Heritage Language Resource Center (NHLRC)

1333 Rolfe Hall
PO Box 951411
Los Angeles, CA 90095-1411
(310) 825-2510
nhlrc.ucla.edu

Email:
nhlrc@
international.ucla.edu

facebook.com/ NHLRC

Maria Polinsky | Director of Research

Melissa Bowles | Director of Education

nlrc

NATIONAL LESS COMMONLY TAUGHT LANGUAGES RESOURCE CENTER

National Less Commonly Taught Languages Resource Center (NLRC)

Michigan State University

The National Less Commonly Taught Language Resource Center (National LCTL Resource Center; NLRC) at Michigan State University focuses on supporting and developing LCTL education. The NLRC promotes LCTL education through professional development for educators, the creation of open educational resources, and supporting inter-institutional collaboration.

Teaching Materials

The NLRC has multiple initiatives designed to generate and disseminate a range of high-quality, open access and innovative materials for LCTLs. NLRC's **LCTL Downloadable Open Online Resources (DOORs)** provides open access instructional materials that are widely adaptable for LCTL education. The **Local LCTL Assessment (LoLA)** initiative will create test specifications and OER test template kit for online, computer adaptive LCTL placement and diagnostic tests. **Teach-a-LCTL** offers community and family resource guides for teaching LCTLs to adolescent learners.

Professional Development

The NLRC's professional development initiatives offer focused opportunities for LCTL educators. **The Online Language Teaching initiative** provides LCTL instructors with targeted professional development for online instruction. The **Virtual Video-based Inquiry for the Development of LCTL Teachers (ViVID)** project brings together cohorts of LCTL instructors for telecollaborative peer mentoring. The **LCTL Learning Community** supports sustained conversation between peers, providing relevant readings and practical teaching resources. The Collaborative Professional Development initiative will help support professional development workshops for LCTL educators.

Outreach and Dissemination

The NLRC aims to expand access to LCTL education for various types of institutions by creating and distributing LCTL course-sharing models. Through the **LCTL Strategic Collaboration**, the NLRC will work with partner institutions to offer LCTL courses, sharing expertise and refining course-sharing practices. Community language schools and universities can also benefit from the NLRC's **Language Program Consulting**, which provides free, program-specific support. Collaboration is already underway and will continue at the yearly Shared LCTL Symposium (SLCTLS). Hosted by Michigan State University and the University of Chicago, SLCTLS is an opportunity to build on LCTL course sharing across institutions.

High Quality Professional Development
(informed by needs analysis)

- Online Language Teaching (OLT) Initiative
- Virtual Video-based Inquiry for Development of LCTL Teachers (ViVID)
- Faculty Learning Community
- Collaborative Professional Development

Bridge Initiatives

Comprehensive Needs Analysis
SLCTLS

Strategic Collaborations at Inter-Institutional Level
(informed by needs analysis)

- LCTL Strategic Collaboration Pilot
- Language Program Consulting

Open and Innovative Instructional Resources
(informed by needs analysis)

- LCTL DOORs
- Local LCTL Assessment (LoLA) Templates
- Teach-a-LCTL (Resource Guides)

National Less Commonly Taught Languages Resource Center (NLRC)

619 Red Cedar Road
Wells Hall, B135
East Lansing, MI 48824
nlrc.msu.edu

Email:
nlrc@msu.edu

facebook.com/
NationalLCTL
ResourceCenter

@nlctlrc

Felix Kronenberg | Director

National Resource Center for Asian Languages (NRCAL)

California State University, Fullerton

The National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton is established to improve the nation's capacity for the teaching and learning of Asian languages including Chinese, Japanese, Khmer, Korean, and Vietnamese. NRCAL's goals include developing instructional resources and professional development to enhance the teaching, learning, and research of these less commonly taught languages (LCTLs) in the United States.

Research

Building on the existing research on dual language immersion, NRCAL conducts **research focusing on Vietnamese-English dual immersion elementary classrooms**. Research in this area includes:

- Identify effective strategies for teaching dual language immersion programs.
- Investigate effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.
- Disseminate findings on the effectiveness of dual language immersion programs as they relate to student learning outcomes in K-2 settings.
- Identify effective strategies for teaching virtual language programs.
- Investigate effectiveness of virtual language programs as they relate to learning outcomes for children and adult learners.
- Disseminate findings on effectiveness of virtual language program as they relate to student learning outcomes.

Teaching Materials

In partnership with faculty, teachers, and other experts in the field, NRCAL develops instructional materials through the various activities:

- Create initial **literacy curriculum for K-2 Vietnamese dual language immersion** programs that are aligned with Common Core State Standards.
- Develop **curriculum for Vietnamese virtual language programs for children and adult learners**.
- Create teaching materials for **secondary school language program for Khmer (Cambodian)**.
- Develop materials for post-secondary education language programs (Chinese, Japanese, Korean, Vietnamese).
- Create a **How-to-Guide for the implementation of Vietnamese Dual Language Immersion Program**.

Professional Development

NRCAL provides **biannual seminars** and **intensive summer institutes** to provide such opportunities focusing on the language, culture, history, and teaching strategies of LCTLs. These activities include:

- Professional development for pre-service and in-service dual language immersion PreK-12 teachers, and pre-service and in-service 7-12 world language teachers, both annually and during intensive summer institutes abroad.
- Symposia for community college language instructors teaching heritage language learners, and for Southeast Asian (SEA) languages focusing on integrating technology and community engagement in collaboration with other LRCs. .

Less Commonly Taught Languages

NRCAL aspires to become an integral link in the Asian language educational community, both locally and nationally. To accomplish this, NRCAL serves as both a teaching and learning center and as well as a community resource in the following ways:

- Present **World Languages and Careers Day** to middle school and high school students to explore careers and interests in multiple languages.
- Expand the **Community Literacy Project** to generate resources for teachers and students and provide technical support for those generating literature for less commonly taught languages, including Vietnamese, Khmer, and Korean.
- Publish resources that have been developed from the Community Literacy Project to the broader community.

Assessment

NRCAL develops applicable assessment tools and strategies by:

- **Create benchmark assessments for Vietnamese dual language programs** focusing on initial literacy skills for K-2 grades.
- Apply assessment tools and practices in K-2 Vietnamese dual language immersion classes.
- **Develop assessment tools for Vietnamese virtual language programs**.

Outreach and Dissemination

NRCAL takes an active role on the Internet and social media to involve the community and share resources. In order to broadcast findings and share materials and information, multiple methods of dissemination will be employed.

- Update an **online database** that including an inventory of current resources.
- Distribute **bi-annual newsletter** on the research, teaching and learning of Asian languages.

National Resource Center for Asian Languages (NRCAL)

2600 Nutwood Ave. Suite 600 Fullerton, CA 92831 (657) 278-4335 ed.fullerton.edu/nrcal

Email: nrcal@fullerton.edu

f facebook.com/ profile.php?id= 100008837710731

t @NRCALCSUF

P pinterest.com/nrcal

Natalie Tran | Director

Professionals in Education Advancing Research and Language Learning (PEARLL)

University of Maryland, College Park

PEARLL seeks to create a common vision for high-quality world language learning, by taking a comprehensive view of the knowledge and skills world language educators need to prepare students to thrive in an increasingly interconnected world. PEARLL programs promote models of educator effectiveness, facilitate reflective practice for language educators, develop effective program leaders, connect language teacher educators with classroom practitioners, and provide professional learning opportunities for language educators.

Research

Beliefs, attitudes, and actions of world language program leaders. This research project sheds light on how leaders adapt to new information and strategies about language teaching and language program design, with the goal of informing future professional learning for language program leaders.

Language educator needs in an evolving teaching environment. Building on a PEARLL survey of remote language educators in 2020, this project documents the evolving needs for professional learning as language educators navigate new terrain in in-person, online, and hybrid teaching environments.

Guide to Action Research for Language Educators. PEARLL's guide to action research equips language educators with the tools to conduct and share their investigations on practices relevant to their own teaching environments.

Digital Tools and Resources

TELL Project. A collection of products and processes based on a common framework of highly effective teaching practices, the Teacher Effectiveness for Language Learning (TELL) framework synthesizes work from the general education arena, identifying those strategies that effective teachers use, and making them specific to the work of world language educators.

Catalyst. A joint project with CASLS, this digital portfolio enables educators to document their professional growth for their own purposes and for performance review, and provides curated access to professional learning opportunities.

Professional Development

Communities of Practice (COPs). Built on the platform of Catalyst, PEARLL and CASLS offer hybrid, supported COPs that ask educators to learn from and with each other and come to see themselves as a community of teachers that focuses on implementing new practices tailored to teachers' strengths and capacities.

Leadership Certificate. PEARLL's leadership certificate offers current and aspiring world language program leaders the opportunity to earn microcredentials and continuing education credits for completing a series of professional learning modules based on NADSFL's Principles of Effective World Language Programs.

Summer Institute and Leadership Academy. Annual summer institutes provide in-depth professional learning experiences, targeting different audiences and focused on educator effectiveness. A biennial summer leadership academy focuses on the needs of current and aspiring world language program leaders.

Less Commonly Taught Languages

Virtual Summit for LCTLs. Building on the success of virtual summits PEARLL hosted in 2020 and 2022, we will host a virtual summit for LCTL teachers in 2024 and 2026, establishing the summit as a biennial event that will highlight the successes of LCTL teachers.

Model Curricula for Post-Secondary Language Programs. In collaboration with faculty members from a local community college and a local HBCU, PEARLL offers a language-agnostic curriculum framework and accompanying materials in several LCTLs as open educational resources (OERs) for other community colleges and HBCUs.

Outreach and Dissemination

Model Classroom Network. A network of classrooms identified in collaboration with NADSFL, with a focus on teachers of less commonly taught languages, provide regional models that support language educators.

International Language Teacher Education (ILTE) Conference. In collaboration with CARLA, PEARLL will host the 13th biennial ILTE Conference in spring 2026, providing a forum where the nation's language teacher educators share research, experiences, and recommended practices for improving language teacher training.

Professionals in Education Advancing Research and Language Learning (PEARLL)

5600 Rivertech Court
Suite K
Riverdale, MD 20737
(301) 405-9828
pearll.nflc.umd.edu

Email:
pearll@umd.edu

facebook.com/pearllnflc

@PEARLL_NFLC

@pearll_nflc

Rebecca Damari & Thomas Sauer | Co-directors

Slavic and Eurasian Language Resource Center (SEELRC)

Duke University

Combining the resources and capabilities of Duke University with outstanding research teams drawn from universities and government agencies across the U.S., SEELRC focuses on Slavic and Eurasian languages—all of which are less commonly taught languages (LCTLs), and many of which have been designated as priority languages by the Secretary of Education. The 40 languages covered by SEELRC are spoken in 34 countries with a combined population of 2.2 billion people.

Research

Glossos is an online peer-reviewed journal devoted to publishing original, independent research in languages and linguistics and articles based on SEELRC projects.

SEELRC has ongoing projects in fMRI, DTI, and resting state functional connectivity focusing on bi- and multilinguals.

Teaching Materials

ScribeZone is a collaboration with the U.S. Department of Defense to adapt instructional software that teaches languages through transcription for multi-language and civilian use. Modules are available for 13 languages with additional languages added annually: Bosnian, Chinese, Croatian, Kazakh, Montenegrin, Polish, Russian, Serbian, Spanish, Turkish, Uighur, Ukrainian, and Uzbek.

Polish/Russian/Ukrainian Language and Culture through Film (CTF) uses clips from contemporary Polish/Russian/Ukrainian films to teach advanced-level language and culture. CTF utilizes clips from 46 films and contains enough modules for two semester-long 3/3 credit college courses. The project includes a film transcript, a built-in glossary, and a series of assessment questions with diagnostic assessment tools. A special interface is available for instructors to monitor student progress, as well as provide immediate confidential access to student performance and errors.

Digital Tools and Resources

Web-based Reference Grammars of Slavic and Eurasian Languages are interconnected and fully searchable, allowing for immediate access to grammatical topics across languages. To date, grammars for 15 languages have been published. **SEELRC's Russian Grammatical Dictionary** includes full

paradigms for all lexical entries, including verbal government, word-formative derivations, full-sentence examples, English glossing, auditory components for each entry, and is fully searchable by letter or word forms. SEELRC has created **Webliographies** for thirty-one Slavic and Eurasian languages with live links and commentary.

Assessment

SEELRC, with the University of Maryland and U.S. Department of Defense, has developed **comparative language proficiency measurement and testing for LCTLs** (CEFR B1/2, C1/2;ILR 3/3+/4/4+). These programs involve the comparison of language proficiency test results across different systems; sponsoring workshops and seminars with proficiency specialists; testing K-12 and university students; training and certification of new proficiency testers; and the development of proficiency testing standards and tests for LCTLs. SEELRC also offers language proficiency testing and certification workshops during the summer, conducted by certified instructors of Russian.

Professional Development •
K-12 Initiatives • Outreach and Dissemination

Summer Institutes and other workshops sponsored by SEELRC provide training for K-20 teachers, language program coordinators, and linguists in pedagogy, testing, and language technologies, including the deepening and expansion of language instruction in K-12 schools. SEELRC also continues to host the **North Carolina ACTR Olympiada of Spoken Russian**. This competition supports and involves high school students from North and South Carolina and Georgia.

In collaboration with a number of partners, including the School of Education at North Carolina Central University and North Carolina Agricultural and Technical State University, SEELRC sponsors a series of speakers, panel discussions, and workshops on the subject of **linguistic issues in fragile communities**. SEELRC also hosts professional development events on **social emotional learning** and **culturally responsive teaching** for K-12 teachers and teacher-educators.

Slavic and Eurasian Language Resource Center (SEELRC)

302 Languages Building
Box 90260
Durham, NC 27708
(919) 660-2421
slaviccenters.duke.edu

Email:
seelrc.duke@gmail.com

facebook.com/
DukeCseeesSeelrc

Edna Andrews | Director

This brochure was written and produced under the sponsorship of:

Assessment and Evaluation Language Resource Center (AELRC), Georgetown University

Center for Advanced Language Proficiency Education and Research (CALPER), The Pennsylvania State University

Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

Center for Applied Second Language Studies (CASLS), University of Oregon

Center for Educational Resources in Culture, Language and Literacy (CERCLL), University of Arizona

Center for Integrated Language Communities (CILC), City University of New York

Center for Languages of the Central Asian Region (CeLCAR), Indiana University

Center for Urban Language Teaching and Research (CULTR), Georgia State University

Curricular Enhancement, Development Access and Research (CEDAR), University of Cincinnati

National African Language Resource Center (NALRC), Indiana University

National Foreign Language Resource Center (NFLRC), University of Hawai'i

National Heritage Language Resource Center (NHLRC) University of California, Los Angeles

National Less Commonly Taught Languages Resource Center (NLRC), Michigan State University

National Resource Center for Asian Languages (NRCAL) California State University, Fullerton

Professionals in Education Advancing Research and Language Learning (PEARLL), University of Maryland, College Park

Slavic and Eurasian Language Resource Center (SEELRC), Duke University

Photo courtesy of NHLRC

Credits:

The U.S. Department of Education Title VI provides funding for Language Resource Centers. Contents do not necessarily represent the policy of the U.S. Department of Education nor imply endorsement by the federal government.

LRC

Language Resource Centers

nflrc.org