LRC

LANGUAGE RESOURCE CENTERS

Increasing Capacity for
Language Teaching and Learning

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

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

Making Language and Culture Study a National Priority

For the U.S. to remain a political, economic, and social leader, it needs to tap into its greatest resource: 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— 23 million jobs are tied to international trade alone. Local businesses are also adjusting to their communities' growing language needs. Government agencies need multilingual employees to provide healthcare, social services, law enforcement, and emergency assistance to America's increasingly diverse population.

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

- strengthened communication skills.

- intellectual and cognitive growth.

- broadened career and life opportunities.

- an increased understanding of other people and cultures, 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-eight years later, Title VI of the Higher Education Act supports sixteen LRCs, creating a national network of resources to promote and support 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.

The sixteen LRCs include:

Assessment and Evaluation Language Resource Center (AELRC), *American Council on the Teaching of Foreign Languages* and *Center for Applied Linguistics*

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

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

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

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

Center for Open Educational Resources and Language Learning (COERLL), *University of Texas*

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

National African Language Resource Center (NALRC), *Indiana University*

National East Asian Languages Resource Center (NEALRC),
The Ohio State University

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

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

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

Open Language Resource Center (OLRC), *University of Kansas*

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

Second Language Teaching and Research Center (L2TReC),
University of Utah

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

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

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

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

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.

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.

Despite a substantial body of literature showing the efficacy of language corpora as a pedagogical tool, instructors attempting to move from theory to praxis find little guidance on how to proceed. OLRC's *Incorporating Corpora* provides a brief overview of research in data-driven learning, a guide for

instructors on using corpora to prepare pedagogical materials, and a selection of corpus-based assignments to use in the classroom.

Language Learning & Technology, an open refereed language journal sponsored by NFLRC, COERLL, and the Center for Language and Technology at the University of Hawai'i, publishes original research on applications of technology in language education.

PEARLL is examining the impact of the *Teacher Effectiveness for Language Learning* (TELL) framework for model language teacher practices. This research explores the effect of professional development on both classroom practice and student outcomes. The project will be able to inform the future design of professional development opportunities.

NHLRC is conducting two major surveys, one with a focus on *college-level heritage language students* and one on *language courses for K-12 heritage learners*. Both surveys will allow educators to better support their heritage language students. NHLRC also publishes research on heritage languages and their speakers in the peer-reviewed *Heritage Language Journal*, published three times per year.

Orthography and the role of extensive reading on student learning has recently received attention in the field of second language acquisition. CeLCAR investigates the effects of these two areas on the acquisition of Central Asian languages.

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 learning a foreign language contributes to cognitive development and overall academic achievement.

"My child has become more interested in learning about the Russian culture. The class improved his linguistic and cultural competence." – Parent of Child Participating in Summer High School Classes for Heritage Speakers

TEACHING MATERIALS

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

Globalization and growing populations of non-native English speakers require the U.S. to increase 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 advanced-level learners.
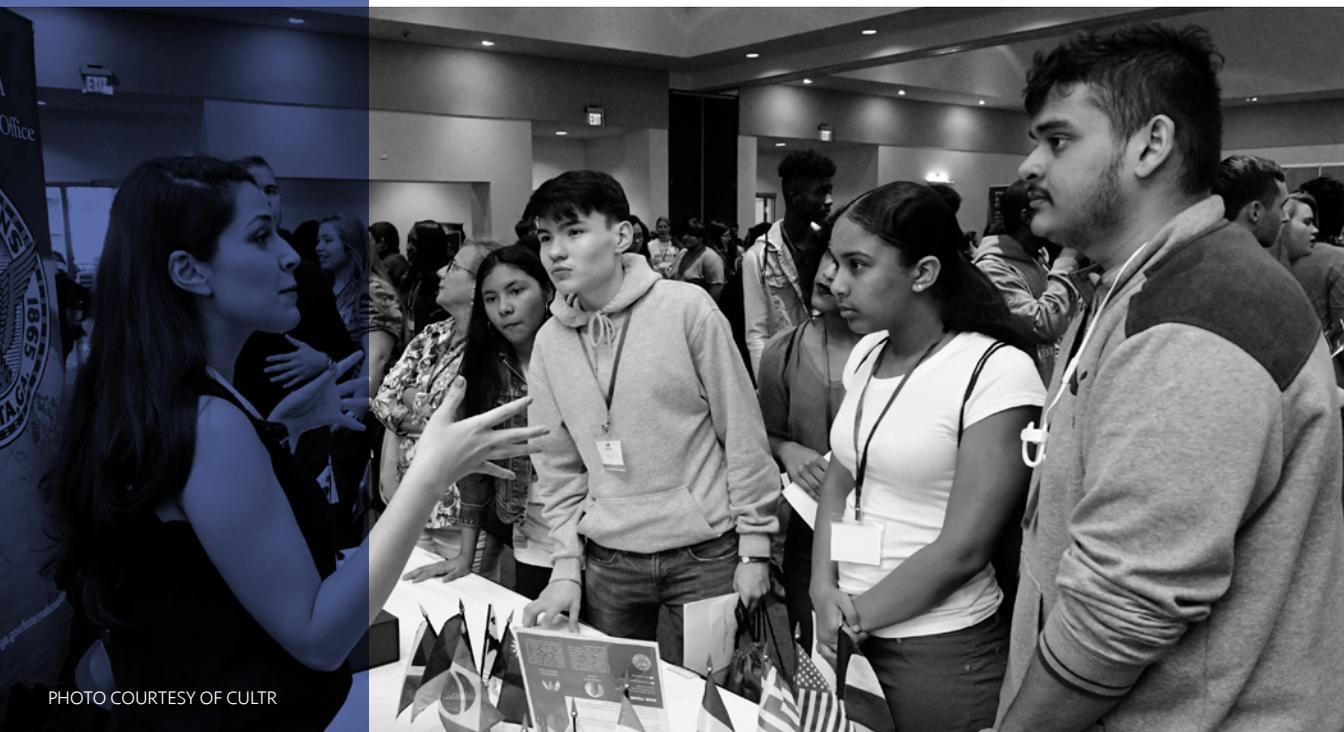
PHOTO COURTESY OF CULTR

Materials for Teachers

CERCLL's **Composition through Socioscientific Issues, Film School for Global Scientists,** and **Socioscientific Issues in the LCTL Classroom** bring science literacy into the language learning classroom.

Project-based language learning (PBLL), blended learning, and online language learning drive several NFLRC initiatives, including the creation of a **repository of PBLL projects** and the development and delivery of a wide variety of educator learning experiences on PBLL, including both online and face-to-face.

OLRC's **Acceso Spanish** curriculum focuses on crowdsourcing as a way to expand the resource and ensure its relevance as the growth of the Latinx/Hispanic population continues to drive demographic change.

CALPER's **Heritage Speakers in Study Abroad Programs** is a functional guide for administrators and heritage-speaking learners to optimize student language learning in sojourn contexts.

COERLL's **Trayectos: A Multiliteracies Approach to Collegiate Spanish** applies the tenets of the multiliteracies pedagogy learning by design and of performance-based instruction and assessment to the development of openly licensed educational resources for teaching beginning and intermediate Spanish.

L2TReC offers **teaching materials in Chinese, French, Portuguese, and Spanish** based on its **Multilingual Spoken Second Language (MuSSeL) corpus**. Activities focus on linguistic features that are particularly challenging for learners of these languages.

Materials for Students

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

CeLCAR's **online courses for Dari, Kurmanji Kurdish, Mongolian, Pashto, Tajiki, Tibetan, Uyghur, and Uzbek** are available for worldwide enrollment and bear university credit.

OLRC offers **supplementary materials** for Russian and Ukrainian grammar, Chinese phonetics and orthography, and Wolof idiomatic speech. They also provide complete curricula for introductory Kiswahili and advanced Turkish, as well as materials in Spanish focused primarily on Central and South America and French materials exploring the cultural diversity of the francophone world.

NEALRC's **Co-Constructing a Third Space: Negotiating Intention and Expectation in Another Culture** helps students use advanced language and culture skills in East Asian languages.

DIGITAL TOOLS AND RESOURCES

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

Virtual and Augmented Reality for Language Training (VAuLT), a partnership led by CASLS and COERLL, situates learners in immersive contexts. Learners select a VAuLT module tailored to their target language and professional domain. Each module contains vocabulary, grammar, and communication strategies relevant to the selected domain.

NHLRC's comprehensive *online course for training heritage language teachers* consists of five self-paced modules designed for instructors of all languages and levels.

Catalyst, a partnership between PEARLL and CASLS, is an online portfolio that allows educators to set professional goals, identify their strengths, and upload evidence and reflections. Educators of all levels can connect with others to engage in meaningful collaboration and receive feedback on teaching practices.

L2TReC builds on Utah's extensive experience with dual language immersion to develop *video libraries of highly effective teaching practices*. Teachers have access to curated videos of successful classroom strategies in a range of target languages in both elementary and secondary contexts.

CULTR's *digital toolkits* empower families to promote language education at their schools and in their districts. The toolkits include information about language-related careers, talking points, and strategies to determine effective language programs.

COERLL is expanding on the widely used intermediate online course ***ClicaBrasil*** by offering a print-on-demand textbook to accompany the online readings and native-speaker videos shot on location in Brazil.

NEALRC's ***Babel Dabble: An Online Learning and Assessment Tool*** is the first real-time, digital, global competitive writing system platform for Chinese learners. Babel Dabble is a gamified combination of Words with Friends, Xbox Live, and a spelling bee.

CERCLL's ***Multilingual Academic Corpus of Assignments – Writing and Speech (MACAWS***) includes an online searchable repository where researchers and instructors have access to a corpus of assignments created by students in Russian and Portuguese. MACAWS creates linguistic complexity through multiliteracies.

"I came across your online Korean free course. I like it so much and really want to say a big thank you!"
– Learner Using Online Program

ASSESSMENT

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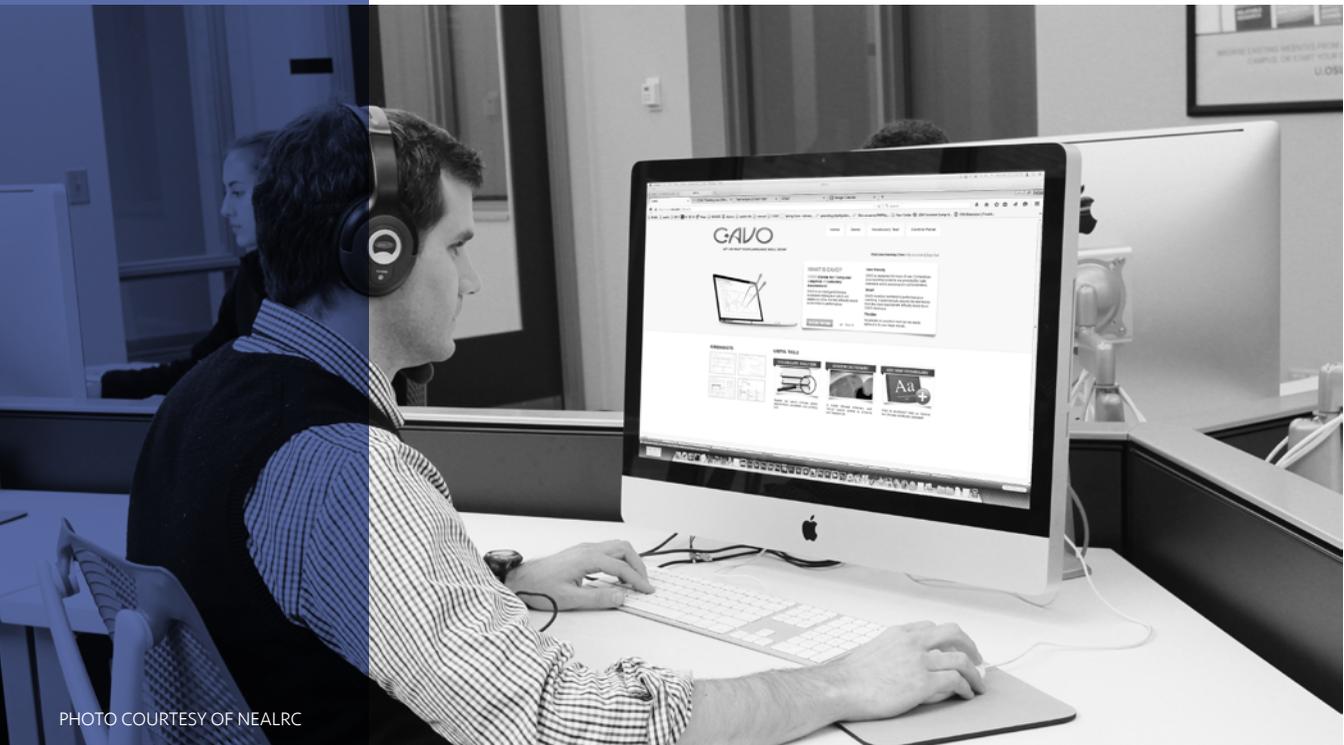
PHOTO COURTESY OF NEALRC

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. AELRC offers *C-tests* in Chinese for research purposes and, once validation studies are complete, these tests will be free for all educators to use. AELRC will add two additional languages by 2022.

Computer Adaptive VOcabularly (CAVO) and *Chinese: Communicating in the Culture Unit Tests*, both developed by NEALRC, are low-stakes assessments that inform learners of their progress by providing immediate and transparent results.

CeLCAR's expanding *Proficiency Testing Project (PTP)* includes proficiency guidelines and assessments for Azerbaijani, Balochi, Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, and Tibetan. Exams for Pashto, Turkmen, Uyghur, and Uzbek are also available.

LinguaFolio Online, a portfolio assessment tool developed by CASLS in partnership with the National Council of State Supervisors for Languages (NCSSFL), allows students to collect evidence demonstrating their abilities to use languages in real-life situations, organized according to the NCSSFL-ACTFL Can-Do Statements.

CASLS and AELRC offer the *Intercultural, Pragmatic, Interactional Competence (IPIC) Measure*, a digital simulation that assesses learners' abilities to navigate intercultural encounters with varying power and social distance using Chinese and Spanish.

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.

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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 leads to proficiency in foreign languages.

NFLRC offers resources specifically designed for teachers who are interested in online teaching or are currently teaching online. The *ACTFL mentoring program* for online language teachers uses those resources.

AELRC and OLRC, in partnership with ACTFL, host workshops for language educators that introduce the *ACTFL Proficiency Guidelines* and *Modified Oral Proficiency Interview (MOPI*) to help educators understand how to integrate them into standards-based, proficiency-oriented classrooms.

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

CERCLL's *Professional Learning Networks (PLONS)* foster links between research and practice, create space for addressing problems of practice, foster transformative teaching, enhance student learning, increase teacher retention, and reduce isolation. Participants post classroom activities and engage with experts. SEELRC's *summer institutes* provide training for

PHOTO COURTESY L2TReC

teachers, language program coordinators, and linguists in pedagogy, testing, and language technologies. SEELRC also offers **language proficiency testing and certification workshops** conducted by certified instructors of Russian.

CALPER's special conference on **High-leverage Teaching Practices** hosted in 2021 and 2022 brings language teachers together to share and discuss research and curriculum projects.

NALRC spearheads collaborative efforts to organize **workshops on using new technologies for teachers of African languages and other LCTLs.**

Recognizing that not all educators can travel to conferences and forums, CASLS publishes **InterCom**, a customizable professional development newsletter. Each issue includes a brief article of topical interest to language teaching and learning, a classroom-ready activity, a spotlight on Title VI activity, and current publications, language-specific resources, and professional development opportunities that match teachers' profiles.

"This workshop will transform the courses I teach, the way my students learn, and really transform me and my identity as a language teacher." – Summer Institute Participant

LESS COMMONLY TAUGHT LANGUAGE INITIATIVES

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

Instruction in these languages is rare at the K-12 level. Qualified teachers are difficult to find, and high-quality teaching materials are virtually nonexistent for many languages identified as "critical" by the U.S. government. 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 while five are organized around particular regions and develop effective instructional programs for the languages in their area. These LRCs are:

- **CeLCAR at Indiana Universit**y, which has developed elementary textbooks for Azerbaijani, Balochi, Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Sorani Kurdish, Tajiki, Tibetan, Turkish, Turkmen, Uyghur, and Uzbek; intermediate textbooks for Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, Pashto, Uyghur, and Uzbek; and advanced textbooks for Dari, Pashto, and Uyghur.

- ***NALRC at Indiana University***, which offers communicatively oriented textbooks for elementary learners of twenty-two African languages: Akan, Amharic, Bemba, Bamankan, Chichewa, Egyptian Colloquial Arabic, Hausa, Igbo, Kikongo, Kinyarwanda, Kirundi, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Wolof, Yoruba, and Zulu. Textbooks for intermediate learners of Kinyarwanda, Shona, Swahili, Twi, Yoruba, and Wolof and advanced learners of Swahili and Yoruba are also available.

- ***NEALRC at The Ohio State University***, which offers materials and instruction in East Asian languages. Their ***Perform City*** series emphasizes language localization, which is a step toward study abroad and provides opportunities for learning Chinese and Japanese in specific localities.

- ***NRCAL at California State University, Fullerton***, which is currently producing student online texts to support K-12 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 offers webliographies with links and commentaries for thirty-one Slavic and Eurasian languages, including Azerbaijani, Chechen, Kyrgyz, Persian, Russian, Tajik, and Turkish.

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.

CALPER, in partnership with the Center for Urban Education at the University of Pittsburgh, collaborates with language educators in underserved school districts in the greater Pittsburgh area to *identify and address instructional needs to enhance culturally responsive pedagogical practices* and improve language instruction.

The *Seal of Biliteracy*, a formal recognition of high school graduates' proficiency in two or more languages, is profoundly impacting foreign language education and testing. AELRC is guiding language instructors in understanding how to use test results appropriately for maximum student benefit, exploring how the seal can support articulation between secondary and postsecondary language teaching, and working collaboratively to explore how the seal and other assessment initiatives might expand foreign language education to better serve traditionally underrepresented students.

L2TReC works to promote the *Seal of Biliteracy for high school students in heritage language communities.* Building on their work with Nepali, Samoan, and Tongan speakers, L2TReC creates assessment tools, materials,

and procedures to promote equity and access for underrepresented populations.

CULTR and OLRC each host their own **World Languages Day**, an exploratory language conference and resource fair for high school students. World Languages Day highlights the central role of global skills, particularly language proficiency, in opening up career and service opportunities.

OUTREACH AND DISSEMINATION

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

PHOTO COURTESY OF CULTR

- PEARLL's **Model Classroom Network** encompasses a group of educators who exemplify the Teaching Effectiveness for Language Learning framework. Network teachers receive online coaching, professional development opportunities, and access to a virtual network of other TELL classroom teachers experiencing similar challenges.

- The **Language OER Network**, a community page hosted by COERLL, showcases the work of language educators who use, create, or promote open educational resources (OER) and awards educators a digital badge. The collection is a testament to the widespread, multifaceted open education movement among language teachers.

- CULTR's **interactive map of dual language immersion schools and programs** highlights the equity in the availability of these programs and informs action to address the opportunity gap.

- L2TReC offers teaching materials in Chinese, French, Portuguese, and Spanish based on its **Multilingual Spoken Second Language corpus**. Units and activities focus on linguistic features that are particularly challenging for learners of these languages.

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. In addition, many centers annually publish language teaching and learning materials, scholarly journals, textbooks, and research articles.

"Before the project even started, you came to my school and asked me what students need. We talked a long time about it. It was really nice. Somebody's listening to us! And trying to do something about it." – High School Teacher

ASSESSMENT AND EVALUATION LANGUAGE RESOURCE CENTER

Georgetown University

Assessment and evaluation are key elements in a comprehensive approach to education that is accountable to the needs of learners, the values of scholarly disciplines, and the well-being of society. The Assessment and Evaluation Language Resource Center (AELRC), in partnership with the Center for Applied Linguistics (CAL) and the American Council on the Teaching of Foreign Languages (ACTFL), focuses on:

• underrepresented languages, populations, and institutions;
• student learning outcomes assessment;
• program evaluation; and
• the Seal of Biliteracy.

Research
Program evaluation is often perceived as a task imposed by administrators without a clear connection to supporting program outcomes. In addition, appropriate methods for evaluation are lacking. AELRC conducts research to enhance the capacity of foreign language educators, administrators, and LRCs to make decisions about resource distribution, conduct periodic program reviews, reflect on federal accountability requirements, and provide ongoing quality assurance and improvement.

Digital Tools and Resources
AELRC is working to develop new ***self-study language program evaluation materials***, to be piloted in 2020 and available online for use by instructors. On its website, AELRC provides online resources, tools, and examples of useful lngauge program evaluation. AELRC is updating and expanding these materials with a focus on maintaining their utility, providing evaluation-specific research briefs, research-into-practice briefs, frameworks, instruments, and protocols.

AELRC

Assessment

AELRC is working to enhance national capacity in language and intercultural communication assessment by developing assessment tools and providing professional development on their use. AELRC currently focuses on three types of tests: *C-tests*; the *Intercultural Pragmatic Interactional Competence Measure (IPIC)*; and the *ACTFL Assessment of Performance toward Proficiency in Languages (AAAPL)*.

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*. AELRC provides a series of face-to-face and online professional development opportunities in student learning outcomes assessment for language educators, focusing on making them available to and relevant for teachers in heritage programs, community colleges, and other underrepresented settings. The AELRC also incorporates research on the *Seal of Biliteracy* into these efforts and thus will be able to examine not only the effectiveness of formal language education, but also the impact of the Seal on LCTLs and articulation from secondary to postsecondary contexts.

Outreach and Dissemination

AELRC offers workshops in classroom learning-oriented assessment, proficiency test development, and training on oral proficiency tests, as well as new biannual institutes on evaluation. AELRC also supports the annual *East Coast Organization of Language Testers Conference (ECOLT)* and oversees the *Consortium on Useful Assessment in Language and Humanities Education (CUALHE)*, an umbrella organization for university language departments conducting assessment and evaluation to better understand and improve humanities education. All projects and research are shared through the AELRC website, the annual *Bulletin*, and research briefs that translate research into practice.

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CENTER FOR ADVANCED LANGUAGE PROFICIENCY EDUCATION AND RESEARCH

The Pennsylvania State University

Established in 2002, the mission of the Center for Advanced Language Proficiency Education and Research (CALPER) at The Pennsylvania State University, now in consortium with the University of Pittsburgh, is to strengthen and promote language learning at the advanced levels of proficiency. Through research that informs practice, the development of innovative teaching and learning materials, and collaboration and partnerships with language educators throughout the country, CALPER maintains this orientation and contributes to the improvement of advanced-level language instruction in the U.S.

Research

CALPER conducts applied research that directly informs language teaching, the assessment of language development, and the development of successful program-enhancing components. Two illustrative projects in the new grant cycle are: *L1 Use in World Language Classrooms* is based on research that indicates that principled use and awareness of learners' L1 can play an important role in L2 development. The project contributes to this research through evidence gathered in classroom observations and develops exemplary practices for L1 and L2 use based on the collected evidence. *High-leverage Teaching Practices for Underserved Urban School Districts* will identify the specific instructional needs of learners and teachers and will create procedures, workshops, and mini-courses in collaboration with district teachers to improve world language instruction.

Teaching Materials

The creation of innovative teaching materials based on authentic language and a pedagogical emphasis on conceptual understanding have been a keystone in CALPER's work since it was established. A selection of our new teaching materials includes:

• a project that focuses on the development of *Usage-based, Corpus-driven Vocabulary Modules* for intermediate and advanced learners of Chinese, Korean, and Russian. The pedagogical modules are based on authentic samples of spoken and written corpus data.

• modules to explicitly teach writing that are *Genre-based Materials* for intermediate and advanced learners of Arabic. The modules are designed around various purposeful genres and in ways that are culturally appropriate to the social context in which the language occurs.

• a series of learner materials for **Concept-based Language Instruction (CBLI)** presents learner activities essential to understanding critical grammatical and pragmatic concepts in Chinese.

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. Two projects focus on new professional development materials: **Concept-based Language Instruction (CBLI)**. This project is a resource for language educators who want to deepen their understanding and knowledge of CBLI. Extending our previous work on CBLI, the project creates a guide to help teachers develop their own units and implement their lessons grounded in the principles of CBLI. In collaboration with Delaware State University and area teachers, CALPER designs and implements a viable **content-based curriculum for dual-enrollment language courses** that contains a significant component of professional development events for teachers.

Outreach and Dissemination

CALPER disseminates results of our projects through our newsletter, our working paper series, and professional documents, and offers new professional development opportunities for language educators through summer workshops and two **conferences on High-leverage Teaching Practices** in 2021 and 2022.

CALPER

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CENTER FOR APPLIED SECOND LANGUAGE STUDIES

University of Oregon

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

Digital Tools and Resources

Virtual and Augmented Reality for Language Training (VAuLT), a partnership with COERLL, situates learners in immersive contexts to gain the critical language skills they need. Learners select a VAuLT module tailored to their target language and professional domain. Each module contains vocabulary, grammar, and communication strategies.

The ***Bridging Project*** offers meaningful learning experiences for high school students with high levels of proficiency (Advanced-Low), often heritage and immersion students, to continue studying language. Coursework themes include leisure, race, gender, appearance, and human rights and activism.

The ***Games2Teach*** website offers classroom-ready activities for Novice, Intermediate, and Advanced learners of seventeen languages. The website also provides pedagogical support for instructors as they incorporate games into the language learning classroom. Games2Teach is a partnership with CERCLL.

Ecopod modules engage learners in using language and content expertise to solve problems, find collaborators, and build community. For example, students work together to select resources to survive a pandemic, identify emergencies and dispatch help during an earthquake, or explore their surroundings in a campus-based scavenger hunt.

Assessment

CASLS works to broaden the assessment landscape to include evaluation resources extending beyond high-stakes proficiency assessments.

LinguaFolio Online, a portfolio assessment tool, allows students to collect evidence demonstrating their abilities to use the target language in real-life situations. It enables students to set their own goals, track their progress

toward accomplishing those goals, view opportunities for growth, and upload work samples to showcase their abilities. Organized around the NCSSFL-ACTFL Can-Do Statements, LinguaFolio Online helps students and teachers organize language learning experiences.

In partnership with AELRC, CASLS is developing the *Intercultural, Pragmatic, Interactional Competence (IPIC) Measure*. This digital simulation assesses learners' abilities to navigate intercultural encounters with varying power and social distance using the target language. It then creates a learner profile based on four dimensions critical to language competence: knowledge, analytical abilities, subjectivity, and awareness. Accompanying professional development materials support educators in cultivating learners' acquisition of intercultural and pragmatic competence.

Professional Development

InterCom is a weekly email digest that offers educators just-in-time information in easy-to-digest portions. InterCom is customizable, so teachers receive only the information they choose. Each issue includes: 1) a brief introduction to an issue relevant to language teaching and learning; 2) a classroom-ready activity; 3) a spotlight on Title VI LRC activities; and 4) links to curated publications, language-specific resources, and professional development opportunities.

Catalyst, created in partnership with PEARLL, is an e-portfolio for teacher professional development that engages educators in goal setting, self-evaluation, and meaningful reflection. With Catalyst, educators can compare their current practices to the Teacher Effectiveness for Language Learning (TELL) framework. Teachers set and monitor goals for their professional growth, upload evidence such as videos and planning documents, and connect with professional learning resources.

CASLS

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C A S L S

CENTER FOR EDUCATIONAL RESOURCES IN CULTURE, LANGUAGE AND LITERACY

University of Arizona

CERCLL's focus on (inter)cultural competence and multiliteracies supports innovative projects and professional learning initiatives that promote the integration of 21st century literacies and the development of intercultural and global competencies needed to meet the strategic needs of the U.S. today. Founded in 2006, our activities focus on the integration of language, culture, and literacy at every level of language teaching and learning, and address the nation's need for speakers of multiple languages across a diverse range of contexts.

CERCLL's projects and initiatives fulfill this mission by approaching language teaching and learning on three intersecting levels:

• *Innovative Pedagogies, Curricula, and Materials* involves research on innovative pedagogies for FL teaching that integrate multiple literacies— including digital literacy and science literacy, as well as more traditional forms of literacy—and create curricular models and materials reflecting these approaches.

• *Teaching and Learning Communities* encompasses several initiatives wherein K-16 FL educators are offered opportunities for engagement and collaboration, such as workshops, institutes, and professional learning online networks (PLONs).

• *Knowledge Sharing and Building* facilitates the dissemination of new understandings and professional practices related to foreign language and culture education through conferences and symposia where educators, researchers, and other practitioners can meet to exchange knowledge and experiences.

Together, these overlapping projects and initiatives create a synergy of ideas, implementation, and impact reflected in the CERCLL's name (pronounced "circle"). In addition to multiple print and electronic publications that have resulted from CERCLL's activities and that focus especially on incorporating multiliteracies in the classroom and in fostering and assessing intercultural competence, the following initiatives are among CERCLL's previous, continuing, and upcoming projects and resources.

Foreign Languages and the Literary in the Everyday (FLLITE), produced with COERLL, is an archive of literacy-based and tagged materials in several languages with examples of how to integrate them into curricula and classroom practices. A *Professional Learning Network (PLON)* centers on the FLLITE materials and concepts, and the concept expands to use images and texts that tell the stories of particular cultural heritages and traditions in the new *Multiliteracies at the Museum* project.

The specific needs of K-12 educators are addressed in our *Reading Globally* project in which language and culture kits were created in Arabic, Chinese, Finnish, Korean, Portuguese, Russian, and Spanish as well as world regions including India and West Africa, with ongoing teacher training for the K-8 classrooms using these kits. Our *Globalizing the Common Core* project has created carefully constructed and updated grade-level lists of global literature intended to foster interest in LCTLs at a young age, and the new *Global Clubs towards Intercultural Curricula* project includes a set of strategies for using these materials and a *PLON* where participants discuss their implementation. We continue to offer professional development workshops in our biannual *Language Teacher Symposium* (LaTeS) series where nationally recognized educators provide professional development to K-12 teachers. We also offer a handbook of best practices and scenario-based strategies for *Teaching LCTLs in K-12 Schools*.

Two biennial gatherings, the *Intercultural Competence Conference* (ICC) and the *L2 Digital Literacies* (L2DL) hybrid symposium, have showcased the work of an international community of scholars, creating online presentations and other resources since 2008 and 2014, respectively. In the coming years, these events will focus on internationalizing the curriculum, intercultural learning abroad, and the array of practices captured by the concept of digital literacies as they relate to learning and living in a second language and culture.

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CENTER FOR LANGUAGES OF THE CENTRAL ASIAN REGION

Indiana University

Founded in 2002, the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University promotes the teaching and learning of languages and cultures of Central Asia. CeLCAR fosters knowledge of Central Asian languages and cultures to meet strategic national needs by developing textbooks, web resources, mobile apps, and online course materials.

Research

CeLCAR has two current major research projects:

- *The acquisition of Central Asian languages*. CeLCAR examines the (i) effects of orthography and (ii) role of extensive reading on student learning, both of which are undergoing recent intense study in secondary language acquisition.
- *The teaching of Central Asian languages*. CeLCAR is conducting empirical research that will have direct implications for the instructional design of language teacher materials and workshops.

Some of the findings have already been published in leading peer-reviewed journals and at conferences. The materials that CeLCAR develops will actively reflect the conclusions drawn from the combined results of these projects.

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

Teaching Materials

Language Textbooks at Elementary, Intermediate, and Advanced Levels. CeLCAR has produced high-quality textbooks, including elementary textbooks in Dari, Pashto, Tajiki, Uyghur, and Uzbek and intermediate textbooks in Dari, Pashto, Uyghur, and Uzbek. All are designed according to the communicative approach and include authentic materials and interactive multimedia for supplementary support. Expanded offerings include elementary textbooks for Azerbaijani, Balochi, Kazakh, Kurmanji

Kurdish, Kyrgyz, Mongolian, Sorani Kurdish, Tibetan, Turkish, and Turkmen; intermediate textbooks for Kazakh, Kurmanji Kurdish, Kyrgyz, and Mongolian; and advanced textbooks for Dari, Pashto, and Uyghur.

Online Language Courses. CeLCAR has introductory and intermediate online course materials in Dari and Pashto. The center is developing Kurmanji Kurdish, Mongolian, Tajiki, Tibetan, Uyghur, and Uzbek courses which are open for enrollment worldwide and bear university credit.

Heritage Language Learning Textbooks. CeLCAR has collaborated with NHLRC and Northern Virginia Community College to design an Afghan Heritage Language Curriculum for heritage speakers of Dari and Pashto. The curriculum is tailored to the specific needs and abilities of heritage speakers. New offerings will include Kurmanji Kurdish.

Mobile Applications. CeLCAR's array of mobile and smartphone apps will expand to include Azerbaijani, Balochi, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, and Turkmen. CeLCAR's mobile apps focus on teaching the alphabet, writing in the target script, and using essential phrases and vocabulary.

Assessment
Proficiency Testing Project (PTP). CeLCAR's expanding assessment offerings include proficiency guidelines and assessments for Azerbaijani, Balochi, Dari, Kazakh, Kurmanji Kurdish, Kyrgyz, Mongolian, and Tibetan. Linguists and other Indiana University units have been developing the guidelines and accompanying multi-level assessments. Completed proficiency guidelines and exams are available for Pashto, Turkmen, Uyghur, and Uzbek.

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

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

CeLCAR

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CENTER FOR OPEN EDUCATIONAL RESOURCES AND LANGUAGE LEARNING

The University of Texas at Austin

A national leader in the development and dissemination of Open Educational Resources (OER) such as openly licensed textbooks, videos, and websites, COERLL creates a digital environment for sharing rooted in the use of open licenses, which allow foreign language learners and teachers to exchange products, practices, and findings.

Research
COERLL's publications are the refereed online journal *Language Learning & Technology*, co-sponsored by NFLRC, and *Open Education and Foreign Language Learning and Teaching*, an openly licensed book of case studies.

Teaching Materials
Trayectos: A Multiliteracies Approach to Collegiate Spanish is a collection of performance-based OER for beginning and intermediate second language learners of Spanish, developed by Texas A&M University faculty and graduate students using the Learning by Design approach.

Professional Development
COERLL provides teacher development through workshops and online communities, where participants' own work is published for other teachers to use. *Texas Coalition for Heritage Spanish (TeCHS)* is a platform for members to share data and pedagogical resources, collaborate on best practices, connect with community organizations, and advocate for Spanish heritage language teaching.

Games2Teach Collaboratories, based on work by CASLS and CERCLL, are interactive workshops where teachers play games, discover how game design principles promote language acquisition, and learn to implement games in their classrooms.

Foreign Languages & the Literary in the Everyday (FLLITE), a project with CERCLL, aids instructors in designing their own literacy-based lessons that focus on the poetics of everyday language.

Less Commonly Taught Languages Initiatives
Her Şey bir Merhaba ile Başlar (Everything Begins with a Hello) is an open-source, online curriculum for Intermediate-Mid Turkish students. Learners use language to investigate, explain, and reflect on contemporary Turks' sociocultural practices.

OER for Teaching and Learning Nahuatl aims to develop thirty units of online Huasteca Nahuatl multimedia learning materials for speakers of Spanish and English.

Reality Czech: A Course in Contemporary Czech Language and Culture is an online curriculum for beginning and intermediate language students. Modules follow a sequence of pre-class, in-class, and post-class activities ideal for a flipped classroom.

Brazilpod Teacher's Guide and Lesson Index helps users integrate media from the Brazilpod website into their teaching and learning. For the intermediate course **ClicaBrasil**, COERLL provides a printed textbook to accompany the online videos and readings. COERLL also provides **consultation** about open pedagogical design to project teams.

K-12 Initiatives
Juntos: The Heritage Spanish Lesson Project is a series of proficiency-based lessons related to personal life, college tasks, career readiness, and civic participation for Heritage Spanish learners in grades 6-12.

Recorridos: AP Spanish Literature Anthology is a multi-volume anthology series of Hispanic literature for AP and other advanced students. Each textbook includes reading activities and glosses, historical and cultural information, and assessments.

Outreach and Dissemination
COERLL supports teachers' work by offering stipends for materials creation as part of the **Collaborators Program** and by awarding digital badges in the **Language OER Network (LOERN)**.

COERLL

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CENTER FOR URBAN LANGUAGE TEACHING AND RESEARCH

Georgia State University

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

Research
Mapping the DLI Opportunity Gap. With Georgia State University, CULTR offers an interactive map of national dual language immersion schools and programs to inform action to address the opportunity gap and create curriculum. This allows the exploration of impediments to acquiring the language and intercultural competence needed in a global marketplace.

Teaching Materials
Development of Infographics. To assist educators in sharing and demonstrating the benefits of language learning, CULTR is developing this tool for teaching, learning, and advocacy.

Global Competency Profiles. CULTR provides a series of organization profiles and a searchable database for use in research and materials creation. Curricular resources help facilitate classroom exploration of how language skills are applicable to various fields.

Digital Tools and Resources
The Family and Community Toolkit helps middle school families advocate for language programs at their schools with information about careers, talking points, and strategies to determine program effectiveness.

Family and Community Language Information Camp engages parents and community leaders in discussing access to language programs and global skills training while highlighting the benefits of language learning for students of all ages and backgrounds.

Professional Development
2021 Language Teacher Education (LTE) Conference. CULTR will host the 12th Biennial LTE Conference, the only conference of its kind for professionals who educate the nation's K-16 language teachers. A new focus on the need for language education among underrepresented

students will offer insights into the opportunity gap plaguing schools in many urban areas.

Less Commonly Taught Languages Initiatives

A *computerized assessment battery of pragmatic competence in Chinese* aims to develop and validate an assessment for testing pragmatics for college students with an expanded scope including additional vital pragmatic constructs.

Goals, Expectations, and Motivations of Collegiate Less Commonly Taught Languages Learners investigates the nature of Chinese, Japanese, and Korean learners at multiple universities. The mixed-methods study informs teaching strategies, course designs, and recruitment strategies of the LCTL programs.

Linguascaping the School explores linguistic landscape as a pedagogical tool in multilingual school contexts to promote learners' understanding of multilingualism.

K-12 Initiatives

An online video recording portal addresses language teacher attrition by allowing teachers to share their experiences and creates a resource for educators seeking a sense of community.

Outreach and Dissemination

World Languages Day is a language conference and resource fair for high school students to meet with leaders and exhibitors from international commerce, social services, nonprofits, and governmental agencies, highlighting the role of global skills in opening up career options.

Global Languages Leadership Meeting. Leaders from business, nonprofit, government, and education convene to promote language learning and cultural competence. The meeting leads to a searchable Global Skills Profiles database of industry profiles connecting industry success and language opportunities.

CULTR

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NATIONAL AFRICAN LANGUAGE RESOURCE CENTER

Indiana University

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

- Provides resources and training.
- Establishes and maintains networks among African language teachers and 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.
- Evaluates and promotes African language instructional programs.

Research
The NALRC publishes the *Journal of African Language Teachers Association* (JALTA) and the *Journal of National Council of Less Commonly Taught Languages* (JNCOLCTL), both edited by scholars in the field and academically peer reviewed.

Teaching Materials
The NALRC has developed communicatively oriented *textbooks for elementary level learners* for Akan, Amharic, Bemba, Bamankan, Chichewa, Egyptian Colloquial Arabic, Hausa, Igbo, Kikongo, Kinyarwanda, Kirundi, Lingala, Ndebele, Sesotho, Setswana, Shona, Siswati, Somali, Swahili, Wolof, Yoruba, and Zulu. Also available are *intermediate-level textbooks* for Kinyarwanda, Shona, Swahili, Twi, Yoruba, and Wolof and *advanced-level textbooks* for Swahili and Yoruba. The textbooks present new, captivating sceneries from the target language's socio-cultural context. They also capture events, activities, and lifestyles to promote language ownership, connection of the target language to issues familiar to learners, and comparative usage of the target language.

Digital Tools and Resources

To provide access for all learners, particularly those at MSIs and community colleges, the NALRC is working with Indiana University Online and eDesign Services to develop online courses for Akan, Bamana, Swahili, and Yoruba.

Assessment

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

Professional Development

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

Less Commonly Taught Languages Initiatives

NALRC is advancing U.S. instruction in African languages and other LCTLs by organizing *STARTALK professional development* for different critical languages and by developing textbooks, grammars and dictionaries, assessment tools, and guidelines for curriculum development, standards, and certification programs.

Outreach and Dissemination

The NALRC started developing *brochures for advertising different African languages* across the nation at its inception. This project has resulted in the development of 50,000 brochures for Swahili and Yoruba and 20,000 brochures for 91 other African languages.

NALRC

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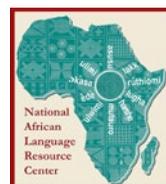
NATIONAL EAST ASIAN LANGUAGES RESOURCE CENTER

The Ohio State University

A National Language Resource Center (LRC) since 1993, the mission of the National East Asian Language Resource Center (NEALRC) is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced capacities in East Asian languages.

NEALRC's projects for this grant cycle (2018-2021) fall into five categories:

* Research
* Materials development
* Performance assessment
* Teacher training
* Summer programs

Researching to better understand the use of East Asian languages beyond language programs

Projects focus on learners who employ advanced skills in social encounters using East Asian languages after they have completed formal language programs and the pedagogical pathways involved in the process.

* *Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture*
* *Looking at Teaching from Learning: Revisiting Chinese Language Instruction*
* *Presentation of Self and Concepts in Advanced Japanese*

Developing materials that support gaining advanced skills in East Asian languages

Our goal is to produce materials that support a serious, if not popular, need with an emphasis on learner autonomy and advanced-level skills.

* *K-12 Globalizing STEM: Design and Project Plan*
* *Perform "City" series*
* *Bilingual Advanced-level Materials*
* *NihonGO NOW! Teacher Preparation*
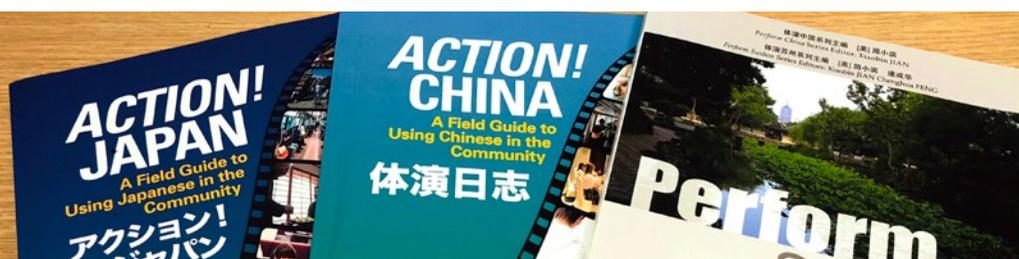
Creating and maintaining online performance testing tools for learners and teachers of East Asian languages

The NEALRC focuses on providing low-stakes assessments that inform learners and programs of progress in the studied language and, as much as possible, provide immediate and transparent results to the learner and/or the learner's program.

- *Chinese: Communicating in the Culture Unit Tests*
- *Computer Adaptive VOcabulary Assessment (CAVO)*
- *Babel Dabble: An Online Learning and Assessment Tool*

Teacher Training and Developing Effective Teaching

The NEALRC employs a humanities-based approach to language through socialization in the East Asian cultures with which our students are preparing to engage. Graduates from this program play important roles as language faculty wherever these languages are taught, mostly in the U.S., but also in East Asia.

- *Archive of Presentations for Teacher Training*
- *Online Videos for Teacher Training*

Summer Language Programs in Columbus and Suzhou

The NEALRC faculty are actively taking the lead in summer programs using learning materials produced by NEALRC.

- *SPEAC (Summer Program: East Asian Concentration)*
- *Suzhou Intensive Chinese Language Program*

NEALRC

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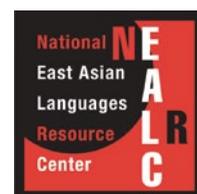
NATIONAL FOREIGN LANGUAGE RESOURCE CENTER
University of Hawai'i at Mānoa

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 NFLRC offers professional learning initiatives in online and blended language learning and teaching and project-based language learning. NFLRC projects focus primarily on the less commonly taught languages of East Asia, Southeast Asia, and the Pacific while maintaining relevance for the teaching and learning of all languages.

Research
The NFLRC conducts and disseminates research through two monograph series (**NFLRC Monographs** and **Pragmatics & Language Learning**), online publications (including an extensive YouTube channel), and three well-regarded open refereed online journals: **Language Learning & Technology** (co-sponsored with COERLL and the Center for Language & Technology at the University of Hawai'i), **Language Documentation & Conservation,** and **Reading in a Foreign Language.**

Teaching Materials
The NFLRC offers over 350 teaching resources housed in an open digital repository: **ScholarSpace** (scholarspace.manoa.hawaii.edu). In collaboration with the ACTFL Distance Learning Special Interest Group, the NFLRC continues to expand its collection of over 40 freely available lessons on online language pedagogy. These resources now also serve as reference for a national mentoring program to provide K-16 language teachers with the knowledge, skills, and proficiencies needed to design, develop, deliver, and assess effective online foreign language courses.

Digital Tools and Resources
The NFLRC maintains a **digital repository of project-based language learning (PBLL) project designs** created by experienced teachers of various languages. Additionally, the digital resources the NFLRC develops for professional learning are made available to the profession as open educational resources (OER). In the current cycle, the NFLRC is offering a **Blended Learning Pedagogy MOOC (massive open online course)**, a **Teacher Portfolio & Preparation Series (TiPPS) MOOC**, and is developing model **blended learning curricula for first- and second-year Chinese**. In the context of language education, blended learning entails the leveraging of technology to provide learners with language input as

well as metalinguistic knowledge during out-of-class time so that maximal in-class time can be devoted to communicative language use.

Professional Learning

NFLRC professional learning activities include collaborations with other LRCs and school districts to offer *project-based language learning summer institutes* in Utah, Minnesota, and Virginia. The NFLRC offers professional learning opportunities to language teachers in a variety of formats: MOOCs on project-based language learning (PBLL) and blended learning, short professional learning courses, pedagogy modules for online language teachers, and mentoring programs. All NFLRC professional learning opportunities grant electronic credentials (badges), which not only document curricular activities but also provide evidence of achievement and performance. The materials developed for the events are often made available to the profession as OERs.

International Conferences

The NFLRC co-organizes and co-hosts several high-profile international events: the biennial *International Conference on Language Documentation & Conservation (ICLDC)* in 2019 and 2021, the *Southeast Asian Linguistics Society (SEALS) Conference* in 2020, and the *International Conference on Pragmatics & Language Learning (PLL)* in 2022. In addition to these international events, the NFLRC supports local language conferences in Hawai'i.

NFLRC

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NATIONAL HERITAGE LANGUAGE
RESOURCE CENTER
University of California, Los Angeles

Since 2006, the National Heritage Language Resource Center at the University of California, Los Angeles, has focused entirely on the field of heritage languages. The center's mission is to sponsor research into the linguistic profiles and pedagogical needs of heritage language (HL) learners, including improvements in curricula, teaching materials, and teacher education. Through this work, we aim to expand the community of scholars and practitioners in the HL field. The NHLRC furthers these objectives through the following projects.

Research

The *development of an HL data repository* facilitates HL research and instruction, encourages collaboration among researchers studying different languages, and provides a standardized method for sharing data, especially with regard to less commonly taught languages.

Collaborative research groups examine policy issues and structural conditions that have slowed the diffusion of HL theory and the implementation of HL best practices in dual language, charter/magnet schools, and community colleges, and investigate ways to facilitate knowledge exchange between scholars and practitioners.

Annual summer HL research institutes explore HL development from early years to young adulthood, the dynamics of HL mastery over the lifespan, and the language similarity and language distance in bilingual/heritage situations.

Two **surveys**, one focusing on postsecondary HL learners' language use, motivation, and attitudes and the second on K-12 HL course offerings, hold promise of informing future practice.

Learning & Teaching

The Online Certificate and Badges in HL Instruction combines self-paced e-learning modules with a formal certification program to introduce HL instructors to pedagogy and best practices for HL learners. The modules are also compiled into an online textbook for HL teacher training that includes a syllabus of class activities, assignments, and assessments suitable for use in schools of education.

Podcasts and webinars address issues identified in our research or raised by participants in workshops and conferences. The micro-learning podcasts are freely available on our website. Hour-long webinars cover topics such as differentiating instruction, project-based learning, and genre-based writing instructions.

Professional development for HL teachers includes language- and topic-specific workshops to introduce instructors to strategies in project-based learning (PBL) in the context of teaching HL learners and in assessment in the HL classroom. The annual summer teacher workshops combine pre-workshop online learning using the online modules with face-to-face instruction to encourage best practices and develop innovative curriculum materials.

Community Building

The *Fourth Quadrennial International Heritage Language Conference* will be held in 2022. International and domestic HL researchers, instructors, and specialists from numerous disciplines will gather to discuss research findings and pedagogical issues.

The *Coalition of Community-Language Schools* facilitates communication among community-based HL programs, increases their visibility and recognition within the U.S. education system on local, state, and national levels, and documents places where HL teaching and learning are taking place in these schools.

A *guidebook for implementing project-based learning (PBL) in the HL classroom* presents a framework for incorporating PBL principles and practices into HL teaching, using case studies that illustrate HL teaching challenges and solutions that are tailored to institutional circumstances, students' HL profiles, and grade levels.

The HL field's premier online *Heritage Language Journal* continues its triannual, peer-reviewed publication that disseminates research on heritage and community languages.

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NHLRC
National Heritage Language Resource Center

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NATIONAL RESOURCE CENTER FOR ASIAN LANGUAGES

California State University, Fullerton

The National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton is established to improve the nation's capacity for the teaching and learning of Asian languages including Chinese, Japanese, 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 U.S.

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 the 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

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OPEN LANGUAGE RESOURCE CENTER
University of Kansas

Established in 2018, the Open Language Resource Center (OLRC) focuses on the creation of open educational resources for language learners at the secondary and postsecondary level. OLRC projects strike a careful balance between breadth of audience and degree of need, prioritizing projects of a scale to replace or meaningfully supplement existing curricula. Project work is grounded in research on effective teaching strategies and is informed by engagement with the K-16 language community.

Teaching Materials

Acceso (Second Edition) updates the award-winning online curriculum for Spanish learners at the Novice-High/Intermediate-Low level that promotes the development of cultural understanding of the varied groups of people who share Spanish as a common language.

Le pont, an online curriculum for French learners at the Intermediate-Mid/High level, focuses on grammatical lacunae while exploring the varied groups of people who share French as a common language.

Incorporating Corpora provides an online manual on the use of language corpora, including an overview of research in data-driven learning and a selection of corpus-based assignments.

Dobra forma, a web-based overview of Ukrainian grammar, offers contextualized activities that enable students to internalize correct grammatical forms as they focus on the communication of meaning.

Russian Aspect in Conversation offers web-based modules on Russian verbal aspect with computer-graded exercises and detailed feedback on all incorrect answers.

Ting Yi Ting is an online guide that enables learners to hear and identify phonemic categories in Mandarin, including lexical tones, in a variety of phonetic contexts, and to associate those phonemes with correct Pinyin orthography.

Konuşan Paragraflar delivers an online curriculum for Anglophone learners of Turkish at the Intermediate-Mid/High level that takes a student-centered approach and is guided by the exploration of authentic materials structured to encourage cross-cultural comparisons.

Hujambo! is a web-based curriculum for introductory Kiswahili that chronicles the adventures of two American students studying abroad in Kenya for an academic year.

Professional Development

The OLRC sponsors a range of workshops in collaboration with partner institutions Fort Hays State University and Johnson County Community College. Among these are *K-16 workshops focused on OLRC projects in French, German, and Spanish* that rotate between the three institutions, providing opportunities for instructors to discuss how the materials might be used in varying academic contexts and to create their own materials to add to the projects. All three institutions also host free, two-day *modified OPI assessment workshops for K-16 language instructors* in the region.

Outreach and Dissemination

Working in collaboration with international units on campus and with assistance from the Kansas World Language Association and the Foreign Language Association of Missouri, the OLRC hosts a day-long *World Languages Fair* that brings middle- and high-school students, teachers, and parents to campus for a day focused on exploring world languages and cultures.

As part of the broader Open Education Week events sponsored by the KU Libraries, the OLRC hosts a *Language OER Conference* with discussions on topics that include Creative Commons licensing; instructional design and publishing platforms; community building and advocacy; accessibility, inclusion, and diversity; OER trends and innovation in K-12; and the evaluation of OER for tenure and promotion.

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PROFESSIONALS IN EDUCATION ADVANCING RESEARCH AND LANGUAGE LEARNING
University of Maryland

One of the newest Language Resource Centers, Professionals in Education Advancing Research and Language Learning (PEARLL), at the National Foreign Language Center at the University of Maryland, offers a comprehensive, research-based program for excellence in language instruction. PEARLL's mission is to create a common vision for high-quality language learning and to develop and research new models of professional development and support materials.

Digital Tools and Resources
PEARLL develops several online collections of professional development tools and resources.

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

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

Library of Effective Teaching Practices. This project showcases videos exemplyfing high-quality instructional strategies. Videos feature educators demonstrating strategy implementation as well as reflections on the approach's impact on student learning.

Professional Development
PEARLL designs professional learning opportunities in multiple modalities to support language teachers and other educators who support them.

Professional Development Modules. This series of self-directed multimedia learning modules guide educators on a path from acquiring new knowledge, to extending their learning, to observing strategies in use in actual classrooms, culminating in the application of TELL criteria in their classrooms.

Coaching. PEARLL provides peer coaching support teachers and instructors via:

1) face-to-face coaching by supervisors and department chairs, and
2) an online coaching platform that connects educators with experts and peers.

Summer Institute. An annual summer institute provides in-depth professional learning experiences, targeting different audiences and focused on educator effectiveness.

Outreach and Dissemination
PEARLL facilitates networks of language instructors and a variety of communication channels.

Model Classrooms. A network of classrooms and districts developed in collaboration with the National Association of District Supervisors of Foreign Languages (NADSFL) provide regional models that support language educators.

Community College Network. This network develops support models for community college language instructors as they navigate the unique challenges faced by this group of educators.

We Teach Languages. PEARLL supports the publication of a weekly podcast about language teaching from the diverse perspectives of educators.

Research
PEARLL examines the impact of professional development opportunities for language educators on teacher and student outcomes. Our research projects analyze the impact of the TELL framework on teacher classroom practice and student performance. Our research also explores how educators adapt to new information about teaching practices, with the goal of informing the future design of LRC resources and professional development activities.

PEARLL

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SECOND LANGUAGE TEACHING AND RESEARCH CENTER
University of Utah

Established in 2012, the University of Utah's Second Language Teaching and Research Center (L2TReC) supports research on second language acquisition and L2 pedagogy and plays a prominent role in the statewide, legislatively funded Utah Dual Language Immersion program. Its activities promote a K-16 vision for language education and bring together researchers, students, teachers, and administrators for lectures, workshops, curriculum development, and teacher training events.

Research
L2TReC conducts and promotes research on the development of language proficiency in K-12 and postsecondary contexts. We aim to use our findings to improve classroom teaching at all levels of instruction with a specific emphasis on identifying teaching practices that promote linguistic growth in the dual language immersion classroom. We are building the *Mu(ltilingual) S(poken) Se(cond) L(anguage) learner corpus* (MUSSeL), which contains samples of learner speech at different levels of proficiency in a variety of languages. Through MUSSeL, L2TReC conducts research to identify the linguistic correlates of proficiency by analyzing linguistic features that correlate with progress through the proficiency continuum.

Teaching Materials
To meet the need for *materials that integrate content and language suitable for advanced secondary/postsecondary language instruction*, L2TReC works with models developed at COERLL (Foreign Languages and the Literary in the Everyday) and at the NFLRC (project-based language learning) to create an online library of pedagogical materials.

Digital Tools and Resources
L2TReC is building the Mu(ltilingual) S(poken) Se(cond) L(anguage) corpus, or the MuSSeL corpus, which constitutes a significant resource for researchers and teachers. MuSSeL contains spoken lansguage samples from child immersion learners, adult classroom learners, and adult immersion learners. The diversity of L2s (Mandarin Chinese), French, German, Portuguese, Russian, and Spanish) and learning contexts make this freely available, searchable learner corpus a unique and valuable resource. A pilot version of the corpus is located here:
https://l2trec.utah.edu/multi-Lingual_Speech_Corpus.php

Professional Development

Over the next four years, L2TReC will expand its teacher development opportunities. In addition to our usual *content-based workshops for advanced instruction of Chinese, French, and Spanish*, we offer *summer workshops to train instructors interested in developing materials according to the PBLL or FLLITE models.* We also offer workshops on using the MuSSeL corpus for pedagogical purposes.

Less Commonly Taught Languages Initiatives

L2TReC works with local *Nepali, Samoan, and Tongan communities to develop proficiency assessment instruments in these languages* and thus establish a pathway to the Seal of Biliteracy for high school students from these communities. L2TReC works with local school districts to build awareness of this opportunity among heritage speakers and with Salt Lake Community College to support the (re)introduction of the teaching of these languages by funding students entering SLCC with the Seal of Biliteracy in one of these languages to work as classroom language assistants. We document and disseminate this work so that it can be replicated elsewhere to make visible and mobilize the language capacity extant in the nation's heritage language communities.

K-12 Initiatives

The dual language immersion (DLI) model is expanding rapidly and is increasingly seen as the best way to make schooling in two languages and the achievement of bilingualism, biliteracy, and biculturalism the norm rather than an exception. Utah has a well-developed, relatively mature, and well-supported K-9 DLI model for six languages: Chinese, French, German, Portuguese, Russian, and Spanish. L2TReC provides a library of DLI classroom video samples to illustrate effective pedagogies accompanied by narrative descriptions and analysis of the teaching practices.

L2TReC

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L2TReC
SECOND LANGUAGE
TEACHING & RESEARCH CENTER
THE UNIVERSITY OF UTAH

SLAVIC AND EURASIAN LANGUAGE RESOURCE CENTER
Duke University

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

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

Teaching Materials
Russian Language and Culture through Film (CTF) uses clips from contemporary Russian films to teach advanced-level Russian language and culture. CTF utilizes clips from twenty-two films and contains enough modules for two semester-long 3/3 credit college courses. The project includes a Russian transcript, a built-in Russian-English glossary, and a series of assessment questions with diagnostic assessment tools. A special computer interface is available for instructors to monitor student progress, as well as provide immediate confidential access to student performance and errors. *Polish Language and Culture through Film* launches in 2018.

Digital Tools and Resources
Web-based Reference Grammars of Slavic and Eurasian Languages are interconnected and fully searchable, allowing for immediate access to grammatical topics across languages. To date, grammars for fifteen languages have been published. SEELRC's *Russian Grammatical Dictionary* includes full paradigms for all lexical entries, including verbal government, word-formative derivations, full-sentence examples, English glossing, auditory components for each entry, and is fully searchable by letter or word forms. SEELRC has created *Webliographies for thirty-one Slavic and Eurasian languages* with live links and commentary. A series of lectures on Slavic linguistics is available on the website. *ScribeZone* is a new collaboration with the U.S. Department of Defense to adapt instructional software that teaches languages through transcription for multi-language and civilian use. Pilot languages include modules for Chinese, Polish, Spanish, and Russian.

Assessment

SEELRC, with the University of Maryland and U.S. Department of Defense, is developing *comparative language proficiency measurement and testing for LCTLs*. 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 K-20 teachers, language program coordinators, and linguists in pedagogy, testing, and language technologies. SEELRC also offers language proficiency testing and certification workshops during the summer, conducted by certified instructors of Russian.

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. SEERLC also continues to host the *North Carolina ACTR Olympiada of Spoken Russian.* This competition supports and involves high school students from North and South Carolina.

Outreach and Dissemination

In collaboration with the School of Education at North Carolina Central University, SEELRC sponsors a series of speakers, panel discussions, and workshops on the subject of *linguistic issues in fragile communities*. In 2014 SEELRC, in conjunction with the Center for Slavic, Eurasian and East European Studies (CSEEES), began a series of workshops with Bennett College faculty and administrators called the *Intercultural Competencies and Development of Global Perspectives (ICDGP).*

SEELRC

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