LRC

Language Resource Centers

Language Resource Centers

Proficiency in foreign languages is a

critical need in the United States today.

Advances in technology and communications, new ways of doing business, political shifts and instabilities, and a growing multicultural population at home challenge the United States to develop the capacity to engage effectively with people from around the world.

Making Language and Culture Study a National Priority

For the United States to remain a political, economic, and social leader, it needs to tap into its greatest resource: the American 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, and 23 million jobs are tied to international trade. 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, benefitting individuals and the nation as a whole

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 foreign languages. Twenty-five years later, Title VI of the Higher Education Act supports sixteen LRCs, creating a national network of resources to promote and improve the teaching and learning of foreign languages. LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct and disseminate research on foreign language learning.

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

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

This publication describes each LRC and highlights its contributions in these areas. All LRCs engage in efforts that enabling United States citizens to better work, serve, and lead.

Research

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

Research can tell us:

- What students learn from different foreign language teaching methods
- What happens when foreign language study begins at different ages
- How much time is needed to achieve various levels of proficiency in a foreign language
- What good language teaching and best practices look like
- How foreign language learning contributes to cognitive development and overall academic achievement

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

AELRC is conducting survey-based research to learn more about the patterns of program assessment activity and levels of support in U.S. community colleges, an under-researched group of language professionals, and the degree to which language instructors are able to undertake *student learning outcomes assessment* in ways that enhance teaching and learning.

Study abroad and service learning have been identified by many as high-impact practices in higher education and these kinds of activities have been

"[The institute I attended] encouraged me to continue researching my area of interest which is mixed classrooms. I have finished administering surveys, secured a grant, and will be working on two related projects during my sabbatical."

linked with retention and successful learning outcomes. CALPER's project on *Study Abroad for Heritage Learners of Spanish* will develop a short-term model program that aims at raising the experiences of heritage learners, making study abroad more accessible for this population of students.

NHLRC hosts *annual summer heritage language research institutes* to explore connections between research findings on heritage language learners and teaching methodologies. NHLRC also publishes research on heritage and communicate languages in the *Heritage Language Journal*.

Language Learning & Technology, an open refereed language journal sponsored by NFLRC and CLEAR, is published online three times a year and includes articles on original research and constructs for applying technology to language learning, teaching, and research. NFLRC also publishes research through its *Reading in a Foreign Language* and *Language Documentation & Conservation* online journals.

Pathways to Advanced Skills series, published by NEALRC, offers program builders and teachers conceptual and pedagogical resources for advancing their teaching and program-building missions.

As of mid-2015, the joint LRC website materials database, offers access to over 3,500 language research and teaching resources.

Teaching Materials

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

Globalization and growing populations of non-native English speakers require the United States to develop the capacity to communicate with 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
- 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 learners at advanced levels
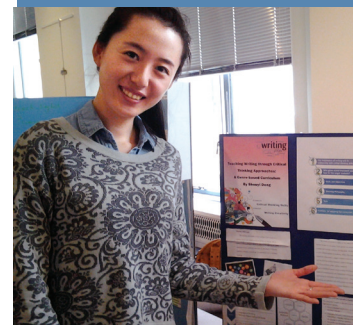
The LRCs are addressing these needs and opportunities in dozens of projects.

Materials for Teachers

Concept-based Language Instruction, led by CALPER, develops teachers' in-depth knowledge of the Chinese, French, and Spanish

by creating content-rich modules on critical syntactic, pragmatic, and discourse features.

CARLA's *Content-based Language Teaching through Technology Center* assists teachers in creating content-based lessons and units. The website includes over seventy teacher-developed materials, a set of editable graphic organizers, and technology resources.

The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, offered through COERLL, creates an educational community of practice allowing teachers to generate crowdsourced literacy materials for the language classroom.

A collaboration between COERLL and CERCLL, *Reading Globally: Connecting K-8 Classrooms to the World* includes culture kits and resource lists collected through *Globalizing the Common Core State Standards* to help teachers integrate cultural and linguistic perspectives into their classrooms.

Materials for Students

NALRC's *Luganda (Elementary)*, *textbooks for Akan (Twi Intermediate)*, and *Wolof (Intermediate)* teach and train students to communicate meaningfully in the language to develop a deep cultural understanding.

CeLCAR's *Central Asian textbook series* is the first modern, pedagogically sophisticated textbooks published in the U.S. on Dari, Kazakh, Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uyghur, and Uzbek.

NRCAL's *K-6 instructional materials for Vietnamese-English dual immersion programs* integrate Common Core State Standards with standards supported by the American Council on the Teaching of Foreign Languages.

SEELRC's *Russian Culture and Language Through Film* consists of twenty-two web modules that include film clips, film text, exercises, a bilingual dictionary, and instantaneous diagnostics for exercises.

These and many other materials for teachers and students developed by LRCs are bringing new ideas and energy to teaching and learning foreign languages in the United States.

Digital Tools and Resources

As the Internet, social media, and mobile devices become more ubiquitous in students' lives, language instruction must meet students in these digital spaces to remain relevant. New technologies also provide opportunities to create instructional materials that can more effectively engage students' interests and varied abilities.

The LRCs lead the nation in innovative applications of rapidly-changing technology as its application to language teaching and learning.

CLEAR's *Rich Internet Applications for Language Learning* allows teachers the ability to create interactive multimedia materials that engage media-savvy students. Among other activities, teachers can:

• Put an audio or video dropbox in any webpage so students' recordings are shared with the teacher
• Record questions for students to answer
• Demonstrate character formation of non-Roman fonts with playback and practice overlay
• Upload videos, record live video, and add subtitles
• Track students' progress with a process-writing tool
• Combine video, audio, text, and interactive exercises

CeLCAR has developed *mobile applications for alphabet learning and script writing tutorials* for Dari, Pashto, and Uyghur, with more under development. Introductory and intermediate online courses in Dari, Mongolian, Pashto, Uyghur, and Uzbek are also under development.

CULTR's *Road Map to Language Success* interactive website serves as an informational portal highlighting how language skills relate to fourteen future educational and career opportunities and how to receive access and funding for language learning opportunities.

CASLS curates *Games to Teach*, an online hub developed as a collaboration between CASLS and CERLL that includes curricular resources and professional development opportunities around digital games and language learning. A new CERCLL project, Games for Literacy, will create manuals that help educators develop the skills required for the Games to Teach project.

NEALRC's *At Home in Japan* helps Americans adapt to living in Japan. The center has also developed *Pathways to Spoken Korean* for learners with no previous exposure to the Korean language.

SEELRC's *Webliographies* of links and commentary for twenty-four languages receives more than a thousand hits per month. Webliographies for Baltic languages and several Turkic and Persian languages are soon to follow.

NFLRC helps teachers integrate *project-based language learning* into their classrooms through the curation of project prototypes in Chinese, Hindi, Indonesian, Japanese, Persian, Portuguese, and Vietnamese.

CILC's *Heritage Arabic e-Book* includes resources for teachers with heritage Arabic speakers and highlights best practices in language pedagogy.

COERLL's research initiatives explore *Open Educational Resources* and *Open Educational Practices* to identify how educators perceive and make use of resources in their classroom.

CERCLL's hybrid symposium on *Digital Literacies in L2 Language Education* brings together research and best practices for incorporating digital literacies into language learning.

Assessment

Assessment is closely connected with all efforts to improve foreign language study. Effective assessment lets teachers know how their methods and materials are working and where they need improvement. It gives students a chance to show what they are learning. Assessment also provides important data for parents, teachers, 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.

AELRC creates accessible, reliable, low-cost measures to assess students' proficiency in less commonly taught languages. The center is currently developing *C-test assessments* to estimate global proficiency in Arabic, Japanese, Portuguese, and Turkish.

The AELRC also provides a variety of *self-learning guides* on how to conduct useful language program evaluation and assessment. These self-study modules outline general assessment frameworks and approaches. Additional materials offer training and guidance in specific evaluation and assessment techniques.

Computer Adaptive VOcabulary (CAVO), developed by NEALRC, is an online Chinese assessment tool based on word frequency and customized tests designed by their instructors. CAVO also can conduct a frequency analysis and present instant glosses of expressions in a text.

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

LinguaFolio Online, developed by CASLS, takes a new approach to assessment by incorporating students' self-evaluations, goals, and reflections along with standardized assessment scores and work samples to provide a holistic picture of students' language proficiency.

NHLRC's collection of assessment instruments for heritage language researchers and instructors includes experimental research tools, proficiency assessments, and background questionnaires.

Resources available through the various LRCs run the gambit from protocols for intial placement of students in language classes through tools and rubrics for assessing entire university departments.

Study Abroad: Development and Assessment of Cultural Intelligence, created by CERCLL, is a series of ready-to use, easily adaptable instruments and tasks that develop and assess aspects of students' and professionals' intercultural competence during study or work abroad.

Ultimately, assessments show how teaching methods 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.

Professional Development

Teachers are the heart and soul of education. With their academic resources, professional networks, and track record for successful projects, LRCs offer U.S. foreign language teachers the support they need to give their students the skills and encouragement that lead to proficiency in foreign languages.

Summer Institutes, Networks, and Workshops

Since its inception in 1996, CARLA's *nationally recognized summer institute program* has engaged over 4,600 participants from all over the world, annually offering ten or more intensive face-to-face and online institutes. Each highlights the connection between research and practice and includes discussion, theory building, hands-on activities, and networking.

NALRC's two-week intensive program *Leadership Performance Program* guides educators of less commonly taught languages through the development of curriculum, assessment, and instruction focusing on key performances aligned to recurring themes.

CULTR's *summer workshops* focus on innovative uses of technology in language teaching, classroom assessment practices, and methodologies for teaching heritage language students, and its *Language Teacher Retention Institute* identifies strategies for effective teacher support and retention, motivation, and coping strategies.

NRCAL provides professional development training through *seminars* and *intensive summer institutes* focusing on the language, culture, history, and teaching strategies for less commonly taught languages. These professional development sessions concentrate aligning instruction to Common Core Standards, technology integration, and culturally relevant teaching.

NFLRC provides targeted professional development workshops and free materials to online foreign language teachers, an annual open online professional development institute on project-based learning , and a series of intensive summer institutes.

Dozens of workshops, institutes, and conferences are offered annually in the fourteen states covered by the sixteen LRCs.

Training and Resources

COERLL's *Open Digital Badges for K-12 Professional Development* documents teachers' growth through digital badges, which they earn upon completion of established stages of growth within each Teaching for Effectiveness in Language Learning (TELL) domain

Through its *CLT Net of Pennsylvania*, CALPER creates and compiles quality resources for Chinese teachers in diverse settings and establishes a network that provides sustainable professional support to instructors.

Video Assistance for Understanding Language Teaching Techniques (VAULTT), designed by CLEAR, provides short video demonstrations of best practices for language teaching. Designed especially for teachers of less commonly taught languages, the videos demonstrate error correction, eliciting and explaining vocabulary, and building schema.

Less Commonly Taught Languages Initiatives

Challenges to national security, expanding international business interests, and an increasingly multicultural population at home have created a growing need for Americans who are proficient in languages other than French, German, and Spanish, which are generally offered in the nation's K-12 schools. Some less commonly taught languages are the most widely spoken in the world. Chinese, for example, is thought by experts to have a billion speakers and Hindi, 680 million. Many critical languages are spoken in political and business "hot spots": Arabic, Persian, Korean, and Urdu, for example.

Instruction for these languages is rarely available 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. The national effort to develop and promote programs for less commonly taught languages 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.

All LRCs are working on projects that impact instruction for less commonly taught languages, but five are organized around particular regions and develop effective instructional programs for the languages in their area. These LRCs are:

- CeLCAR at Indiana University, which has developed elementary textbooks for Dari, Pashto, Tajiki, Turkmen, Uyghur, and Uzbek as well as intermediate textbooks in Dari, Pashto, Uyghur and Uzbek. CeLCAR is expanding its textbooks to include Kazakh, Mongolian, and Tibetan and its grammar reference textbooks to include Dari, Mongolian, Pashto,

The number of languages covered by the sixteen LRCs, several of which special in LCTLs, is stunning.

and Uzbek. Intermediate reading and listening modules continue to be available in Kyrgyz, Mongolian, Pashto, Tajiki, Uyghur, and Uzbek.

- NALRC at Indiana University, which is advancing U.S. instruction in African languages by providing quality professional development and by developing textbooks, grammars and dictionaries, assessment tools, and guidelines for curriculum development, standards, and certification programs.

- NEALRC at the Ohio State University, which offers instruction in East Asian Languages through online courses, online assessment tools, and summer programs for teachers and students of Chinese, Japanese, and Korean.

- NRCAL at California State University, Fullerton, which is currently producing student online texts to support K-2 literacy learning in Vietnamese dual immersion programs. NRCAL also promotes instruction in Vietnamese, Korean, Japanese, and Chinese through monthly webinar sessions, professional development seminars, and summer institute programs.

- SEELRC at Duke University, which is producing webliographies of links and commentaries for twenty-four languages, including Albanian, Hindi, Persian, Romanian, Russian, Turkish, and Uzbek.

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 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 language teachers with the most up-to-date information, methods, and tools.

CARLA is known worldwide for its work in K-12 immersion education. Its *International Immersion Education Conference* draws professionals from a variety of language immersion contexts to engage in professional dialogue across languages, levels, learner audiences, program models, and sociopolitical contexts. Over eight hundred participants are expected to attend this popular conference in 2016.

Intercultural Competencies and Development of Global Perspectives (ICDGP), a series of workshops hosted by SEELRC, helps K-12 educators

The United States has a long way to go to catch up with the rest of the world when it comes to early second language instruction. The LCTLs are doing their part.

deconstruct essentialism, recognize multilingualism as a cultural and neurological phenomenon, understand minority language communities, and meet the needs of heritage learners.

CULTR hosts *World Languages Day*, an exploratory language conference and resource fair for urban high school students, allowing them to explore linguistic and international diversity in urban communities. Resources for language study and discovery stations highlight opportunities and professions. Students also meet leaders in international commerce, social services, and government.

Facilitated by NEALRC in collaboration with three national organizations in the PreK-12 field, the *National Chinese Language and Culture Coalition (NCLCC)* presents a national conversation on the role of Chinese language in the 21st Century American education. The coalition advocates and plans for mainstreaming the study of Chinese language and culture in American education.

Learning a language takes time. Thoughtfully developed K-12 programs create a path to university programs and make truly mastering the target language possible. LRCs' work in research, teaching materials, digital tools and resources, assessment, professional development, and less commonly taught languages helps K-12 teachers and programs throughout the U.S. best prepare students for living and learning in a global world.

Outreach and Dissemination

Outreach and dissemination are basic to the LRCs' mission to promote and improve foreign language education in the United States. 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.

The biennial *International Language Teacher Education Conference* brings together language educators to share research, theory, and best practices across languages, levels, and teaching contexts. CARLA will host this unique conference in 2015 and assist NHLRC in offering the 2017 conference in Los Angeles.

CILC organizes a semi-annual *Community, College, and Language Forum* that brings together members of K-12 schools, colleges, businesses, and governmental, cultural, and community organizations to discuss the role of languages other than English in American society and how community colleges can best support them.

CULTR hosts the annual *Global Languages Leadership Meeting* where school leaders, legislators, government agencies, and businesses come together to discuss, advocate, and promote language learning.

NHLRC will host the *Third International Heritage Language Conference* in 2018. The conference brings together heritage language researchers, instructors, and specialists from numerous disciplines.

NFLRC hosts national and international professional events every year, including the biennial *International Conference on Language Documentation & Conservation (ICLDC)*, the largest event of its type in the world.

CERCLL's biennial *International Conference on the Development and Assessment of Intercultural Competence* draws scholars from around the world to share research and best practices. The conference has also served as a forum for other LRCs to showcase their work on IC-related topics.

NALRC's *annual conference*, held in collaboration with the National Council of Less Commonly Taught Languages (NCOLCTL) and African Languages Teachers Association, draws scholars and stakeholders in language instruction together to share research and best practices.

CeLCAR hosts the biannual *Conference on Central Asian Languages and Linguistics (ConCALL)*, the only conference dedicated to the languages and language pedagogy of Central and Western Asia, all of which are less commonly taught languages.

Recognizing that not all educators can travel to conferences and forums, CASLS has designed *InterCom*. Each issue of InterCom includes an introduction to an issue relevant to language teaching, a classroom activity, a spotlight on Title VI activity, and publications, language-specific resources, and professional development opportunities that match teachers' profiles.

Each of the sixteen centers maintains a website packed with resources and information for teachers, students, administrators, government and business employees, and all who are interested in foreign language teaching and learning.

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) – jointly directed by researchers and educators at Georgetown University and the Center for Applied Linguistics (CAL) – supports the evaluation and assessment initiatives of U.S. foreign language educators by:

• Providing assessment and evaluation training and materials
• Developing and validating high-quality assessment and evaluation instruments and procedures
• Fostering and sustaining a scholarship of foreign language assessment and evaluation among K-16 language educators

Research

AELRC conducts research focusing on:

• Foreign language program evaluation
• Student learning outcomes (SLO) assessment
• High-quality language assessment and testing practices

AELRC research initiatives investigate a variety of issues, including approaches to evaluation of college language laboratories and self-access centers, the needs and capacities of community college language educators to conduct useful SLO assessment, the development and validation of short-cut estimates of foreign language proficiency

in less commonly taught languages, and a collaborative study with CLEAR to investigate the relative difficulty and time needed to learn different languages.

Digital Tools and Resources

The AELRC website provides a variety of *self-learning guides* on how to conduct useful language program evaluation and assessment. These self-study modules outline general evaluation frameworks and approaches. Additional materials offer training in specific evaluation and assessment techniques, such as using questionnaires for understanding and improving language programs. The website also provides links and educational resources for improving assessment abilities.

Assessment

Historically, LRCs have supplied tools and training that enable foreign language educators to conduct useful language assessment. AELRC consolidates and contributes to this effort by providing a high-quality assessment resources. For example, the Center for Applied Linguistics (CAL) maintains the *Foreign Language Assessment Directory (FLAD)*, a free, online, searchable directory of information about available language assessments. In addition, AELRC provides a compendium of all language assessment projects and products at other LRCs. AELRC also delivers annual workshops on rating CAL's Computerized Oral Proficiency Instrument and develops assessment instruments and procedures in response to high-priority needs.

Professional Development

AELRC helps college language educators build evaluation and assessment capacity in a variety of ways, one of which is through organized communities of practice that collaborate and communicate on evaluation experiences and projects. AELRC oversees the *Consortium on Useful Assessment in Humanities and Language Education*, an umbrella organization for university humanities departments that conduct faculty-led assessment and evaluation in order to better understand and improve humanities education. AELRC also provides an annual, free, online course to introduce language educators to the basics of assessment, offers web-based tutorials for teachers to learn how to engage with SLO assessment, and publishes regularly on case studies of teachers working proactively with program evaluation.

Outreach and Dissemination

AELRC offers diverse training experiences on language program evaluation and assessment. AELRC offers workshops in classroom learning-oriented assessment, proficiency test development, and training on rating CAL's oral proficiency tests. AELRC workshops also focus on language program evaluation, including utilization-focused approaches, development of program logic models, and evaluation capacity building.

AELRC also supports the annual *East Coast Organization of Language Testers Conference* and ad hoc conferences on assessment and evaluation topics. AELRC researchers also publish extensively on foreign language program evaluation and assessment.
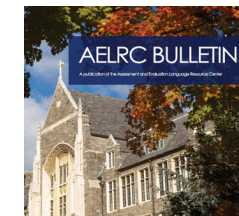
"Excellent recourse on assessment and tool for all educators."

—*educator using the Foreign Language Assessment Directory (FLAD)*

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Center for
Advanced Language Proficiency Education and Research

CALPER

Established in 2002, the mission of the Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University 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 will maintain this orientation and contribute to the improvement of advanced-level language instruction in the United States.

Research

CALPER conducts applied research that directly informs language teaching, the assessment of language development, and the development of successful program-enhancing components. The following are two illustrative projects:

Study Abroad for Heritage Learners of Spanish will create course materials to be used in short-term abroad programs specifically addressing the unique needs of the heritage-language-learner population.

Corpus-based Language Development is a large-scale study in which teachers' use of and experience with the CALPER corpus tool, which allows for a detailed assessment of language development, will be analyzed and evaluated.

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 its inception.

Discourse of Korean News will be developed as a multi-module series to help intermediate and advanced learners master features of news genres that are essential in developing higher levels of proficiency in the language.

Academic Chinese addresses the need for instructional materials to promote the academic and professional language abilities of learners of Chinese and will create a range of such materials for advanced learners.

Concept-based Language Instruction will develop learner activities essential to understanding critical grammatical and pragmatic concepts in Chinese, French, and Spanish. The units will be accompanied by theoretically grounded and pedagogically valid materials for teaching the concepts.

Professional Development

CALPER has built an extensive website, recognized by Thomson Scientific ISI Web of Knowledge, which offers a wide range of quality resources to language educators. Current resource sites will be enriched and new ones will be created.

Project-based Learning for Chinese is dedicated to Chinese language instruction and will provide materials and strategies for teachers at the high school and college level, including teachers of heritage students, who want to engage in project work with their students. This resource site responds to explicitly expressed needs by teachers for innovative pedagogies.

CALPER Corpus Portal is the gateway to information and tools for teachers interested

in exploring ways to use authentic language in teaching. It will be expanded and enriched to include teacher reports, a revised tutorial, and a wider variety of classroom activities.

Teaching Heritage and Non-heritage Learners, current pre-service and in-service materials, will be redesigned as online modules for teacher preparation.

CLTNet of Pennsylvania is an initiative spearheaded by CALPER that aims to support teachers of Chinese through establishing a network of educators in Pennsylvania that connects them to one another and functions as a hub for resources.

Outreach and Dissemination

CALPER will continue to disseminate results of its projects through its established working paper series and professional documents and offer new professional development opportunities for language educators through summer workshops.

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LRC Language Resource Centers

Center for Advanced Research on Language Acquisition

The role of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is to improve the nation's capacity to teach and learn foreign languages effectively. Launched in 1993, CARLA's research and initiatives center on:

- Articulation of second language instruction
- Assessment of second language proficiency
- Content-based language teaching
- Culture and language instruction
- Immersion education and research
- Language teacher education
- Learner language teaching tools
- Less commonly taught languages
- Maximizing study abroad learning
- Pragmatics and speech acts
- Strategies for language learning
- Technology and second language teaching

Teaching Materials

CARLA offers a variety of free materials for the classroom with on-demand background information to enhance teachers' understanding of the language learning process and best practices in language teaching. Highlights include:

Virtual Assessment Center provides teachers with background on theory, step-by-step guidance, and practical resources on developing second language assessments. The Virtual Assessment Center includes a growing collection of integrated performance assessment units.

Content-based Language Teaching through Technology Center guides teachers through the process of creating content-based language lessons and units with a series of online modules. The website includes over seventy teacher-developed materials, editable graphic organizers, and links to a wiki with a wealth of up-to-date technology resources.

Learner Language Tools for Teachers shows teachers how to design oral communication tasks to support meaningful, unrehearsed language production and how to analyze that language in a classroom needs assessment. The website includes videos of Chinese, Japanese, Korean, and Persian learners performing these speaking tasks, with multimedia activities for teachers.

Professional Development

CARLA emphasizes professional development that links current research and theory with practical classroom application. The center supports teachers through high-quality summer institutes, workshops, webinars, and web-based instructional modules.

Since its inception in 1996, *CARLA's well-known summer institute program* has engaged over 4,600 participants from all over the world, annually offering ten or more intensive face-to-face and online institutes. Each institute highlights the connection between research and practice and includes discussion, theory building, hands-on activities, and networking with colleagues.

Transitioning to Teaching Language Online is a completely online program that gives language teacher participants the experience of being online language learners as part of learning how to teach their language online. The course content focuses on many facets of a successful online language program such as creating community, time management strategies, choosing appropriate technology tools, and developing online activities.

K–12 Initiatives

CARLA is known worldwide for its work in *K–12 language immersion education*. The center offers an extensive online archive of research articles and resources on immersion education, conducts research in immersion schools, and sponsors summer institutes and conferences targeted at the distinct needs of immersion educators.

The International Immersion Education Conference draws hundreds of professionals from a variety of language immersion contexts to engage in professional dialogue across languages, levels, learner audiences, program models, and socio-political contexts. This popular conference takes place in October 2016.

Outreach and Dissemination

Accessed by more than a million visitors per year, *CARLA's extensive website* is a virtual treasure trove of practical information for language teachers that continues to expand.

The biennial *International Language Teacher Education Conference* brings together language educators from around the world to share research, theory, and best practices. CARLA hosts this unique conference in 2015 in Minneapolis and NHLRC hosts it in 2017 in Los Angeles.

"The CARLA summer institute is jam-packed with helpful info, hands-on practice and experienced, knowledgeable instructors. You will walk away with a lot of knowledge, skills, and practical tips to apply immediately to any immersion context."

—*conference participant*

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Center for Applied Second Language Studies

C A S L S

The Center for Applied Second Language Studies (CASLS) at the University of Oregon fosters innovation in foreign language teaching and learning by providing research-based solutions to the creation of classroom resources, student programs, and evaluation and assessment. Our staff represents a diverse group of multilingual people working together toward the mission of improving the teaching and learning of foreign languages.

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 languages in real-life situations. The tool also documents students' intercultural experiences and reflections. Using the NCSSFL-ACTFL Can-Do Statements, LinguaFolio Online helps students organize their language learning experiences and helps teachers identify students' strengths and needs.

Partnering with AELRC, CASLS is developing the *Intercultural Pragmatic Interactional Competence (IPIC) Assessment*. The simulation assesses students' abilities to successfully maneuver intercultural interactions in differing contexts. The assessment yields a learner profile detailing abilities across four domains knowledge, analytical skills, subjectivity, and awareness.

Digital Tools and Resources

Challenges in finding, evaluating, and implementing place-based programs make using them in the classroom use difficult. *The Place- and Experience-based Database for Language Learning (PEBLL)* brings together high-quality projects and tags them by language, level, and content area so that educators can find existing programs and services for immediate classroom use or for adaption to their own local contexts. See more at pebll.uoregon.edu.

The Bridging Project creates meaningful learning experiences for high school heritage learners and immersion students. Students work together to develop a place-based experience for members of their local communities using the target language. Each project is built around a relevant content area, such as global business or water rights, and delivered using mobile devices.

Ecopod engages students as multilingual participants in everyday life, making various languages part of students' social, professional, and educational endeavors. The project integrates place-based experiences in residential immersive experiences in Chinese, French, German, Japanese, Spanish, and Russian. Students complete a variety of tasks using the target languages and engaging with their communities.

Professional Development

Recognizing that not all educators are able to travel to professional development workshops or conferences, CASLS curates InterCom, a customized weekly newsletter delivered straight to teachers' email inboxes. Each issue includes a brief introduction to an issue relevant to language teaching and learning, a classroom activity, a spotlight on Title VI activity, and links to publications, language-specific resources, and professional development opportunities that match teachers' profiles.

Games to Teach, an online website, provides curricular resources and professional development opportunities for educators who are interested in incorporating digital games into their language learning classroom. The first of its kind, Games to Teach applies game-informed learning to a foreign language context. See more at games2teach.uoregon.edu.

Outreach and Dissemination

The articulation of language programs across two—and four-year colleges represents a significant national challenge. CASLS is working with the University of Oregon Department of Romance Languages and Lane Community College to articulate language progress across the institutions and to develop professional development opportunities. Collaborative sessions address shared challenges, develop resources, improve pedagogy, and transform teaching practices. The project culminates in a national report in an effort to disseminate the model and encourage others to engage in similar activities.

"InterCom is wonderful. I have shared your information with teachers across the country and even around the world!"

—InterCom subscriber

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CeLCAR

Indiana University

Center for Languages of the Central Asian Region

Founded in 2002, the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University is dedicated to promoting the teaching and learning of languages and cultures of Central Asia. CeLCAR fosters interest in and knowledge of Central Asian languages and their cultures to meet strategic national needs by developing textbooks and multimedia resources for all Central Asian languages, including Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, Pashto, Tajiki, Tibetan, Turkmen, Uyghur, and Uzbek.

Research

Research on Acquisition and Teaching of Central Asian Languages. CeLCAR is conducting two major research projects to investigate:

- The acquisition of Central Asian languages.
- Empirically based, innovative, and effective language teaching methodology for Central Asian languages.

The results of this research will culminate in scientific publications, curricula, teaching materials, and language courses designed specifically for Central Asian languages.

Conference. The Central Asian Languages and Linguistics (ConCALL) conference, founded by CeLCAR, is he 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

Elementary—and Intermediate-Level Textbooks. CeLCAR has produced numerous high-quality textbooks for Central Asian languages. These include elementary-level textbooks in Dari, Pashto, Tajiki, Uyghur, and Uzbek, and intermediate-level textbooks for Dari, Pashto, Uyghur and Uzbek. All textbooks are designed according to the communicative approach and include authentic materials and interactive multimedia components for supplementary support. CeLCAR is currently expanding its textbook selection to include elementary-level textbooks for Kazakh, Mongolian, Tibetan, and Turkmen and will develop additional grammar reference textbooks in various languages.

Online Language Courses. CeLCAR is designing introductory and intermediate online language courses in Dari, Mongolian, Pashto, Uyghur, and Uzbek, all of which will be open for enrollment worldwide and bear university credit.

Heritage Learning Materials. CeLCAR is collaborating with NHLRC and Northern Virginia Community College (NOVA) to design and establish an Afghan Heritage Language Curriculum for heritage speakers of Dari and Pashto. The curriculum and associated materials will be tailored to the specific needs and abilities of heritage speakers.

Mobile Applications. The center is extending its array of mobile and smartphone learning applications to include Azerbaijani, Kazakh, Kyrgyz, Mongolian, Tajiki, and Tibetan. CeLCAR's mobile apps focus on teaching the target alphabet and writing in the target script. The apps will also focus on teaching essential phrases and vocabulary.

Assessment

Proficiency Testing Project (PTP). CeLCAR's expanding assessment offerings include proficiency guidelines and assessments for Azerbaijani, Dari, Kazakh, Kyrgyz, Mongolian, and Tibetan. Experienced linguists and language specialists developed the proficiency guidelines and accompanying multi-level assessments as part of the Proficiency Testing Project in collaboration with Indiana University.

Professional Development

Training and Workshops. CeLCAR hosts a number of 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 also offered correlating with our peer-reviewed biannual Conference on Central Asian Languages and Linguistics (ConCALL) as well as the annual IU Summer Language Workshop.

"As an SFAT advisor here in Kabul, I speak the language every day, and my Afghan counterparts truly seem to appreciate it."
—SFAT advisor, currently in Afghanistan

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Center for
Educational Resources in Culture, Language, and Literacy

Established in 2006, CERCLL focuses on (inter)cultural competence and multiliteracies, broadly defined to include media and modes that language users encounter in today's world, and particularly the areas of literacy development and the integration of culture and society into language learning. By focusing on the integration of language, culture, and literacy, CERCLL addresses the nation's need for literate and socially sophisticated foreign language users at advanced proficiency levels who can communicate in a variety of languages.

Innovative Pedagogies and Materials

American Study Abroad Students in China: Archiving *Interactions between American and Chinese Youth* is an archive of recorded and transcribed interactions between American and Chinese college students. It is useful for students learning about Chinese youth culture and linguistic practices and for fostering awareness of the connections between language and society. For educators, it is a resource to understand students' language use outside the classroom.

Film Clips for Foreign Language Culture and Literacy assists educators in incorporating the authentic language and broad cultural content of film into the classroom. It adds less commonly taught languages to Berkeley Language Institute's database of annotated film clips, allows instructors to add their input to the clips, and provides training and support to aid them in didacticizing films.

Literary in the Everyday creates an archive of literacy-based and tagged materials in several languages – Arabic, French, German, Persian, Portuguese, Turkish – with examples of how

to integrate the materials into curricula and classroom practices. Hosted by COERLL, the website facilitates the creation of user-generated materials.

Games for Literacies continues CERCLL's popular series on teaching with games for foreign language literacy with manuals on the implementation of gameful features into instruction, game development for language learning using commercially available applications, and a second edition on game-enhanced language learning.

Professional Development and Community Connections

CERCLL offers a series of professional development opportunities for language educators in its *K–16 Initiatives* project, including a biannual symposium targeted for regional K–12 teachers' needs, summer workshops, and a series of thematically connected webinars.

Reading Globally: Connecting K–8 Classrooms to the World adds India, Vietnam, and West Africa to the well-used language and culture kits in Arabic, Chinese, Finnish, Korean, Portuguese, and Spanish. It includes teacher training and assessments of intercultural competence for both teachers and students.

Globalizing the Common Core State Standards addresses outdated, ethnocentric cultural perspectives in the lists examples used in the Common Core State Standards. It creates carefully constructed grade-level lists of global literature to foster interest in less commonly taught languages even at a young age.

Knowledge Generation and Sharing

Intercultural Sojourns: Assessing Outcomes and Impact investigates the development of intercultural competence through host language study in several countries in Asia, Europe, and South America. It generates online resources and provides workshops designed to help institutions improve study abroad experiences and learning outcomes.

CERCLL hosts two biennial conferences, both accessible virtually, with online presentations and other resources available afterwards. In 2016, the *Intercultural Competence (IC) Conference* focuses on developments in the field. In 2018, it explores IC in connection with global trends of migration, travel, and digitally enabled mobility. *Digital Literacies in L2 Education, a Hybrid Symposium for Research and Practice* explores the practices captured by the concept of digital literacies related to learning and living in a foreign language and culture.

"The activities and videos were awesome! They both showed how to understand and to interpret the information. I think this was one of the most informative and profound workshops I've been to."
—symposium participant

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Center for Integrated Language Communities

Founded in 2014 at the City University of New York (CUNY)'s Graduate Center, the Center for Integrated Language Communities (CILC) focuses on language education in the community college context, on heritage learners, and on the use of educational technology to foster intercultural connections. The research, dissemination, and materials development activities that CILC conducts serve to better integrate lingua-cultural communities of practice both small and large: from families, churches, and companies to K–12 schools, colleges, and governmental organizations.

Research

CILC aims to research and support language study in U.S. community colleges, home to 23% of 2013 U.S. higher education language enrollments, through a nationwide survey of students and instructors in community college language courses and online survey of program administrators.

CILC is researching the linguistic characteristics of heritage language learners of Mandarin Chinese, Korean, and Spanish, three languages with deep roots in New York City's communities. Using the ACTFL Writing Proficiency Test, CILC investigates the writing skills of these students, with the ultimate goal of deriving implications for the teaching of writing in heritage language classes. This work expands upon and complements research conducted by ACTFL and NHLRC into the oral proficiency of Spanish and Russian heritage language learners.
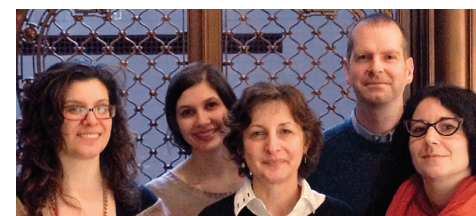
Teaching Materials

CILC develops and publishes an *eBook for teachers of heritage Arabic students*. Until recently, the dominant focus of Arabic language teaching in the U.S. has been Modern Standard Arabic. However, educators have been moving in the direction of incorporating spoken Arabic into the curriculum to better mirror the linguistic reality of the Arab world. This creates a situation in which heritage students either vastly outpace true beginners in speaking and listening comprehension or are pushed to learn other (spoken) dialects that they are familiar with, but not particularly interested in developing. A team of faculty experts from four-year and community colleges survey existing materials, curate the scholarly work on Arabic heritage learners, develop materials, pilot them in the classroom, and compile them in an electronic book that is freely available on CILC's website.

CILC is creating, piloting, and evaluating heritage telecollaboration modules in Spanish and Mandarin Chinese heritage courses. The proliferation of digital communication platforms has greatly enhanced opportunities for long-distance interactions and intercultural experiences, but successfully incorporating these technologies within the structures and demands of traditional language classrooms and programs is no simple matter. Partnering with universities in the U.S. and abroad, CILC electronically publishes a Roadmap on how to design, implement, and assess heritage telecollaboration modules for four-year and community colleges.

Outreach and Dissemination

With the purpose of increasing awareness and discussion of the particular opportunities and challenges that characterize the teaching of languages at community colleges, CILC hosts a *Community, College, and Language Forum* in 2016 and 2018, and the center publishes a series of reports on the state of the field.

CILC curates an online collection of materials to provide educators with the necessary theoretical background on using telecollaboration modules in heritage language courses, focusing mainly on the advancement of language proficiency as well as on exploring issues of language and identity. In 2018, CILC will offer workshops on how to create, implement, and assess telecollaboration modules intended for heritage language courses.

?Perhaps something like this?:
Founded in 2014, CILC is the newest addition to the 25-year LRC program and the first to specifically address the needs of community colleges.

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Michigan State University
Center for Language Education and Research

Established in 1996, the Center for Language Education and Research (CLEAR) is part of Michigan State University's College of Arts and Letters. CLEAR's primary objective is to promote, improve, and support language teaching and learning. CLEAR's activities and projects integrate various constituencies involved in foreign language teaching and learning. CLEAR's projects are divided into four major categories:

• Research
• Teaching materials
• Professional development and outreach
• Collaborative projects

Research

CLEAR-affiliated faculty work on a diverse range of research projects with the common goal of informing language education. Some projects are ongoing, such as an online journal in publication since 1997, and others have been newly undertaken in the most current grant cycle.

A refereed journal published online three times a year, *Language Learning & Technology* is a joint effort of CLEAR and the University of Hawai'i's NFLRC. The journal disseminates research to foreign language educators on issues related to technology and language education.

One research project underway in this funding cycle, *Perceptions about and the Reality of Difficulty Differences in Learning Foreign Languages*, explores claims about language "difficulty" through a critical analysis of these claims and an empirical

study. The study examines student progress in three languages and attempts to make generalizations about perceptions and reality of differences among the languages.

Teaching Materials

CLEAR offers numerous free and low-cost materials for foreign language teachers, including software, assessment tools, print materials, and online resources. Some of CLEAR's most popular products include:

Rich Internet Applications for Language Learning. This suite of a dozen free online authoring tools provides templates for teachers of any language to create their own activities for students. Templates are available for audio and video activities, interactive worksheets, and much more. The collection supports all non-Roman fonts as well as right-to-left languages, making the tools valuable resources for less commonly taught language (LCTL) programs. Tens of thousands of teachers across the country are actively using these tools.

Specialized Materials for Specific Languages. CLEAR's other resources for language teachers include online modules for LCTLs (including Arabic, Chinese, German, Hausa, Korean, Russian, and Vietnamese), print guides for LCTL instruction (African languages, Hindi, Thai, and Vietnamese), and phonetics software for French and Spanish.

Professional Development and Outreach

CLEAR provides programs designed to meet the needs of foreign language educators and students. CLEAR publishes a newsletter, hosts conferences and workshops, maintains

an active online presence, and engages in advocacy activities.

In its *Onsite Professional Development Workshops*, CLEAR personnel travel to institutions around the country to train language teachers on topics requested by the host institution. Recently requested topics have included using technology to enhance teaching, using communicative grammar activities in a grammar-based curriculum, and assessment.

Summer Workshops. CLEAR hosts on-campus workshops each summer, attended by language teachers from all over the United States. Past topics have included skills-based workshops on teaching listening, speaking, writing, and reading, as well as technology-geared workshops such as Rich Internet Applications for language learning, online language portfolios, and online tools for language assessment.

CLEAR's largest outreach event, *World Languages Day*, is a conference where high school and community college students and teachers explore the opportunities available to those who know a foreign language. CLEAR also collaborated with other institutions to create a guide for others to implement their own World Languages Day celebrations.

> "This workshop was above and beyond my expectations. CLEAR's Rich Internet Applications are literally going to transform the way I teach. It should be a required part of every college methodology course."
> —summer workshop participant

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Center for
Open Educational Resources and Language Learning

Established at the University of Texas at Austin in 2010, the Center for Open Educational Resources and Language Learning (COERLL) promotes the collaborative culture that lies at the heart of the Open Education movement. While producing high-quality Open Educational Resources (OER) and hosting teacher development workshops, COERLL works to create an open digital environment so that foreign language learners and teachers can exchange materials, practices, and findings.

OER/OEP Research

COERLL's research initiatives explore the perception and use of foreign language OER, as well as the reasons for the rise in Open Educational Practices.

Teaching Materials

Cultural Surveys and the Luso-Brazilian World approaches culture through the use of native speaker surveys. Survey data will be used to create activities for Portuguese learners to share as OER and adapt to other languages.

From Hybrid French to Online French: *A New Platform for Français interactif* transforms Français interactif into an online course compatible with multiple learning management systems and made available as OER.

The Literary in the Everyday: Crowdsourcing L2 Literacy Materials creates a community of practice whose teacher-members generate literacy materials for the L2 classroom. The project applies the pedagogical principles found in COERLL's OER Le littéraire dans le quotidien or "The Literary in the Everyday."

User-Generated Materials for Heritage Spanish creates materials authored by and for heritage Spanish speakers at community colleges and minority-serving institutions. The project encourages heritage Spanish speakers to view their communities and themselves as important resources for learning language and culture.

Digital Tools and Resources

eComma: L2 Social Reading Tool is free software that allows a group of users to annotate the same text together and to share their annotations with each other. During this project phase, eComma will be made compatible with learning management systems.

Assessment

Gateway to Chinese: Language Assessment OER Upgrade continues the development of a collection of interactive exercises for practicing pronunciation, vocabulary, grammar, listening, and reading.

Professional Development

The TELL Collab: A New Model for In-service Training, an annual two-day summer workshop based on the Teacher Effectiveness for Language Learning (TELL) Framework, creates dynamic professional development opportunities.

TELL Badges: Open Digital Badges for K–12 Professional Development develops a teacher badge system based on the TELL Framework. Teachers earn digital badges that document their professional growth, curate their badges using a virtual backpack, and share badges via professional networks.

Tadriis: Arabic Teaching Methods Website delivers online Arabic teacher training modules that incorporates text, videos, audio, and social media.

Less Commonly Taught Languages Initiatives

Beginning K'ichee' Maya: OER for Indigenous Language Instruction develops OER for K'ichee' Maya, a language spoken in Guatemala. The project serves as a model for developing online teaching materials for indigenous languages.

Língua da Gente: Mobile Language Learning for Portuguese is a podcast series of Portuguese language lessons. The lessons present the Portuguese language within the context of everyday speech and culture.

Open Czech Curriculum produces OER for the teaching of introductory Czech, including a website with instructional and cultural videos, interactive exercises, PDFs, and a print-on-demand textbook.

Outreach and Dissemination

COERLL sponsors conferences, workshops, and webinars throughout the year and disseminates its materials and Open Education Practices through its newsletter "For an Open World" and other publications. COERLL also hosts Facebook learning communities focused on its OER: Français interactif, Deutsch im Blick, and BrazilPod.

> "It was my first time using free online instructional materials, so it was a surprise to find that it was extremely user friendly and did a great job in gradually pulling the student into the Yoruba language, without the overwhelming effects usually attached to learning a new language."
> —Yoruba student and user of Yoruba YeMi *open textbook*

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CULTR

Georgia State University

Center or Urban Language Teaching and Research

Established in 2015, the Center for Urban Language Learning and Teaching (CULTR) at Georgia State University (GSU) was selected as the first Title VI Language Resource Center in the Southeast. CULTR's mission is to highlight career pathways for underrepresented students that open with language study and lead to more diverse employment opportunities in diplomacy, international business, education, public health, and more.

Digital Tools and Resources

CULTR opens access to languages and cultures by providing language learning opportunities and materials such as a free mobile media creation app designed especially for students to facilitate their language learning. CULTR also develops three online resources that are available for language teachers.

Road Map to Language Success. This interactive website serves as an informational portal that highlights (a) how language skills relate to fourteen future educational and career opportunities, (b) how to receive access and funding for language learning opportunities, and (c) resources, such as open educational resources for language learning at all stages of life.

Guide to Mobile Language Learning. CULTR assists teachers in making decisions about the development and implementation of mobile language instruction and learning by providing digital resources that provide replicable models, project plans, worksheets, and evaluation plans.

Guide for Blended/Hybrid and Online Language Learning. CULTR provides a digital resource

that supplies language instructors and administrators with replicable models, project plans, worksheets, and evaluation plans for the development and implementation of blended/hybrid and online language learning, applicable to any language.

Professional Development

CULTR recognizes the need for teacher training, especially in relation to technology, to stem the high attrition rates among foreign language teachers by reinforcing best practices policies in language instruction and assessment and by creating a community of support among teachers.

CULTR hosts an *annual workshop for K-16 language teachers* during the summer. Topics include innovative uses of technology targeted specifically for language teaching, assessment practices in the second language classroom, and methodologies for teaching heritage language students.

Less Commonly Taught Languages Initiatives

CULTR conducts new research and expands current research to address the needs faced by those in less commonly taught language programs.

Geo-locative Linguistic Landscape Project. This place-based language-learning project offers opportunities for university students to explore how Korean is used outside of the classroom.

The Role of Task Complexity in Promoting Foreign Language Learning. This study explores Robinson's Cognition Hypothesis,

which predicts that increasing the complexity of instructional tasks promotes more interaction opportunities for language learners during task-based interaction.

K-12 Initiatives

CULTR hosts *World Language Day*, an exploratory language conference and resource fair for urban high school students. Students explore linguistic and international diversity in our urban communities. Resources for language study, including informational and motivational activities and discovery stations, highlight opportunities and professions with language expertise. Students meet with leaders in international commerce, social services, and governmental agencies with international and global connections.

Outreach and Dissemination

Global Languages Leadership Meeting. This meeting is held annually in conjunction with World Language Day. Invited attendees include school leaders, legislators, government agencies, and business/NGOs with international initiatives. These participants meet together to discuss, advocate, and promote language learning.

> *"Almost a third of America's teachers leave the field sometime during their first 3 years of teaching, and almost half leave after 5 years."*
> —National Commission on Teaching and America's Future

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Indiana University
National African Language Resource Center

The National African Language Resource Center at Indiana University, Bloomington was established in September 1999. It is a federally funded, nonprofit National Foreign Language Center dedicated to the advancement of African language teaching and learning in the United States.

Our Mission

The center's mission is to serve the entire community of African language educators and learners in the United States by sponsoring educational and professional activities designed to improve the accessibility and quality of African language instruction. The center encourages a variety of pedagogical approaches to accommodate learner diversity and advocates for the integration of language and culture learning. It facilitates dialogue among teachers, learners, and administrators and promotes the profession of African language teaching. NALRC:

- Provides resources and training to enhance the teaching and learning of African languages
- Establishes and maintains networks among African language teachers, professional language teacher associations, and other foreign language centers
- Coordinates African language teaching and learning resources
- Disseminates information and materials on the teaching and learning of African languages
- Evaluate and promotes African language instructional programs

Teaching Materials

Multidimensional Approach to the Teaching and Learning of Luganda, Akan (Twi), and *Wolof as a Foreign Language* builds on existing textbooks developed by NALRC. It continues to provide students with the relevant tools and skill for communicating in Luganda, Akan (Twi), and Wolof. It invites students to communicate meaningfully in Luganda, Akan (Twi), and Wolof and, at the same time, to understand better the daily life of those living in the target culture.

The textbooks strive to respect the five goals of the National Standards for Foreign Language Instruction. They present new and more captivating sceneries from the target language's sociocultural context. They also capture events, activities, and lifestyles in the source language's sociocultural context purposely to promote:

- Language ownership
- Connection of target language to issues learners are very familiar with
- Comparative usage of the target language

Professional Development

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

It also guides participants through program curriculum development, assessment, and instruction focusing on key performances aligned to recurring themes in participants' major, program, or course. Using backward design, instructors come away with tools to design a program for communicative performance using real-world tasks in meaningful cultural contexts. The institute concludes with presentations of participants' curriculum plan and the next steps for implementation.

The two-week intensive program gives participants an opportunity for professional development focusing on quality instruction, curriculum development, and assessments for African languages. It also trains fellows in a number of crucial areas central to the effective operation of an African languages program in the United States.

"As I enrolled for the STARTALK Swahili program at my home in Washington DC, I really had no clue or expectations of a revolution!…But today, upon completion of the program, I believe I am a Star facilitator for Swahili learning and culture.

—STARTALK participant

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The Ohio State University

National East Asian Languages Resource Center

As a National Language Resource Center since 1993, the NEALRC's mission is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages.

NEALRC directs resources toward its core concerns by: 1) engaging with other organizations to *develop extended sequences of language courses*, especially *in the K–12 field*; 2) providing both high-stakes and low-stakes assessments for programs and individuals; 3) producing *research* and *materials* that facilitate reaching advanced levels through improved teaching and learning resources; and 4) creating and maintaining *tools for learners and teachers* of Chinese, Japanese, and Korean. *Teacher training* is an integral part of our projects, and the center conducts *summer programs* such as Summer Programs: East Asian Concentration (SPEAC).

Strengthen East Asian Language Programs

Alliances with institutions that are engaged in delivering instruction in East Asian languages in a variety of environments, including community colleges, to help develop an individualized instruction program, universities with advanced language programs to collect and maintain learner data, and an institution with bilingual Spanish-English-speaking undergraduates to profile the third language experience.

NEALRC facilitates the *National Chinese Language and Culture Coalition (NCLCC)* to foster a national conversation on Chinese language education. NCLCC was formed by the Chinese Language Association of Secondary-Elementary Schools (CLASS), the National Council of American Chinese Language Schools (NCACLS), and Chinese Schools Association in the United States (CSAUS).

Pathways to Advanced Skills series, which offers conceptual and pedagogical resources for advancing teaching in East Asian languages and program-building missions.

Develop Materials that Support Gaining Advanced Skills in East Asian Languages

Localized intermediate to advanced materials to the place where the instruction is occurring. Examples include Perform Suzhou: A Course in Intermediate to Advanced Spoken Mandarin. A *Course Package of Learning Materials* that includes an e-novel, audio program, TV series with concurrent scripts, and lesson plans for advanced-level students of Chinese.

Songs of Thorns and Flowers: Bilingual Performance and Discourse on Modern Korean Poetry series, five volumes each presenting the works of a modern poet that employ a pedagogical approach to modern Korean poetry.

Create Online Tools for Learners and Teachers of East Asian Languages

Reader's Tools, which present online texts with accompanying audio and a concordancing

function to permit learners to read along with the audio track and to compare elements of a text with all the usages of that element occurring in that text,

Pathway to Spoken Korean, free online materials designed for students with no previous exposure to Korean.

At Home in Japan, online materials to train Americans to adapt to living with the Japanese.

Computer Adaptive VOcabulary Assessment (CAVO), an online tool allowing users to choose an electronic text and take low-stakes tests on its vocabulary, to conduct a frequency analysis of the expressions, and to present instant glosses for the expressions.

Online Domain Lectures and Papers to present a series of talks by experts in various fields to inform the advanced language learner about the presentational styles of prominent intellectuals in East Asian languages.

The Performance Classroom Video Resource Catalogue which presents teaching samples online such as "first day of class" or "asking directions."

Game Point System (GPS), an interactive website and mobile app to permit teachers to assign language tasks to learners and award points.

Chinese: Communicating in the Culture (CCC) online materials for the users of CCC.

"It was wonderful and very helpful. I loved the interactive parts of the lesson."
—At Home in Japan *user*

"I came across your online Korean free course. I like it so much and really want to say a big thank you! Also I want to know if Korean materials are available for download."
—Pathway to Spoken Korean *user*

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National Foreign Language Resource Center

The National Foreign Language Resource Center (NFLRC) was established in 1990, the first year of the LRC program, as part of the College of Languages, Linguistics & Literature at the University of Hawai'i at Mānoa. The main goal of the NFLRC is the expansion of the nation's capacity to teach and learn foreign languages effectively through research, materials, and professional development projects that focus primarily on the less commonly taught languages (LCTLs) of East Asia, Southeast Asia, and the Pacific. Drawing on institutional strengths in foreign language teaching, instructional technology, applied linguistics, and second language acquisition, and leveraging collaborations with other minority-serving institutions and community colleges, NFLRC projects bear relevance to the learning and teaching of all languages.
Project-based Language Learning (PBLL). PBLL constitutes an integral part of several NFLRC initiatives, including the development of model foreign language projects, the creation of an interactive repository of model projects, the development of PBLL curriculum for LCTLs, the development and delivery of intensive online institutes on PBLL, and annual intensive summer institutes. The goal of these initiatives is to provide a solid foundation for the implementation of PBLL in diverse language learning contexts.
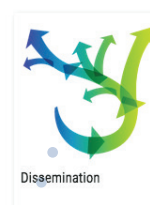
Research

The NFLRC conducts and disseminates research through three monograph series (*NFLRC Monographs*, *Pragmatics & Language Learning*, and *Pragmatics & Interaction*), online publications (including an extensive YouTube channel), and three well-regarded open online journals (free subscription): *Reading in a Foreign Language*, *Language Learning & Technology* (co-sponsored with CLEAR and the Center for Language & Technology at the University of Hawai'i), and *Language Documentation & Conservation.*
Many NFLRC projects integrate *Design-Based Research (DBR)*, a type of research that is highly effective at improving processes and products through iterative cycles of redesign and evaluation. The NFLRC uses DBR to identify design principles that guide research or development, to reveal the hidden potential of instructional tools, materials, and processes, and to understand the conditions under which such materials or processes achieve outcomes of interest.

Professional Development

The NFLRC offers professional development opportunities, including online institutes, intensive summer institutes, teaching and technology conferences, workshops, and webinars. Initiatives in include the *Teacher Portfolio and Preparation Series*, the online international conference on project-based language learning, and *professional development modules for online language teachers*, an NFLRC initiative in collaboration with the North Carolina Virtual Public School. All core NFLRC professional development opportunities grant electronic credentials (badges) to participants. Many of these opportunities are free, and the materials developed for them are made available to the profession as open educational resources. The NFLRC also sponsors or co-sponsors many workshops, symposia, and conferences. Some of these events include the Hawai'i Association of Language Teachers annual conference and symposium, the biennial *International Conference on Language Documentation & Conservation*, the Southwest Conference on Language Teaching (SWCOLT), the International Society for Language Studies (ISLS) Conference, the *Business Chinese Workshop on Language for Professionals*, and the *International Conference for Interactivity, Language, & Cognition (CILC).*

Collaborations

Many NFLRC projects are the result of fruitful collaborations forged with minority-serving institutions, community colleges, virtual public schools, sister LRCs, and other Title VI programs. For example, a current project to develop and implement project-based language learning curriculum for two less commonly taught languages was made possible through a collaboration between the NFLRC, Kapi'olani Community College, and the Center for Southeast Asian Studies at the University of Hawai'i at Mānoa.

Project-Based Language Learning

Design-Based Research

Intensive Summer Institutes

Online Professional Development

PBLL Curriculum Development

Dissemination

"March 2009 marked an important milestone: the First International Conference on Language Documentation and Conservation, held at the University of Hawai'i. The scale of the event was striking, with five parallel tracks running over three days…The buzz among the participants was that we were at the start of something big, that we were already part of a significant and growing community dedicated to supporting small languages together."

—*conference participant*

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National Heritage Language Resource Center

University of California, Los Angeles

The mission of the National Heritage Language Resource Center, established in 2006 at the University of California, Los Angeles, is to strengthen the research base for heritage language education, extend research findings into improvements in curriculum, teaching materials, and teacher education, and expand the community of scholars and practitioners in the field. Each area is fundamental to NHLRC's goals and will be pursued through several projects.

Research

An Assessment of Emerging Best Practices in Heritage Language Teaching will investigate, identify, and categorize best practices and methodologies used by experienced teachers.

Annual summer heritage language research institutes explore connections between research findings on the characteristics of heritage language learners and heritage language teaching methodologies.

Collaborative research projects on teacher training and curriculum design with Mt San Antonio Community College and Garden Grove Unified School District are designed to improve heritage language instruction at these institutions and to serve as models for future national projects.

Learning and Teaching

Summer Classes for High School Heritage Speakers will be offered in Armenian, Korean, Persian, and Russian in year one; additional languages will be added in following years.

Professional development for heritage language teachers includes yearly one-week summer workshops on teacher training and materials development; workshops offered at conferences, including at American Council on the Teaching of Foreign Languages' 2015 convention; an online certificate in development; an ACTFL webinars series; and workshops for school districts.

Community Building

An Online Network of Community-Based Language Schools will allow community language schools to connect through a web portal to share information on issues including teacher training, articulation with public schools, student recruitment, and other topics.

The *Third International Heritage Language Conference* will be held in 2018. Heritage language researchers, instructors, and specialists from numerous disciplines will gather to discuss research findings and pedagogical issues.

Publications

Our publications include the *Heritage Language Journal*, established in 2003; the *NHLRC Newsletter*, a quarterly newsletter on issues of heritage language instruction; and a handbook on heritage language education.

"[Since attending the workshop] I look at and listen to our Heritage Learners in a different way now and find that it's important to meet their needs, even though I am not a native or heritage speaker myself. The idea is to challenge them and not just give them busy work."

—program participant

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National Resource Center for Asian Languages

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, 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 perceptions of dual language immersion programs
- Investigate strengths and challenges to establishing K–12 dual language immersion programs
- Identify effective strategies for teaching dual language immersion programs
- Investigate effectiveness of K–12 dual language immersion programs as they relate to student learning outcomes

Teaching Materials

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

- Identify and create a framework for development and selection of instructional materials
- Develop *instructional materials aligned to Common Core State Standards* for K–6 dual immersion language instruction and for 7–12 foreign language instruction

- Develop materials and resources for postsecondary language courses
- Implement instructional materials in K–12 classrooms and college courses

Assessment

Assessments allow teachers to evaluate students' progress, determine whether educational goals are met, and set appropriate learning goals and standards. NRCAL develops assessment tools and strategies through the following activities:

- Identify and create a framework for the development and selection of assessments
- Develop and apply assessment tools and practices intended for dual language immersion courses
- Develop and apply assessment tools and practices for foreign language courses

Professional Development

Professional development opportunities allow teachers to enhance their skills, in turn increasing student achievement. NRCAL provides biannual seminars and intensive summer institutes that focus on the language, culture, history, and teaching strategies of LCTLs. These activities include:

- Professional development for in-service dual immersion language K–6 teachers connecting to Common Core State Standards
- Professional development for pre-service and in-service foreign language K–12 teachers focusing on language learning, scaffolding, and linguistic structure
- *Symposium for postsecondary education language instructors* teaching heritage language learners
- Training for advanced foreign language

students, pre-service language teachers, and employees of community-based organizations and local businesses.

Less Commonly Taught Language Initiatives

NRCAL aspires to become an integral link in the Asian language educational community in the following ways:

- Establish an online language education network, including an inventory of current resources
- Develop language community needs assessments to enhance advocacy and awareness of foreign languages
- Create a *Community Literacy Project* to generate resources for teachers and students and provide technical support for those generating literature for LCTLs
- Develop and offer advanced online modules to enhance cultural competency

Outreach and Dissemination

NRCAL takes an active role on the Internet and social media to broadcast findings and share materials and information.

- Develop a website to share resources
- Develop an online language education network
- Distribute a monthly newsletter on the research, teaching, and learning of Asian languages
- Create online instructional modules
- Develop webinars/monthly chats
- Present at conferences
- Contribute to social media

[need short quote]

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Duke University

Slavic and Eurasian Language Resource Center

> "The summer institute experience has empowered our alumni to integrate language technology into their classrooms, resulting in new courses, websites, and interactive multimedia tools now available to the instructional community of the entire US."
>
> —summer institute participant

Combining the resources and capabilities of Duke University with outstanding research teams drawn from universities and government agencies across the United States, The Slavic and Eurasian Language Resource Center (SEELRC) focuses on Slavic and Eurasian languages—all of which are less commonly taught languages (LCTLs) and most of which are listed as priority languages by the U.S. Department of Education.

Research

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

Teaching Materials

Russian Culture and Language Through Film (CTF) consists of twenty-two web modules that include between four and six individual units. The modules use film clips, film text, exercises, a bilingual dictionary, and instantaneous diagnostics for exercises at the intermediate and advanced levels. New modules for Russian and other languages, as well as a custom content tool, will be designed in the project's next phase. SEELRC is also developing advanced language learning materials for Georgian, Persian, Urdu, and Hindi proficiency standards and testing. New SEELRC projects include *advanced-level Ukrainian texts*, exercises, and proficiency-based test modules and Hindi language audio and grammatical materials.

Digital Tools and Resources

SEELRC's *Russian Grammatical Dictionary* is the only grammatical dictionary of modern Russian in any format that includes full paradigms for all lexical entries, including verbal government, word-formative derivations, full sentence examples, and auditory components.
Web-based Reference Grammars of Slavic and Eurasian Languages, published by SEELRC, are interconnected and fully searchable, allowing for immediate access to grammatical topics across languages. To date, grammars for eight languages have been published and plans are underway to develop grammars for seven additional languages. SEELRC has created *Webliographies* for twenty-four languages with links and commentary that receive more than a thousand hits per month. Webliographies for Baltic languages and several Turkic and Persian languages are to follow.
SEELRC also develops modules in Slavic linguistics, multilingualism, neurolinguistics, and sociolinguistic theory. A series of short lectures by Dr. Ronald Feldstein of the University of Indiana can be found on the website.

Assessment

SEELRC is engaged in programs to develop and implement comparative language proficiency measurement and testing. 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.

Professional Development

Summer institutes sponsored by SEELRC provide training for teachers, language program coordinators, and linguists in Slavic and Eurasian languages and language technologies.
SEELRC also offers language proficiency testing and certification workshops during the summer, conducted by instructors certified to administer Testing Russian as a Foreign Language.

K–12 Initiatives

Starting in 2013, SEELRC played a central role in the introduction of Russian into Jordan High School, a public minority serving institution. In 2014, SEELRC in conjunction with CSEEES, began a series of workshops with Bennett College faculty and administrators called the *Intercultural Competencies and Development of Global Perspectives (ICDGP)*, where SEELRC-affiliated faculty presented on deconstructing essentialism, multilingualism as a cultural and neurological phenomenon, understanding minority language communities, language learning in the county, and meeting the needs of heritage learners in the curriculum.
SEELRC also continues to host the North Carolina ACTR Olympiada of Spoken Russian. This competition supports and involves high school students across the state.

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