



Online Bonus Content



Scan the QR code to watch Meet the Title VI Language Resource Centers, a video by CASLS.



Empowering Language Educators: The Language Resource Center’s National Network

By Julio C. Rodriguez

In 1990, the U.S. Department of Education created the Language Resource Center (LRC), a new program under Title VI of the Higher Education Act of 1965, to create and support national “centers that serve as resources for improving the nation’s capacity for teaching and learning foreign languages effectively” (LRC Program, 1990). Within Title VI, the LRC program is characterized as having a very strong focus on improving the effectiveness of language instruction (Tarone, 2012).

Today, there is a network of 16 Language Resource Centers (LRCs) scattered across the country (see interactive map at tinyurl.com/3d2my5aw) whose goal is to improve the nation’s capacity for the effective teaching and learning of world languages (LRC Program, 1990) by:

- Creating professional learning opportunities and materials for language teachers;
- Developing curriculum, materials, and assessments;
- Producing research; and
- Disseminating the resulting knowledge and resources.

Although the LRCs are mandated to prioritize higher education and the less-commonly taught languages (LCTLs), many of the resources and opportunities created by these centers are useful for educators of all languages and all levels of instruction.

This article summarizes the work of all 16 LRCs and provides an overview of the wealth of free resources and professional development opportunities for language educators that they offer. More detailed information on each LRC can be found at the LRC Network site (nflrc.org) and in the Bonus Content available in the digital edition of *TLE* by scanning the provided QR codes.

Although each center is unique in the way in which it fulfills its mission, when considered together, they make up a comprehensive national effort that covers key themes across language education:

- K–12
- Digital Tools and Resources
- Teaching Materials
- Professional Learning
- Less Commonly Taught Languages (LCTLs)
- Assessment
- Research
- Outreach and Dissemination

Note that these themes are neither categorical nor exclusive. Many activities and resources could be included in multiple categories depending on the perspective used to classify them.

Language Resource Center Key	
AELRC	Assessment and Evaluation Language Resource Center
CALPER	Center for Advanced Language Proficiency Education and Research
CARLA	Center for Advanced Research on Language Acquisition
CASLS	Center for Applied Second Language Studies
CEDAR	Curricular Enhancement, Development, Access, and Research
CeLCAR	Center for Languages of the Central Asian Region
CERCLL	Center for Educational Resources in Culture, Language and Literacy
CILC	Center for Integrated Language Communities
CULTR	Center for Urban Language Teaching and Research
NALRC	National African Language Resource Center
NFLRC	National Foreign Language Resource Center
NHLRC	National Heritage Language Resource Center
NLRC	National Less Commonly Taught Languages Resource Center
NRCAL	National Resource Center for Asian Languages
PEARLL	Professionals in Education Advancing Research and Language Learning
SEELRC	Slavic and Eurasian Language Resource Center



Scan the QR code or go to tinyurl.com/ydm9uj27 for a list of LRC programs that includes host universities and URLs.

K–12

An important aspect of building and increasing national capacity is to address language teaching and learning in the K–12 context. Many LRC initiatives are meant to support early language acquisition, the internationalization of existing curricula, and the increase of equitable access, one of the current priorities of the LRC program.

Within this broad theme, there are many initiatives and programs. For example:

- CARLA has initiatives to increase equitable access to **Seals of Biliteracy** nationally through its research-informed customizable toolkits and assessment supports in a variety of LCTLs (carla.umn.edu/stateseals/index.html).
- CERCLL's **Worlds of Experience** program focuses on promoting global understanding in K–12 classrooms through the creation of collaborative virtual field experiences. Similarly, its **Reading Globally for K-8 Educators** program has produced a free guide to developing intercultural curriculum (tinyurl.com/bp559nt8).

LRCs also support novel events within their state or region which can serve as model or inspiration for similar events elsewhere.

For example:

- **World Languages Day** in Georgia, hosted by CULTR, helps make students aware of the potential for and impact of global career pathways by connecting them with leaders in international business, commerce, social services, nonprofits, and governmental agencies (cultr.gsu.edu/wld).
- The North Carolina ACTR **Olympiada of Spoken Russian**, hosted by SEELRC, involves high school students from North Carolina, South Carolina, and Georgia in an exciting competition (slaviccenters.duke.edu/olympiada-spoken-russian).

Digital Tools and Resources

Technology can help improve accessibility, flexibility, engagement, global connectivity, and collaboration. LRCs take advantage of these affordances by creating digital tools and resources for purposes and populations that may not be deemed a priority or profitable by publishers. Here are some digital tools and resources created by LRCs:

Language Resources (fullerton.edu/nrcal/resources) for Chinese, Japanese, Khmer, Korean, and Vietnamese (NRCAL).

Catalyst (catalyst.uoregon.edu) is a free digital portfolio platform for educators to connect with colleagues, collaborate on shared goals, and document progress toward them (PEARLL and CASLS).

Dari/Pashto Phrasebook (tinyurl.com/2ttu599m) for recent arrivals from Afghanistan and the people who work with them (CeLCAR).

Language Pamphlets (tinyurl.com/2udd6vhb) and **Alphabet Charts** (tinyurl.com/bdcwu6ar) for many **Central Asian languages** (CeLCAR).

LCTL DOORS (Downloadable Online Open Resources), a searchable collection of curated language activities that can be adapted to a

variety of linguistic and cultural contexts (nlrc.msu.edu/lctl-doors). Activities are searchable by topic, language level, skill, and mode of communication (NLRC).

MACAWS (Multilingual Academic Corpus of Assignments, Writing and Speech), a corpus of assignments (texts, spoken discourse, multimedia products) by **Portuguese and Russian** learners, and a repository of pedagogical artifacts (cercll.arizona.edu/blog/macaws), including webinars and user guides (CERCLL).

Pragmatics Repository (pragmatics.uoregon.edu) is a free, curated collection of resources for different speech acts such as apologies, compliments, refusals, well-wishing, etc., in various target languages (CASLS).

Reference Grammars (slaviccenters.duke.edu/projects/grammars) of 15 **Slavic and Eurasian Languages**, interconnected and fully searchable, allowing for immediate access to grammatical topics across languages (SEELRC).

Russian Grammatical Dictionary (seelrc-iis.trinity.duke.edu/russdict) with full paradigms for all lexical entries including verbal government, word-formative derivations, full-sentence examples, English glossing, and auditory components for each entry. Fully searchable by letter or word forms (SEELRC).

ScribeZone (slaviccenters.duke.edu/scribezone) improves grammatical knowledge, listening, transcription and reading skills, through exercises built around authentic materials from a range of media sources (SEELRC).

The Secret Letter from Gyeongbok Palace (Korean), a mobile augmented reality (AR) application for teaching reading and cultural awareness in advanced Korean language learning contexts (CALPER). Available through the App Store.

Scan the QR code or go to tinyurl.com/4vw3h66m to access a more extensive list of LRC free digital tools and resources with links to sources.



Teaching Materials

The effective teaching of languages requires curriculum and materials which are informed by national standards and the latest research. The LRCs provide access to innovative quality materials for a wide range of languages, levels of proficiency, and purposes. LRC-created materials are usually free of charge.

Language materials, even in the more commonly taught languages, can have significant blind spots. Materials produced by LRCs provide perspectives and voices that are not always included in mainstream textbooks or other language-specific teaching materials. Good examples of these are current initiatives to create comprehensive sets of resources to help teachers incorporate new themes into the language classroom, such as:

- **Social Justice** (carla.umn.edu/socialjustice/index.html) in Language Education (CARLA).
- Metaphoric competence (calper.la.psu.edu/materials) in **Korean and Russian** (CALPER).
- **Multiliteracies** at the Museum (tinyurl.com/26r53k5w), a resource book for language teachers (CERCLL).
- **Diversity, Equity, and Inclusion** (deislt.arizona.edu) in Second Language Teaching (DEI-SLT, CERCLL).

LRC materials for teaching also include textbooks and classroom materials. For example:

- Communicatively-oriented textbooks for various **African languages** (nalrc.indiana.edu/resources/books-media/index.html) for Novice, Intermediate, and Advanced-level learners (NALRC).
- **Culture through Film** (CTF) materials that include clips (slaviccenters.duke.edu/projects) from 46 contemporary **Polish, Russian, and Ukrainian** films to teach Advanced-level language and culture (SEELRC)

Professional Learning

Excellent teacher preparation is at the heart of effective teaching. The LRCs help teachers improve their practice and keep up with the latest developments in pedagogy by creating resources for professional learning and by offering professional learning opportunities.

Some of the resources created to help teachers self-direct their professional learning include modules on topics such as:

- Free asynchronous modules (tinyurl.com/5xhswv9) comprised of several lessons for **self-directed learning and effective assessment** that also provide an overview of the stated topic (CASLS).
- **Resources** (nflrc.hawaii.edu/olp) for **Online Language Pedagogy** (NFLRC).
- Free professional development courses (nlrc.msu.edu/olt) on **Online Language Teaching** (NLRC).
- TELL-US podcast series: **Designing and Delivering Proficiency-Focused Target-Language Input** (nflrc.hawaii.edu/events/view/tellus2023) on topics such as applying high-leverage teaching practices, universal design for learning world languages, and teaching and learning languages in the U.S. (NFLRC).

Many LRCs offer professional learning opportunities throughout the year, both in-person and online. Several LRCs also offer summer institutes:

- AELRC offers a free online course on **Assessment Basics** every year for those interested in learning about foundational concepts in language assessment, including validity, reliability, and practicality. Contact aelrc@georgetown.edu about this course.
- CARLA will offer the robust, internationally recognized **2024 Summer Institutes for Language Teachers** both in-person and online (carla.umn.edu/institutes/2024/schedule.html)

- CASLS will offer a **Summer Leadership Institute** for educators across disciplines (casls.uoregon.edu/2024-pdo) on successful communication, instruction, and assessment practices that address the needs of **culturally and linguistically diverse learners**.
- PEARLL will host **Pathways to Learner Success**, the 2024 PEARLL Summer Institute Series (tinyurl.com/mtk2dsby) of three-day online institutes.

In addition to these opportunities, the LRCs also function as engines of innovation in world language education. Many now well-known national and international conferences were originally conceptualized and organized by LRCs. For instance:

- The **International Conference on Language Teacher Education** was established by CARLA in 1999 (tinyurl.com/2ewazz7u)
- The **Conference on Heritage/Community Languages** was launched by the NHLRC in 2010 (tinyurl.com/42e99hkz)
- The **International Conference on the Development and Assessment of Intercultural Competence** was first hosted by CERCLL in 2008 (icc.arizona.edu)
- The **Conference on Central Asian Languages and Linguistics** (ConCALL) was established by CeLCAR in 2014 (tinyurl.com/bdf5bubw)

Similarly, LRCs help support conferences on topics that are part of their portfolio of programs. For example:

- AELRC supports the **East Coast Organization of Language Testers conference** at Georgetown University (tinyurl.com/4nkfwkka)
- NALRC will host the annual conference of the **African Language Teachers' Association** (ALTA) at Indiana University in Bloomington, IN (nalrc.indiana.edu/index.html)
- NHLRC supports the **Coalition of Community-Based Heritage Language Schools** annual conference (tinyurl.com/y269jej7)

Scan the QR code or go to tinyurl.com/3jmf346 for a broader selection of professional learning materials and tools. For an updated list of time-bound professional development opportunities offered by LRCs, go to nflrc.org/calendar.



Access to quality professional development programs is a high priority for all LRCs. Many centers offer scholarships or other forms of support. Registration is often free or substantially subsidized by the programs. For example:

- CALPER provides a limited amount of travel support for teachers to participate in the **Language Teaching Forum** at Pennsylvania State University.
- CARLA offers the **Priority Teacher Professional Development Scholarship** program for selected world language educators who are currently teaching an LCTL in the U.S. or teaching at a Community College, an Historically Black College or University (HBCU), or at a postsecondary Minority-Serving Institution.
- NFLRC offers stipends to qualifying participants to defray the cost of participating in the **Intensive Summer**

Institute. In 2025, it is “**Getting Started with Project-Based Language Learning**” at the University of Hawai‘i at Mānoa (carla.umn.edu/institutes/2024/pbl.html)

- CULTR provides stipends for early-career first-time attendees for regional and national language conferences (cultr.gsu.edu/conference-grants)
- NLRC offers financial support to qualifying, self-motivated LCTL teachers to organize their own professional development events (nlrc.msu.edu/collaborative-professional-development)

For more information about opportunities for financial support, please contact the specific LRC that offers the event or resource in which you are interested. Go to nlrc.org for contact data and social media information for all LRCs.

Less Commonly Taught Languages (LCTLs)

One of the priorities of the LRCs is to offer programs and resources for the teaching and learning of LCTLs, defined as “any modern foreign languages except French, German, and Spanish” (LRC Program, 1990, § 669.22(a)(2)). This not only fosters linguistic diversity by expanding options for teachers and students beyond the most popular language offerings, but also helps increase the resources and opportunities available for all languages.

To date, LRCs have engaged learners in more than 600 languages and have created programs or resources that directly address more than 230 LCTLs (IRIS, 2024).

Scan the QR code or go to tinyurl.com/apbbvvh3 to access a chart of the 83 LCR Languages and the LRCs that already have programs or resources associated with each of these languages.



LRC programs on LCTLs help support both teachers and the communities they serve, including heritage speakers. Although the NHLRC focuses primarily on heritage learners (HLs), many LRC programs address the languages and issues that are part of this teacher and learner population. For example:

- Programs for HLs of **Nahuatl** (CEDAR and CILC)
- Programs for HLs of **Vietnamese** and **Cambodian** (NRCAL)
- Opportunities for heritage speakers to develop professional **translation and interpretation skills** (CILC)
- The development of advanced textbooks for **Uyghur** HLs (CeLCAR)

Similarly, some LRC programs focus on topics related to the teaching and learning of LCTLs. For example:

- **Assessment** for LCTLs (AELRC)
- **Online language teaching** for LCTLs (NLRC and NFLRC)
- **Dual Language Immersion** (CALPER, CARLA, CULTR and NRCAL)

LCTL teachers often have a difficult time finding appropriate, quality teaching materials, let alone domain-specific materials for LCTLs. LRCs address this need by creating resources and opportunities. Examples include:

- Learning simulations and assessments for **business, healthcare, and strategic communication in Mandarin** (CASLS)
- Workshops on **incorporating business concepts** in world languages (tinyurl.com/mpbttn2b) for instructors of all languages at the elementary and intermediate levels (NALRC)
- **Self-paced courses** in various disciplines (foreigncy.arizona.edu) for several LCTLs (CERCLL)

Assessment

Assessment is one of the most vital yet complex practices in language education. Besides its key function of helping measure learner proficiency and outcomes, assessment also plays an important role in curriculum planning and development by informing program-level decisions as well as guiding and documenting teachers’ professional growth.

The LRCs make valuable contributions in this area by addressing assessment from language, program, and professional learning perspectives. For example:

- **Language tests** for specific LCTLs, including:
 - ▶ **Ukrainian** tests by SEELRC (tinyurl.com/2dmf4t22)
 - ▶ Proficiency tests for **Central Asian languages**, including Kazakh, Kyrgyz, Mongolian, Pashto, Turkmen, Uyghur, and Uzbek (celcar.indiana.edu/assessment/index.html) by CeLCAR
 - ▶ **Swahili and Yoruba** tests (tinyurl.com/mst3s8se) by NALRC with Avant
- **Language test specifications and test template kits** for self-assessment and group orals for LCTLs (nlrc.msu.edu/lola) by NLRC.
- **Platforms** that support standards-based, holistic language assessment, such as **LinguaFolio Online** by CASLS (linguafolio.uoregon.edu).
- **Assessment repositories**, such as the **C-test Repository** and the **Foreign Language Assessment Directory** by FLAD (cal.org/flad), a free, searchable database of information about available world language assessments, hosted by the Center for Applied Linguistics and updated by AELRC.

From a professional learning perspective, LRCs help teachers refresh and update their knowledge on language assessment with resources such as websites and modules. For example:

- The CALPER Language Assessment website (tinyurl.com/54yupn2c)
- The Heritage Language Assessment Module by AELRC. Self-paced modules designed for teachers to learn about appropriate assessment practices for HLs (cal.org/flad/heritage-language-assessment-module)

Scan the QR code or go to tinyurl.com/syskpkx4 for a select list of LRC programs and resources on **assessment** and links to access them.



Research

Improving the effectiveness of language instruction is a core goal of the LRC program. This goal cannot be achieved without developing a knowledge base of what works in language instruction and the discovery and documentation of effective practices. This is one of the reasons that all LRCs are engaged in some type of research. They produce new research in areas relevant to their programs, they make research accessible to teachers, and they support activities that are integral to the development of our knowledge base on language education.

For example, new research by LRC programs that contributes to the knowledge base of language immersion programs includes:

- Research programs that address **Dual-Language Immersion (DLI)** from different perspectives are underway at CALPER, CARLA (carla.umn.edu/immersionDLI/index.html), CULTR (cultr.gsu.edu/dual-language-immersion), NHLRC, and NRCAL.
- Research on the impact of **postsecondary domestic language immersion** in the U.S. is currently being carried out by CEDAR.
- Research on **project-based language learning** is being conducted by the NFLRC and NHLRC.
- Research on **language program articulation**, one of the areas that we need to better understand to help students overcome barriers during school transitions (tinyurl.com/2a24zjmd) is being carried out by AELRC.

LRCs make this research accessible to teachers by creating research-informed teaching materials and tools, as well as resources that help teachers connect research with practice, including:

- **Assessment research** briefs (tinyurl.com/2a24zjmd) by AELRC
- **Handbooks with sample lessons** by CERCLL
- **Research-informed templates** and guides (nlrc.msu.edu/lola) by NLRC

Finally, LRCs also support activities that help build a robust knowledge base for the profession including sponsoring events that facilitate interaction between teachers and researchers, such as summer institutes or conferences, and other activities that result in free or low-cost, peer-edited academic journals. For example:

- *Journal of African Language Teachers Association* (IALTA), published by NARLC
- *Glossos Journal*, supported by SEELRC
- *Language Learning & Technology*, published by NRLRC
- *Second Language Research & Practice*, published by NFLRC and currently also supported by CARLA and CERCLL
- *Reading in a Foreign Language*, published by NFLRC
- *Heritage Language Journal*, supported by NHLRC

Outreach and Dissemination

An important part of the core mission of the LRCs is sponsoring activities that reach special populations within our language education community such as LCTL teachers with limited access to tools and resources to support effective teaching. So are activities that help our community access the latest developments and information in all of the areas described above.

Examples of LRC outreach and dissemination efforts include hosting events, both in-person and online, such as professional conferences, summer institutes, and webinars. For example, the **East Coast Organization of Language Testers** (ECOLT) is run with support from AELRC.

Go to nflrc.org/calendar for a more comprehensive and updated list of these events.

Collaboration is at the heart of the LRC network. To augment the impact of projects, LRCs often support programs jointly, thereby multiplying opportunities and access to resources. For example:

- The **12th International Language Teacher Education Conference**, which will be hosted by CARLA on May 30-June 1, 2024 (carla.umn.edu/conferences/lte2024/index.html), is cosponsored by CERCLL and PEARLL
- The **9th International Intercultural Competence Conference**, hosted by CERCLL, was cosponsored by CALPER, CASLS, CULTR, and NFLRC

Collaborations also reach beyond the LRC network and into the private sector. Examples include:

- The **Global Languages Leadership Meeting**, organized by CULTR (cultr.gsu.edu/gllm), a networking event that engages the private, government, and education sectors to raise awareness of the importance of learning languages and developing intercultural competence in a globalized workforce.
- A **computer-based proficiency test for Swahili and Yoruba**, created by NALRC in collaboration with Avant Assessment.

On the Horizon

LRC activities are planned and funded in 4-year cycles. The current cycle began in August 2022 and extends through August 2026, so programs in this cycle are now approaching the mid-term mark. This means that many resources are still under development. Here's a preview of some of what's in the pipeline:

- **Afghan Heritage Language Curriculum** for heritage speakers of **Dari and Pashto** (CeLCAR, NHLRC, and Northern Virginia Community College).
- **Guidelines and best practices** for educators seeking to include **Trans, Non-Binary, and Gender-Non-Conforming (TGNC)** Language in **Russian, German, French, and Spanish** language classrooms (CEDAR).



Scan the QR code or go to *community.actfl.org/home* and pull down to the Language Educator community on ACTFL Central to converse with Julio Rodriguez and other LRC professionals. Log in or create a free account on ACTFL Central to access this conversation. Your questions and input are important!

- **Intercultural, Pragmatic, and Interactional Competence (IPIC):** Digital simulations to determine students' abilities to navigate intercultural encounters using the target language where factors such as varying power dynamics and social status need to be taken into account (AELRC and CASLS).
- **Korean Online Courses** for virtual high schools (CULTR, NFLRC, and the North Carolina Virtual Public School).
- **Levantine Arabic I and II**, an interactive open curriculum including lesson plans, class materials, and assessments (CEDAR).
- Materials for **teaching interpreting** (*cilc.commons.gc.cuny.edu/heritage-interpreting*) to **heritage speakers** (CILC).
- **Open Virtual Reality (VR)** materials to provide learners with access to daily life situations in target language communities, fostering transcultural competence and empathy through immersive contexts and **measures of VR efficacy** for developing communicative competence for L2 VR researchers (CEDAR).
- **Textbooks** that portray a more inclusive representation of the francophone world (CEDAR).
- **Text-based tasks** (inspired by genre-based pedagogy) to include in existing syllabi (*tinyurl.com/2s9facm8*) (CILC).

Conclusion

The LRC program has created a powerful network of 16 centers focused on language education with a clear mission to foster effective language teaching and learning nationwide. The centers play a pivotal role in shaping the landscape of language instruction by focusing on key themes such as professional learning, digital



tools, and outreach, offering a wealth of primarily free resources that benefit educators of all languages and levels of instruction.

Go to the LRC Network website (*nflrc.org*) for a brief description of each center, the key projects currently underway at each, and a direct link to that center. There is also a downloadable brochure (*tinyurl.com/y45pvy88*) with a more thorough description of all activities, as well as an interactive map with the geographical distribution of all LRCs (*tinyurl.com/y4f943bf*) and information about each.

The LRC Program commitment to foster effective language teaching and learning relies on input from all stakeholders. We invite you to **join the conversation about LRCs in the Language Educator community on ACTFL Central**, and to stop by the LRC booth (#4638) at the ACTFL Convention in Philadelphia in November.

Julio C. Rodriguez directs the National Foreign Language Resource Center (established in 1990) at the University of Hawai'i at Mānoa and is a member of the ACTFL Professional Learning Committee.

References

- International Resource Information System (IRIS), International and Foreign Language Education, U.S. Department of Education (2024). Retrieved from <https://iris.ed.gov>
- Language Resource Center Program, 55 Fed. Reg. 2773-74 (1990, January 26) (codified at 34 C.F.R. pt. 669).
- Tarone, E. (2012). The impact of fifty years of Title VI on language learning in the United States. In R.S. Glew & D.S. Wiley (Eds.), *International and language education for a global future: Fifty years of U.S. Title VI and Fulbright-Hays programs* (1st ed., pp. 71-88). East Lansing: Michigan State University Press.

Disclaimer

The opinions expressed in this publication do not necessarily reflect the views of the U.S. Department of Education or the institutions that house the LRCs.

The information in this article has been curated with assistance from all LRCs. Special thanks to CASLS for taking on the task of creating the LRC explanatory video.



Language Resource Centers 2024

The 16 Language Resource Center programs with their respective host universities and websites.

ACRONYM	FULL NAME	INSTITUTION(S)	WEBSITE
AELRC	Assessment and Evaluation Language Resource Center	Georgetown University	https://aelrc.georgetown.edu/
CALPER	Center for Advanced Language Proficiency Education and Research	The Pennsylvania State University	https://calper.la.psu.edu/
CARLA	Center for Advanced Research on Language Acquisition	University of Minnesota	https://carla.umn.edu/
CASLS	Center for Applied Second Language Studies	University of Oregon	https://casls.uoregon.edu/
CEDAR-LRC	Curricular Enhancement, Development, Access, and Research	University of Cincinnati	https://www.artsci.uc.edu/cedar.html
CeLCAR	Center for Languages of the Central Asian Region	Indiana University (Central Asian Languages)	https://celcar.indiana.edu/
CERCLL	Center for Educational Resources in Culture, Language and Literacy	University of Arizona	http://cercll.arizona.edu/
CILC	Center for Integrated Language Communities	City University of New York Graduate Center	https://cilc.common.gc.cuny.edu/
CULTR	Center for Urban Language Teaching and Research	Georgia State University	https://cultr.gsu.edu/
NALRC	National African Language Resource Center	Indiana University (African Languages)	https://nalrc.indiana.edu/
NFLRC	National Foreign Language Resource Center	University of Hawai'i	https://nflrc.hawaii.edu/
NHLRC	National Heritage Language Resource Center	University of California, Los Angeles	https://nhlrc.ucla.edu/
NLRC	National Less Commonly Taught Languages Resource Center	Michigan State University	https://nlrc.msu.edu/
NRCAL	National Resource Center for Asian Languages	California State University, Fullerton	https://www.fullerton.edu/nrcal/
PEARLL	Professionals in Education Advancing Research and Language Learning	University of Maryland, College Park	https://pearll.nflc.umd.edu/
SEELRC	Slavic and Eurasian Language Resource Center	Duke University	https://slaviccenters.duke.edu/



Digital Tools and Resources

This table expands the list of digital tools and resources which are ready for use and mentioned in the article. However, this is not an exhaustive list. Please visit each individual Center's website for resources that may not have been finalized by the time of publication or included in this list.

African Languages Learners' Reference Grammar Series	Grammar books to supplement textbooks (NALRC)	https://nalrc.indiana.edu/resources/books-media/grammar-reference.html
Alphabet Charts	Reference for many Central Asian languages (CeLCAR)	https://celcar.indiana.edu/materials/alphabet-charts.html
Asian Language Resources	Downloadable language and culture teaching materials and curated links for Chinese, Japanese, Khmer, Korean, and Vietnamese (NRCAL)	https://www.fullerton.edu/nrcal/resources/
Dari/Pashto Phrasebook	Resource developed for individuals who have recently arrived from Afghanistan and for those who work with them (CeLCAR)	https://celcar.indiana.edu/materials/images/PDF_Dari_Pashto_PhraseBook_Military_2021_5x7_v3.pdf
Dorm Talk	Modules based on actual conversations between American study abroad students and their Chinese roommates (CERCLL)	https://dormtalk.arizona.edu/
Foreigncy	Authentic content about real-world issues (politics, foreign policy, health, the environment, human rights, culture, education) are located, currently in Arabic, Hebrew, Russian , with most for Intermediate/Advanced level learners (CERCLL)	https://foreigncy.arizona.edu/
HELADA (Heritage Language Data Repository)	A repository of audio, video recordings, and written materials that will enable comparative research into HL language acquisition, maintenance, and change (NHLRC)	https://nhlrc.ucla.edu/nhlrc/article/266488
Heritage Arabic eBook (HAeB)	Research-based materials that complement the leading Arabic language textbooks used at U.S. universities with support for heritage language acquisition (CILC)	https://cilc.commons.gc.cuny.edu/heritage-arabic-ebook/
Language & Culture through Film (CTF)	Modules equivalent to two semester-long 3/3 credit college courses that teach advanced-level language and culture. The modules are built around 46 clips from contemporary Polish, Russian, and Ukrainian films and contain film transcripts, built-in glossaries, and a series of assessment questions with diagnostic assessment tools. Instructors can monitor student progress as well as provide immediate confidential access to student performance and errors (SEELRC)	https://slaviccenters.duke.edu/projects
Language Pamphlets	Quick reference trifolds for many Central Asian languages (CeLCAR)	https://celcar.indiana.edu/materials/language-pamphlets.html
LCTL DOORS (Downloadable Online Open Resources)	A searchable collection of curated language activities that can be adapted to various linguistic and cultural contexts. Activities are searchable by topic, language level, skill, and mode of communication (NLRC)	https://nlrc.msu.edu/lctl-doors/
LLC Commons	Slavic language, literature, and culture resources that can be used for online, hybrid/blended, or technology-enhanced courses. Includes an interactive map of Slavic Departments in the U.S. (CERCLL)	https://llccommons.arizona.edu/

MACAWS (Multilingual Academic Corpus of Assignments, Writing & Speech)	A corpus of assignments (texts, spoken discourse, multimedia products) by Portuguese and Russian learners, and a repository of pedagogical artifacts, including webinars and use guides (CERCLL)	https://cercll.arizona.edu/blog/macaws/
Metaphors in Korean and Russian	Guided activities that help students study metaphorical associations and explore how associations may differ cross-culturally (CALPER)	https://calper.la.psu.edu/materials
PEBBLES (Project-Based Language Learning Repository)	Projects designed by instructors who have participated in extensive professional learning on Project-Based Language Learning which can serve as inspiration or as a model to be replicated in other instructional contexts (NFLRC)	https://nflrc.hawaii.edu/pebbles
Pragmatics Repository	A free, curated collection of resources for different speech acts in various target languages (CASLS)	https://pragmatics.uoregon.edu/
Reading Globally	Language and culture kits for several languages including picture books, novels, language study materials for the target culture, as well as teaching strategies and information on online resources (CERCLL)	https://cercll.arizona.edu/project/reading-globally-connecting-k-8-classrooms-to-the-world/
Reference Grammars	Interconnected and fully searchable reference grammars for 15 Slavic and Eurasian Languages (SEELRC)	https://slaviccenters.duke.edu/projects/grammars
Russian Grammatical Dictionary	Fully searchable by letter or word forms with full paradigms for all lexical entries, including verbal government, word-formative derivations, full-sentence examples, English glossing, and auditory components for each entry (SEELRC)	https://seelrc-iis.trinity.duke.edu/russdict/
ScribeZone	Exercises built around authentic materials from a range of media sources to improve grammatical knowledge, listening, transcription, and reading skills (SEELRC)	https://slaviccenters.duke.edu/scribezone
Social and Inclusive Pedagogies	Resources that encourage inclusive language- and culture-teaching and learning (CERCLL)	https://cercll.arizona.edu/sip/
Spanish Heritage Speakers in Study Abroad Programs	A guide for Spanish heritage language students to improve their study abroad experience in countries where Spanish is the majority language. Explores the experience of individuals who study abroad in a country where they feel a linguistic, familial, or cultural affiliation (CALPER)	https://calper.la.psu.edu/materials/jsf/jet-engine:materials/tax/language-of-interest:11/
Teach-a-LCTL Resource Guide	A resource guide for teachers working in community-based LCTL education programs, containing sample lesson plans on five themes: music; sports and movement; clothing; expressions and emotions; and food. Also includes references to additional educational and organizational resources (NLRC)	https://nlrc.msu.edu/wp-content/uploads/sites/76/2024/02/Teach-a-LCTL-Novice-Guide-v1.0-Feb-2024.pdf
The Secret Letter from Gyeongbok Palace (Korean)	An augmented reality app for advanced Korean . (CALPER)	Available through the App Store
Ukrainian Language Resources	Resources for the Ukrainian language, including Ukrainian exercises, manuals, assessments and reading modules, and a language learning resource for Russian speakers (SEELRC)	https://slaviccenters.duke.edu/projects
Vietnamese Books	Low-cost instructional resources that enhance the teaching and learning of Vietnamese .	https://www.fullerton.edu/nrcal/books/



Professional Learning

For a continuously updated list of time-bound professional learning opportunities offered by LRCs, go to nflrc.org/calendar

Catalyst	Connect with colleagues across the country, collaborate on shared goals, and document progress toward them through this free digital portfolio platform for educators (PEARLL and CASLS)	https://catalyst.uoregon.edu/
The Escape from Byru'Moxia in VAuLT (Virtual and Augmented Reality for Language Training)	Cultural and language learning opportunities to learners in immersive, play-oriented environments. By integrating designed analog materials, augmented reality (AR) and virtual reality (VR) technologies, these experiences support knowledge and skills development through communication, analysis, and collaboration.	https://casls.uoregon.edu/classroom-resources/vault/
Intercom	Get ahead with InterCom. Elevate your teaching experience with insights tailored to your preferences. Each issue contains a brief video, a classroom-ready activity, and curated links to boost your professional development (CASLS)	https://casls.uoregon.edu/classroom-resources/intercom/
Language Learning Strategies and Pragmatic Development	Watch more than 180 brief YouTube videos on various language teaching and learning strategies and pragmatic development (CASLS)	https://www.youtube.com/@casls
Learning and Teaching Heritage Languages Podcast	Learn about key issues related to heritage language research, education, and pedagogy (NHLRC)	https://nhlrc.ucla.edu/nhlrc/learning#podcasts
Mastering Mentoring: Conversations with Accomplished Mentors series	Considering becoming a mentor? This self-paced series of TED-Ed lessons will help you consider and build upon strategies used by seasoned mentors. Topics include building rapport, addressing common challenges, providing feedback, and logistics and preparation (NFLRC)	https://nflrc.hawaii.edu/events/view/olpmentoring/
Online Language Pedagogy (OLP) Series	Equip yourself with essential strategies to teach language online, from crafting engaging interactions to creating engaging materials. Dive into topics like assessment, student support, and social-emotional learning (NFLRC)	https://nflrc.hawaii.edu/olp/
Teaching and Learning Languages in the United States (TELL-US) Podcast	Discover insights on teaching and learning in the U.S. from the perspective of “non-insiders” – teachers who have had to adapt to the culture of teaching and learning languages in the U.S. The 2023 podcast series focuses on Designing and Delivering Proficiency-Focused Target-Language Input (NFLRC)	https://nflrc.hawaii.edu/events/view/tellus2023/
TELL Resources (Teacher Effectiveness for Language Learning)	Whether you’re a passionate elementary, middle, or high school teacher, a dedicated faculty member in higher education, a mentor to aspiring educators, or a supervisor shaping language education at any level, this collection of products and processes based on the TELL framework will help you envision, enact, and support effective teaching practices (PEARLL)	https://pearll.nflc.umd.edu/teacher-effectiveness/
Teacher Portfolio & Preparation Series (TiPPS)	Prepare for your future as a language educator with a dynamic 8-module self-study course that builds the essential skills and knowledge needed to prepare for the job market (NFLRC)	https://nflrc.hawaii.edu/tipps/

Literacies in Language Education	Effectively apply multiliteracies pedagogy using resources such as the companion website for <i>Literacies in Language Education: A Guide for Teachers and Teacher Educators</i> (Paesani & Menke, 2023), which contains free resources tailored to the needs of LCTL teachers (CARLA)	https://carla.umn.edu/literacies/
PLONS: Professional Learning Online Network Spaces	Collaborate with other educators to develop curricula in a guided environment. Designed for foreign language educators in middle school, high school, and postsecondary institutions (CERCLL)	https://cercll.arizona.edu/project/plons/
Social Justice in Language Education	Improve your understanding and application of critical pedagogies as you teach social justice themes. Available resources at time of publication include a bibliography, curricular units, and templates (CARLA)	https://carla.umn.edu/socialjustice/
Video Library of Practices	Improve your practice guided by practicing classroom teachers. In each brief video (less than 10 minutes), a teacher reflects on one of the criteria in the Teacher Effectiveness for Language Learning (TELL) Framework with examples drawn from their experience (PEARLL)	https://youtube.com/playlist?list=PL32yWrfDjTcrTj_Fx3BF9KV6_o5eOBHQP&si=ZKhzaFDzGbsAuRSb
ViVID Program (Virtual Video-based Inquiry for the Development of LCTL Teachers)	Apply to become a fellow in this program and participate in a professional development experience that is specifically designed to meet the needs of LCTL teachers. ViVID facilitates telecollaborative peer mentoring for LCTL instructors (NLRC)	https://maflt.cal.msu.edu/vivid-apply/
Writing Proficiency of Heritage Language Learners	Help your heritage language students develop their writing proficiency using these resources, which target the development of proficiency of writers who are at Intermediate and Advanced levels of proficiency as described in the ACTFL Proficiency Guidelines (2012) (CILC)	https://cilc.common.gc.cuny.edu/writing-proficiency-of-heritage-language-learners/



LRC Languages

An alphabetical key to the 83 languages addressed by the Language Resource Center and to each LRC that has programs or resources associated with them.

LANGUAGE	AELRC	CALPER	CARLA	CASLS	CEDAR	CeLCAR	CERCLL	CLIC	CULTR	NALRC	NFLRC	NHLRC	NLRC	NRCAL	PEARLL	SEELRC
AKAN										X						
ALBANIAN																X
AMHARIC										X						
ARABIC	X	X	X	X	X		X									
ARMENIAN						X										X
AZERBAIJANI (general)						X										
AZERBAIJANI, NORTH						X										X
BANGLA	X															
BELARUSAN																X
BOSNIAN																X
BULGARIAN																X
CENTRAL KURDISH/ SORANI KURDISH						X										
CHECHEN																X
CHINESE (Cantonese)	X															
CHINESE (Mandarin)	X	X	X	X			X	X	X		X		X	X		
CHUVASH						X										
CROATIAN																X
CZECH																X
DARI						X										X
DUNGAN						X										
DUTCH			X	X												
ESTONIAN																X
FRENCH	X		X	X	X		X									

LANGUAGE	AELRC	CALPER	CARLA	CASLS	CEDAR	CeLCAR	CERCLL	CIIC	CULTR	NALRC	NFLRC	NHLRC	NLRC	NRCAL	PEARLL	SEELRC
GEORGIAN						X										X
GERMAN		X	X	X	X		X				X					
GREEK																X
HAUSA										X						
HAWAIIAN											X					
HEBREW				X			X									
HINDI							X									X
HUNGARIAN																X
IGBO										X						
INDONESIAN											X					
ITALIAN				X				X								
JAPANESE	X	X		X			X	X	X		X			X		
KAZAKH						X										X
KHMER, CENTRAL														X		
KOREAN	X	X		X			X	X	X		X			X		
KURMANJI KURDISH						X										
KYRGYZ						X										X
LATVIAN																X
LEVANTINE ARABIC					X											
LITHUANIAN																X
MACEDONIAN																X
MANCHU											X					
MAYA (YUCATEC)				X												
MONGOLIAN						X										
MONTENEGRIN																X
NAHUATL				X	X											
PASHTO						X										X
PERSIAN						X	X									X
PINGELAPESE											X					
POLISH																X

LANGUAGE	AELRC	CALPER	CARLA	CASLS	CEDAR	CeLCAR	CERCLL	CIIC	CULTR	NALRC	NFLRC	NHLRC	NLRC	NRCAL	PEARLL	SEELRC
PORTUGUESE	X		X	X			X					X				
ROMANI																X
ROMANIAN																X
RUSSIAN	X	X	X	X	X		X				X	X	X			X
SAMOAN											X					
SERBIAN																X
SLOVAK																X
SLOVENE																X
SOMALI										X						
SPANISH	X	X	X	X	X		X	X			X	X				
SWAHILI				X			X			X						
SWEDISH				X												
TAGALOG				X							X					
TAJIK						X										X
TALYSH																X
TATAR						X										X
THAI				X							X					
TIBETAN						X										
TURKISH	X		X	X		X										X
TURKMEN						X										X
UKRAINIAN	X			X												X
URDU																X
UYGHUR						X										X
UZBEK (general)						X										
UZBEK, NORTHERN						X										X
VIETNAMESE											X			X		
WYMSORYS																X
YORUBA										X						
ZULU										X						



Assessment

A select list of LRC programs and resources on **assessment** and links to access them.

Assessment Basics	Free online course offered annually on foundational concepts in language assessment, including validity, reliability, and practicality (AELRC)	Contact aelrc@georgetown.edu if you are interested in signing up for this course.
Catalyst	Free digital portfolio platform for educators to connect with colleagues across the country, collaborate on shared goals, and document progress toward them (PEARLL and CASLS)	https://catalyst.uoregon.edu/
FLAD (Foreign Language Assessment Directory)	A free, searchable database of information about available world language assessments hosted by the Center for Applied Linguistics (AELRC)	https://www.cal.org/flad/
Language Program Evaluation	A thorough program evaluation initiative that considers the needs of key stakeholder (teachers, learners, administrators, parents, and community) including the specific needs of LCTL and heritage language programs (CARLA, in partnership with ACTFL)	https://carla.umn.edu/progeval/
Local LCTL Assessments (LoLA)	Test specifications and test-template kits for online, computer-adaptive LCTL placement and diagnostics (NLRC)	https://nlrc.msu.edu/lola/
Research Briefs	Concise, accessible introductions to various areas of research (AELRC)	https://aelrc.georgetown.edu/resources/research-briefs/
Heritage Language Assessment Module	This module is on topics related to language assessment for heritage language learners (HLLs). It is designed to help educators understand and select appropriate assessments for this population (AELRC)	https://www.cal.org/flad/heritage-language-assessment-module/
Assessing Language Development	Website for language educators, especially those new to the profession. It is intended to familiarize teachers with several approaches to assessing language development (CALPER)	https://sites.psu.edu/calperlanguageassessment/
Proficiency Testing Project (PTP)	Proficiency guidelines and test materials for Central Asian languages (Kazakh, Kyrgyz, Mongolian, Pashto, Turkmen, Uyghur, and Uzbek). (CELCAR)	https://celcar.indiana.edu/assessment/index.html