

# Language Resource Centers

*research*



*teaching materials*



*assessment*



**Improving Language  
Teaching and  
Learning**

*teacher development*



*less commonly taught languages initiatives*



*K-12 initiatives*



*outreach and dissemination*



U.S. Department of Education Language Resource Centers



## Introduction

### **Proficiency in foreign languages is a critical need in the United States today**

**G**lobalization is a 21st century reality. Advances in technology and communications, new ways of doing business, political shifts and instabilities, and a growing multicultural population at home challenge the United States to develop the capacity to engage effectively with people from around the world. Health care, law enforcement, social services, business, national security, and the role of the United States as a world leader increasingly call for people who are proficient in foreign languages and who understand other cultures.

Substantial research over the past two decades documents the personal, cognitive, academic, and social benefits of learning another language, lending additional weight to the argument for making foreign language study a national priority.

Research shows that learning another language:

- Strengthens communication skills
- Enhances intellectual and cognitive growth
- Broadens career and life opportunities
- Promotes understanding of other people and cultures, benefitting both individuals and the nation as a whole

If the United States is to remain competitive as a political, economic, and social leader in the world today, 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. Foreign language study opens doors to their future—and to America's.

### **Fifteen Language Resource Centers at U.S. universities are helping address that need**

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. More than twenty years later, there are fifteen LRCs, supported by grants under Title VI of the Higher Education Act, creating a national network of resources to promote and improve the teaching

and learning of foreign languages. Led by nationally and internationally recognized language professionals, LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct research on foreign language learning.

While some centers concentrate on specific language areas and others on foreign languages in general, all share the common goal of developing resources that can be used broadly to improve foreign language education in the United States.

The highly competitive Title VI Department of Education grants are awarded to institutions that are nationally known for excellence and leadership in the field of foreign language studies. The fifteen LRCs, based at universities extending from Hawai'i to the nation's capital, include:

“Our country needs to create a future in which all Americans understand that by speaking more than one language, they are enabling [the United States] to compete successfully and work collaboratively with partners across the globe. So this is our challenge: To expand and improve language instruction at a time when financial resources are tight and the international economic competition is greater than ever. We need to embrace this challenge with all of our collective will and courage—the stakes are too high for the future of our children and our country to ignore it.”

—Secretary of Education Arne Duncan, speaking at the national Foreign Language Summit, 2010

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

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

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

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

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

Center for Language Education and Research (**CLEAR**), *Michigan State University*

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

Language Acquisition Resource Center (**LARC**), *San Diego State University*

National African Language Resource Center (**NALRC**), *University of Wisconsin–Madison*

National Capital Language Resource Center (**NCLRC**), a consortium of *The George Washington University*, *Georgetown University*, and *The Center for Applied Linguistics*

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

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

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

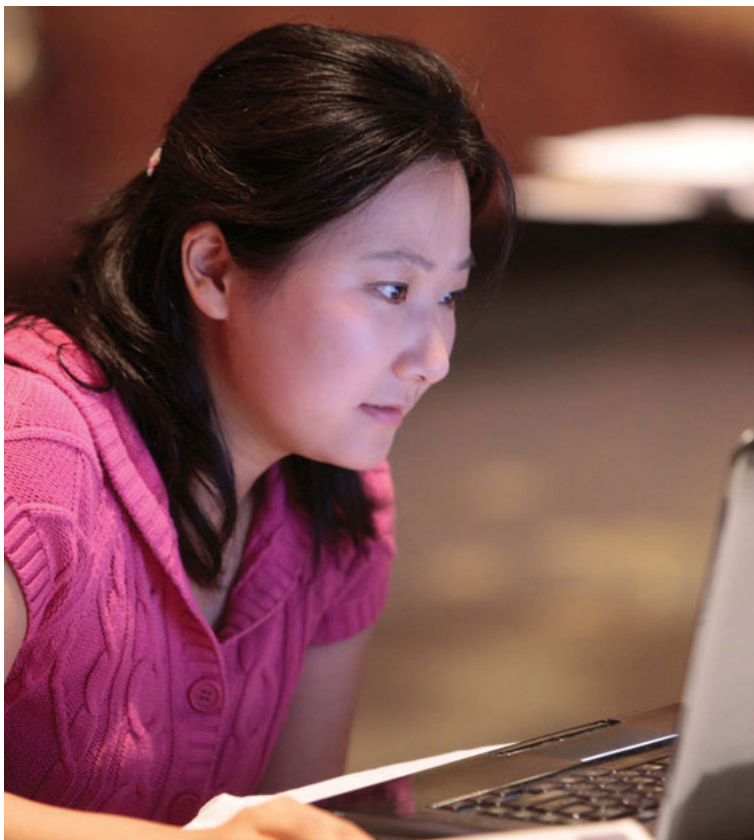
National Middle East Language Resource Center (**NMELRC**), *Brigham Young University*

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

Each LRC has a unique story and mission within the common purpose to promote and improve foreign language instruction in the United States. Their work is organized around seven basic areas:

- Research
- Teaching materials
- Assessment
- Teacher development
- Less commonly taught languages initiatives
- K-12 initiatives
- Outreach and dissemination

This publication highlights LRC contributions in each area and provides individual descriptions of the centers. All LRCs are engaged in exciting and substantive efforts that are changing the perception and practice of foreign language study, enabling the United States and its people to better work and serve and lead in the 21st century.



“Today’s students will soon be finding their place in a world that is interconnected as never before. The changing role of our nation in the international community, the changing face of American neighborhoods, the changing sources of everyday consumer products, the changing challenges confronting science, health, environmental and law enforcement experts—all must be understood and managed by a new generation of citizens, workers, and leaders. Dealing with these and future challenges will require an education system that, from kindergarten through postsecondary education, prepares future citizens and employees to act and lead in a global context. American educational institutions, from elementary schools to professional schools, must be strengthened to prepare students for the 21st century challenges to our economy, national security, and society.”

—*Education for Global Leadership, Committee for Economic Development, 2006*



**R**esearch is a vital first step to making progress in any discipline. It 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 they are substantiated by research and testing.

“Student exchanges are some of the most important people-to-people connections we can have. For hundreds of thousands of students each year, exchanges promote mutual understanding and bring people of different nations together to share ideas and compare values. They also nurture leadership skills and prepare students for the challenges of the 21st century.”

*–Secretary of State Hillary Clinton, speaking in celebration of International Education Week, 2010*

### Research can tell us:

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

LRCs are engaged in numerous, wide-ranging research projects addressing 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.

At the University of Oregon, CASLS has been conducting research on **Ten Burning Questions** developed in consultation with practicing language teachers. A few examples include:

- Do early language programs improve high school proficiency?
- How many hours of instruction do students need to reach ACTFL’s Intermediate-High proficiency?
- What factors are important for an effective K-8 program?

Work on six of these questions is complete. Concise summaries and downloadable reports are posted on CASLS’ website, readily available to support administrators and teachers as they work to develop and advocate for foreign language instruction in their schools and systems.

In a world where globalization has changed national perceptions and where the Internet makes it possible to stay connected despite distance, the study abroad experience

has been substantially altered. To understand more deeply the factors that influence learning outcomes from study abroad programs, CALPER at the Pennsylvania State University employed case studies for the recent project, **Language Learning in Study Abroad: Case Histories of Americans in France**. Analysis of the stories of study abroad participants, along with data documenting their progress in learning their second language, revealed a complex interplay among the development of language proficiency, the resources available in their host communities, and the students' own perceptions and actions. The results suggest ways to work with students' goals and expectations to improve their language learning from the experience.

In addition to their own studies, LRCs actively promote the development and communication of research by others. The Internet and new technologies have revolutionized foreign language instruction and new tools and techniques are developing at an exponential rate. How can the vast possibilities introduced by ever-changing technology be employed to develop sound tools and practices that advance language learning? How can educators keep up with research on effective use of technology in language education?

**Language Learning & Technology**, a refereed language journal sponsored by NFLRC at the University of Hawai'i at Mānoa and CLEAR at Michigan State University, is published online three times a year with articles on original research and constructs for applying technology to language learning, teaching, and research.

According to a 2007 survey by the U.S. Census Bureau, over 55.4 million people in the United States speak a language other than English at home. Students growing up in those homes who are educated in English-speaking schools are considered heritage speakers of their home language. They represent a substantial resource in the area of foreign language expertise.

NHLRC at the University of California, Los Angeles is developing effective teaching methods for heritage language learners. Each summer, NHLRC brings linguists, applied linguists, faculty in education and foreign languages, and graduate students working in all areas of heritage languages and cultures together to share ideas and research. NHLRC is also engaged in ongoing surveys of heritage language learners with varied home languages who are enrolled in postsecondary courses. Information gathered on their backgrounds, attitudes, and goals will enhance curriculum development for such students. Through these **Heritage Language Research Institutes**, and its **Heritage Language Learner Survey**, NHLRC is fostering the development of a body of research to support national efforts to build on the foreign language skills and cultural knowledge that are already present in abundance in many U.S. schools and communities.

"The millions of heritage language speakers at varying levels of language proficiency in the United States represent a tremendous reserve of students and potential teachers who can put their skills to work improving our cultural understanding as well as our ability to compete, collaborate, preserve national security, and advance international peacekeeping efforts."

—Secretary of Education Arne Duncan, speaking to the Council on Foreign Relations, 2010

# teaching materials



**Excellent teaching materials reflecting current research** and best practices are crucial in efforts to improve foreign language instruction. The field of language studies is evolving rapidly. Instructional approaches are moving from more traditional methods to innovative techniques that equip students to use their second language skills beyond the classroom. New technologies provide opportunities to create instructional materials that engage students' interests and varied abilities.

Globalization calls for proficiency in foreign languages beyond the few that are generally taught, resulting in a fundamental need for:

- 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 and other specialized needs
- Resources in all languages for learners at advanced levels

The LRCs are addressing these needs and opportunities in dozens of projects. Their work helps fill the gap between what is needed to support foreign language study in the United States and what commercial publishers are able to produce.

## Materials for teachers

CLEAR at Michigan State University has leveraged Web 2.0 technology to create new tools that enable language teachers to use the web in new ways. Here's what the 14,000 teachers logged onto CLEAR's **Rich Internet Applications for Language Learning** can do—at no cost—to create interactive multimedia materials that promote learning and make foreign language study engaging for media-savvy students:

- Put an audio or video dropbox in any web page so students' recordings are deposited into the teacher's dropbox
- Upload videos, record live video, and add subtitles
- Track students' progress with a process-writing tool
- Demonstrate character formation of non-Roman fonts with playback and practice overlay
- Create Jeopardy-like games for review and fun
- Combine video, audio, text, and interactive exercises
- Record questions for students to answer outside of class

"I can start using these free resources as soon as school starts! I don't have a language lab but with these tools I don't really need one."

*—Language teacher using LRC-created tools*



CLEAR's Rich Internet Applications suite is only one of many LRC projects designed to assist teachers by offering lesson planning tools, content-based lessons combining language and social studies, textbooks, and guides for new teachers working in small group or tutorial settings.

### Materials for less commonly taught languages

More than one hundred institutions in the United States have adopted the elementary level textbook series *Let's Speak*, developed for thirteen African languages by NALRC at the University of Wisconsin–Madison. In addition to continuing to expand the elementary *Let's Speak* series, NALRC has published textbooks through the intermediate level for Shona and the advanced level for Swahili, along with learners' reference grammars, a bilingual dictionary, multimedia CD-ROMs, and informational brochures on a wide variety of African languages.

At the **Tá Falado** section of **Brazilpod**, a supplementary Portuguese website at the University of Texas at Austin, COERLL has produced forty-six podcast lessons to help students who already speak Spanish learn Portuguese pronunciation and grammar. Built around dialogs that are repeated in Spanish, the lessons provide a direct comparison of the two languages and show some of the differences between North American and Brazilian cultures. Downloadable transcripts, notes, audio files, and blog discussions are also provided. Videos on other sections of Brazilpod provide scenarios and interviews that demonstrate interactions and language use by native Portuguese speakers.

### Materials for students

A number of LRCs are working with distance-learning materials. **Online Certificate Courses in Chinese and Japanese**, developed by NFLRC at the University of Hawai'i at Mānoa, enable students and government and civilian personnel anywhere, who have acquired basic proficiency in Chinese or Japanese, to complete advanced studies online and earn a University of Hawai'i certificate (equal to an undergraduate minor).

Designed for the independent learner who has not previously studied Korean, **Pathway to Korean: Beginning Spoken Korean from Zero**, provides an introduction to the Korean sound system, alphabet, and use of language and forms of expression. Developed by NEALRC at the Ohio State University, five units consisting of more than forty lessons are available online.

Additional interactive materials developed by LRCs are available online and on CD/DVD for students learning more commonly taught languages, as well as Arabic, Russian, Hindi, and Pashto among others, and for heritage learners of Filipino, Japanese, and Samoan.

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

"My compliments to the National Foreign Language Resource Center at the University of Hawai'i and to the team that has built the Multimedia Language Learning Software online evaluation tool. Your efforts are leading the way to a far better understanding of what we need to know as we introduce technology into language learning programs at all levels."

—Glenn Nordin, Foreign Language and Area Advisor in the Office of the Undersecretary of Defense for Intelligence



"I use the exam with my 3rd and 4th level students in place of a final exam. It provides an opportunity for me to see how they're doing and gives the students a chance to become familiar with a language placement test even if they know that their chosen university requires another test. It's inexpensive, easy to administer, and is a way to provide evaluative information for your program without a lot of expense."

*—Language teacher using LRC-created assessments*

**A**ssessment is closely connected with all efforts to improve and expand foreign language study. Effective assessment lets teachers know how their methods and materials are working and where they need improvement. It gives students a chance to show what they are learning and lets them and other stakeholders know where they need more study or help. Assessment provides important data for parents, teachers, program planners, administrators, and funders.

The LRCs understand that teachers need to know how best to assess their students in an ongoing, meaningful way. Current projects in assessment include developing and administering assessments in twenty-five different languages ranging from French and Japanese to Tamil and Yoruba. LRCs are working individually and cooperatively to:

- Create assessment tools
- Train teachers to develop their own assessments
- Help teachers understand the way assessments work and how to interpret their results

## Creating assessment tools

The focus on assessment across educational systems underscores the need for testing methods that make sense and provide useful information to both students and teachers. CASLS at the University of Oregon has developed two web-based assessment programs.

**Standards-based Measurement of Proficiency (STAMP)** determines student progress by using real-world language situations to measure reading, writing, and speaking proficiencies at levels ranging from novice to intermediate in Chinese, French, German, Italian, Japanese, and Spanish, with advanced and superior levels under development. In partnerships with NALRC at the University of Wisconsin–Madison and CeLCAR at Indiana University, tests have also been developed for Arabic, Hebrew, Persian, Swahili, Turkish, and Yoruba. CASLS' recent program, **LinguaFolio Online**, takes a new approach to assessment, incorporating students' self-evaluations, goals, and reflections along with standardized assessment scores and work samples, encouraging students to work independently and set their own goals.

Other online assessment projects include:

- **Chinese Computerized Adaptive Listening Comprehension Test (CCALT)**, developed by NEALRC at the Ohio State University, which measures listening skills in Mandarin Chinese.
- **Computer-Assisted Screening Tool (CAST)**, an oral proficiency test in ten languages formulated by LARC at San Diego State University, which helps assess a student's readiness for the standardized Oral Proficiency Interview administered by ACTFL.
- **Online Proficiency-Based Progress Tests**, developed by NMELRC at Brigham Young University, which provide affordable assessments for intermediate and advanced levels of Arabic, Hebrew, Persian, and Turkish.
- **Foreign Language Assessment Database (FLAD)**, a free, searchable directory of information on more than two hundred assessments in over ninety languages maintained by NCLRC, a consortium of the George Washington University, Georgetown University, and the Center for Applied Linguistics.

Assessment tools can also be used to trace progress in learning a second language. **Graphic Online Language Diagnostic (GOLD)**, created by CALPER staff and faculty at the Pennsylvania State University, is a web-based program that enables teachers to analyze the written and spoken work of their students and assess their language development over time.

### Training teachers to develop and interpret assessments

Professional development for teachers on all forms of assessment is critical to improving instruction at the classroom level. CARLA, at the University of Minnesota, has developed a **Virtual Assessment Center (VAC)** that offers web-based learning modules with background information, step-by-step guidance, and practical resources to help teachers develop classroom assessments that are aligned with foreign language education standards and current methodology. The VAC is being expanded to include videos of teachers sharing their real-world experience on developing and using integrated performance assessments.

In the end, assessments show what is working and whether students are learning what the teacher intends for them to learn. Summer institutes, conferences and workshops, as well as other LRC projects, help teachers understand the place and power of assessment in their teaching and the importance of standards-based assessment practices. In the projects described above and others, the LRCs are pioneering new strategies and techniques to improve the ability of foreign language programs in the United States to measure, diagnose, document, and ultimately, improve language learning.

"This week confirmed for me that solid assessments are key (maybe *the* key) to effective teaching. I will always remember the meaning of 'assess' as 'to sit beside.' I see myself as a language coach guiding my students as individual learners, and as a class, along the road to content knowledge, cultural awareness and language proficiency."

*—Participant in LRC summer institute on assessment*

## teacher development



**Rising enrollment—especially for “critical” languages**—and the growing national interest in foreign language education call for increasing numbers of qualified foreign language teachers now and for the future. Improved pre-service and in-service programs to help teachers remain up-to-date on research, instructional methods, and tools are also acutely needed. With their academic resources, professional networks, and track record for successful projects, the LRCs are well positioned to contribute the basic research, practical guidance, and materials needed to develop excellent programs to prepare and support teachers of foreign languages.

### Summer institutes, networks, and workshops

Summer institutes, networks, and workshops are touchstones in extensive efforts by the LRCs to provide teachers with opportunities to stay current with research on foreign language acquisition, explore issues and developments in their language areas, and develop relationships with other teachers and experts.

The fifteen LRCs offer close to eighty summer institutes annually, often in collaboration with partner universities and schools across the country, bringing an average of 1,800 teachers together to learn more about using technology, immersion education, Middle Eastern languages, African languages, Central Asian languages, East Asian languages, testing and program evaluation, and a host of other topics. The institutes described below are representative of the varied and rich opportunities offered by LRCs.

“This was a terrific institute. Through the sessions with the instructors—and through discussions with the other participants—I have so many ideas for creating class materials that will lead to much more interactive and dynamic class sessions.”

*—Participant in LRC summer institute on materials development*

- Proficiency in a second language takes more than the ability to shape words and construct sentences. At **Developing Foreign Language Courses Using a Multiple Literacies Approach**, offered by the University of Arizona’s CERCLL, teachers learn ways to combine culture, literature, and language in designing foreign language courses, as well as effective techniques for instruction and assessment for courses using multiple literacies.
- At the University of Oregon, CASLS brings language teachers together to form communities of practice with colleagues, mentors, and experts. These educators learn how to become more effective teachers and leaders through the **Global Language Education Network (GLEN)** program.

Workshops, lasting one to three days, are another way LRCs inform teachers on current topics of concern and interest. In a given year, thousands of teachers participate in hundreds of LRC workshops. At the University of California, Los Angeles, for example, NHLRC's **Connecting Your Classroom to the Heritage Language Community** brought thirty language teachers from ten states together to learn about research on heritage speakers and approaches for understanding language communities in the United States.

Created by NCLRC, a consortium of the George Washington University, Georgetown University, and the Center for Applied Linguistics, the **Arabic K-12 Network** demonstrates the way well-supported networks can inform and build community. Aimed at serving the Arabic language teaching community in the United States, the Network provides a way for teachers to share materials, methods, and discuss experiences. It is supported by a website that posts its newsletter, Arabic textbook reviews, job and funding announcements, helpful links, and more. The Network also organizes blogs for online discussion and institutes on teaching Arabic K-12.

### Training and resources

The following are but a few of the many LRC efforts that provide training, resources, and tools for foreign language teachers.

- **Teacher Training Videos** for teachers of Chinese and Japanese are being developed by NEALRC at the Ohio State University. The series will focus on task-based classroom instruction and performance-based instruction, showing teachers demonstrating these methodologies in classrooms.
- **Dynamic Assessment in the Foreign Language Classroom: A Teacher's Guide**, published by CALPER at the Pennsylvania State University, introduces a new approach to instruction and assessment.
- **Video Assistance for Understanding Language Teaching Techniques (VAULTT)**, designed by CLEAR at Michigan State University, provides short video demonstrations of best practices for language teaching. Designed especially for teachers of less commonly taught languages, the videos demonstrate techniques such as error correction, eliciting and explaining vocabulary, and building schema, and are accompanied by teaching materials to support the video content.

Teachers are the heart and soul of education. With the help of the LRCs, U.S. foreign language teachers are receiving the support they need to give their students the skills and encouragement that lead to proficiency in foreign languages.

“As a language teacher who must constantly improve my teaching in order to overcome the ‘do we *have* to?’ syndrome among my students, I try to incorporate the best practices in instructional technology into my classes. This workshop was of tremendous value to me.”

*—Participant in LRC summer workshop on technology for language learning*

# less commonly taught languages initiatives



LRCs are helping develop instructional tools and programs for these and other less commonly taught languages:

Arabic	Polish	Tamil
Amharic	Portuguese	Telugu
Asante-Twi	Pulaar	Tibetan
Azerbaijani	Punjabi	Thai
Bamanakan	Russian	Turkish
Basque	Serbian	Urdu
Bengali	Shona	Uyghur
Bosnian	Sindhi	Uzbek
Chinese	Sinhala	Vietnamese
Croatian	Swahili	Yoruba
Filipino/Tagalog	Tajiki	Zulu
Gujarati		
Hausa		
Hawaiian		
Hebrew		
Hindi		
Indonesian		
Irish		
Japanese		
Kannada		
Kashmiri		
Kazakh		
Khmer		
Korean		
Malayalam		
Marathi		
Nepali		
Norwegian		
Pashto		
Persian		
Pingelapese		

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

Instruction for these languages is rarely available at the K-12 level. Qualified teachers are hard 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 university involvement, are playing a crucial role in the endeavor to develop curricula, assessments, standards, teaching materials, and qualified teachers for languages that were not taught in traditional educational settings in past decades.

All fifteen centers are working on projects that impact instruction for less commonly taught languages, but five are organized around particular regions and are

contributing significantly to U.S. efforts to develop effective instructional programs for the languages of their areas. These area-specific LRCs include:

- CeLCAR at Indiana University, which has produced complete first-year textbooks for instructor-led courses in Pashto, Uzbek, Uyghur, and Tajiki, as well as free online multimedia modules used by more than 1,500 students of Central Asian languages;
- NALRC at the University of Wisconsin–Madison, which is advancing U.S. instruction in African languages by researching enrollment in African language classes and developing textbooks, grammars and dictionaries, assessment tools, guidelines for curriculum development, standards, and certification programs;
- NEALRC at the Ohio State University, which is promoting instruction in East Asian languages through online learning courses in Chinese, Japanese, and Korean, online assessment tools for listening comprehension of Mandarin Chinese, and summer programs for teachers and students of Chinese and Japanese;
- NMEALRC at Brigham Young University, which provides a variety of learning opportunities and resources for both teachers and students of Arabic, Hebrew, Persian, and Turkish, including intensive summer programs with distance learning follow-up;
- SEELRC at Duke University, with its primary focus on Slavic and Eurasian languages, which is producing online parallel grammars with supplementary, self-grading exercises for advanced-level users in Czech, Macedonian, Russian, and Polish, with Romanian, Bosnian/Croatian/Serbian, and Georgian available soon.

Demand is growing for instruction in an increasing number of less commonly taught languages, and it is important to be able to find out what courses, languages, and levels of instruction are available and where they are offered. CARLA, at the University of Minnesota, has made that easy to do through its searchable online **Less Commonly Taught Languages Database**. Continuously updated, the database has over 12,500 listings for courses in 350 less commonly taught languages throughout North America. The database and CARLA's extensive array of web-based resources for the instructors of less commonly taught languages were accessed more than two million times in 2010.

These are just a few of the major initiatives that the LRCs are working on in this area. From the projects listed above to others providing advanced materials for Chinese, Japanese, Korean, and Russian, and an independent study program introducing Chinese language and culture to Americans in business, LRC faculty and staff are bringing their expertise to promote and develop instructional programs for less commonly taught languages in the United States.

“Teaching a LCTL often gives you a feeling of being alone. You have no one to talk to or plan with. This institute gave me the opportunity to meet with other people in the same situation. Though teaching different languages, we exchanged ideas, plans, and materials. I walk away feeling we all have so much in common and when in doubt, I can contact any of these fellow teachers for material, thoughts or even a boost of confidence!”

*–Participant in LRC summer institute on materials development for LCTLs*

## K-12 initiatives



“If you want the best overview of immersion education, its theory, issues, and best practices, take CARLA’s Immersion 101! You will not only access tons of current research supporting immersion education, you will meet kindred spirits with the same passion and connect to their ideas, resources, and classrooms.”

—Participant in LRC summer institute on language immersion

**T**he bulk of foreign language education in the United States takes place in kindergarten through twelfth grades. Effective K-12 programs for the commonly taught languages as well as those less commonly taught are crucial to developing competence in the diverse languages needed to work and serve effectively in the world today.

Clear, agreed-upon standards are key to improving K-12 language education. LRCs are actively engaged in promoting the national standards published by the National Standards in Foreign Language Education Project, a collaborative effort of more than ten professional language teacher associations. A number of LRCs have worked to develop standards for specific languages, based on the goals and objectives outlined in *Standards for Foreign Language Learning in the 21st Century*. Languages with completed standards are given below, with still more under development:

- Arabic (NCLRC at the George Washington University, Georgetown University, and the Center for Applied Linguistics)
- Korean (CALPER at the Pennsylvania State University)
- Pashto, Turkmen, Uyghur, Uzbek, and Kazakh (CeLCAR at Indiana University)
- Swahili, Yoruba, Zulu, Akan, Wolof, and Afrikaans (NALRC at the University of Wisconsin–Madison)

The steady demands of the classroom can make it difficult for teachers to remain current with research and developments in language education. Summer institutes, conferences, workshops, online resources, and publications offered by the LRCs serve as a bridge, connecting K-12 foreign language teachers with the most up-to-date information, methods, and tools in the field of language teaching.

Immersion programs are the fastest growing and most effective foreign language programs currently available in U.S. schools. Most immersion students can be expected to reach higher levels of second language proficiency than students in other school-based language programs. Because there are few pre-service programs to prepare teachers for immersion teaching, in-service professional development offerings are particularly important.

Supporting the rapid growth in immersion education through research and the development of a sustainable national network of immersion educators is a priority for CARLA at the University of Minnesota. CARLA maintains an extensive online archive of articles from its **American**



**Council on Immersion Education Newsletter** and a website that offers research-based and practitioner-informed resources and perspectives on a wide range of issues related to immersion education. In addition to offering a series of popular summer institutes for immersion teachers and administrators, CARLA will sponsor its fourth **International Conference on Immersion Education** in 2012.

National efforts to develop programs for less commonly taught languages are hampered by a shortage of programs and teachers. NMELRC at Brigham Young University offers summer camps where high school students who have no access to instruction in Arabic can begin study. When the camp ends, they can continue their studies through the distance learning program **Arabic Without Walls**. The camp serves K-12 Arabic teachers as well, offering the opportunity for practice and instruction from a master teacher.

Stimulating a student's interest in other languages is another way to promote foreign language study. **Introducing Children to the World**, offered by CERCLL at the University of Arizona, is designed to help K-8 teachers create units that nurture children's interest in foreign languages and cultures. Recent workshops on Korean and Arabic provided background information on the languages and their cultures, along with handouts and resources including children's literature for the regions. Ongoing follow-up study groups continue to support teachers in creating integrated units for their classrooms, with kits for units in Portuguese, Russian, and Chinese slated to bring new languages directly to local schools in 2011 and 2012.

Children in Bloomington, Indiana, can take a free, eight-week course in Arabic, Chinese, Dari, or Mongolian through **Bridges: Children, Languages, World**. Created by CeLCAR at Indiana University, Bridges uses free play, imagination, and crafts to help children begin to develop vocabulary in these less commonly taught languages, some of which are designated as "critical." Developed in partnership with faculty from IU's School of Education, and taught by university students who are studying less commonly taught languages, the course also addresses the national need to train qualified instructors for less commonly taught languages.

It takes time to learn a language. Well-developed K-12 programs create a path to university programs and make it possible to truly master the language studied. The work of the LRCs in research, teaching materials, assessment, teacher development, and less commonly taught languages is helping K-12 teachers and programs throughout the United States do a better job of preparing students for the 21st century.

### Knowing how, when, and why to say what to whom

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's foreign language classroom.

*—Standards for Foreign Language Learning: Preparing for the 21st Century*

## outreach and dissemination



“This is the only conference in the United States specifically devoted to Language Teacher Education; it has become the most important conference I attend.”

*–Participant in the International Conference on Language Teacher Education*

**O**utreach and dissemination are basic to the LRCs’ mission to promote and improve foreign language education in the United States. Conferences, journals, special events, networks, websites, webinars, and social media are all important tools employed to promote foreign language education, inform teachers, encourage excellence and collaboration, and inspire students.

LRCs sponsor and strengthen existing conferences as well as initiating new ones to explore developments in the field of language teaching and learning. In 2007, participants in education, government, and business from thirteen countries attended the **Seventeenth International Conference on Pragmatics and Language Learning** organized by NFLRC at the University of Hawai’i at Mānoa. Presentations addressed a broad range of topics in linguistics from a variety of perspectives in relation to their use in foreign language education.

In 2009, approximately 450 language teacher educators from fifty states and close to thirty countries participated in the **Sixth International Conference on Language Teacher Education** in Washington, D.C. Designed for educators and researchers involved in preparation and ongoing professional development of all teachers of foreign languages, this biennial conference was founded by CARLA at the University of Minnesota and is co-sponsored by NCLRC, a consortium of the George Washington University, Georgetown University, and the Center for Applied Linguistics. The conference returns to Minnesota in 2011.

Researchers and practitioners across languages, levels, and settings will gather in 2012 at the University of Arizona for the **Third International Conference on the Development and Assessment of Intercultural Competence**, organized by CERCLL. Participants at the conference, co-sponsored by CALPER, CASLS, LARC, NCLRC, NFLRC, NHLRC, and NMEELRC, along with several other organizations, will discuss and share research, theory, and best practices, and foster dialog on developing and assessing intercultural competence in foreign languages. In addition to sponsoring conferences, LRC faculty give frequent presentations at prominent national and international conferences, sharing their expertise and knowledge of developments in the field of language studies.

For seven years running, hundreds of high school students, teachers, administrators, and parents have come to Michigan State University to explore world languages and cultures at **World Languages Day**, organized by CLEAR. In 2011, sessions by MSU faculty and guest speakers on topics ranging from Japanese anime culture and Swahili greetings to Bollywood and French slang helped participants see the richness of foreign languages and cultures and the opportunities to learn more about them through MSU's language and international study programs.

Journals and other publications serve the LRCs' mission to keep language educators informed on topics of interest and concern. NFLRC at the University of Hawai'i at Mānoa distributes a **Monograph Series** designed to support and share results of research on strategies for language learning and teaching. NHLRC at the University of California, Los Angeles, produces the **Heritage Language Journal**, an online publication that provides a forum for scholarly articles on aspects of heritage language knowledge, loss, maintenance, and development, with a view to improving the education of heritage learners.

The online **Language Resource Newsletter**, published by NCLRC at the George Washington University, Georgetown University, and the Center for Applied Linguistics, brings feature articles, classroom materials, resources, practical guidance, announcements, and more in a lively format to more than 30,000 subscribers every month to inform and build community among K-12 foreign language teachers. **InterCom**, a weekly online newsletter developed by CASLS at the University of Oregon, supplies busy teachers with customizable links to resources and information that meets their interests.

Webinars and social media are also used by LRCs to connect with teachers and students and to share knowledge and expertise. In LARC's **2010 Summer Webinar Series** on social media, teachers learned how to foster collaboration with social media tools, use blogs and Skype to support learning, and more. Archived on LARC's website, presentations remain accessible at no cost. A visit to the websites of many LRCs yields links to various blogs as well as their presence on Facebook, YouTube, and Twitter. All represent the LRCs' commitment to the effective use of new technologies to promote and improve foreign language education.

While websites are ubiquitous these days, it is important to note that they are the LRCs' primary outreach and dissemination tool. Each of the fifteen centers maintains a website packed with resources and information reflecting its mission and available to teachers, students, administrators, government and business employees, and all who are interested in foreign languages.

"My favorite part was being able to peek into other worlds and experience their culture. It's like traveling to another country without having to pay the money!"

—Participant in World Languages Day

# Center for Advanced Language Proficiency Education and Research (CALPER)

The Pennsylvania State University

**The Center** for Advanced Language Proficiency Education and Research (CALPER), part of the College of the Liberal Arts at the Pennsylvania State University, was established in 2002. CALPER's mission is to strengthen and promote language learning at the advanced levels of proficiency through

"This workshop provided me with a new perspective of how to make the best use of corpora for foreign language teaching."

*—Participant in the summer workshop "Making the Most of a Corpus"*



research, development of innovative teaching and learning materials, and collaboration with teachers and educational institutions. CALPER's projects and initiatives focus on:

- Corpus-based teaching and learning materials
- Developmental language assessment
- Teacher development
- Research on study abroad
- Language/culture interface

## Research

CALPER conducts applied research in the service of informing language teaching, learning, and assessment.

**Language Socialization in Chinese Study Abroad** investigates the qualities and outcomes of American high school students' sojourns in China, with a focus on the emergence of intercultural learning in homestay settings.

**Evaluation and Impact of Dynamic Assessment** investigates how teachers implement dynamic assessment procedures in classroom settings and shows these procedures at work in classrooms. The project adds rich case studies to its existing teacher preparation materials and contributes to ongoing professional development on formative language assessment.

## Teaching materials

CALPER emphasizes the use of corpora (collections of natural spoken and written language) in developing teaching and learning materials, and has designed materials that enable educators to explore and learn to use such natural language in their teaching. New projects focus on the development of listening skills and advanced discourse features in Chinese, genre-specific features of advanced Korean, and figurative language and conceptual fluency in Chinese, Russian, and Spanish.

## Teacher development

CALPER has built an extensive website that offers a wide range of quality resources to language educators, recognized by Thomson Scientific's ISI Web of Knowledge.

**Corpus Portal** is a gateway to information and tools for teachers interested in exploring ways to use corpus data in language teaching, learning, and assessment. It includes a tutorial on corpus studies, references to research and available corpora, reports from teachers using a corpus approach, and examples for data-driven learning activities.

**Assessment Webspace** presents concise information on alternative assessment tools, including portfolios, interviews, self-assessment, observation, projects, group-based assessment, and dialogic assessment.

**Technology Resources** contains a Computer-mediated Communication (CMC) activity database with video examples showcasing teachers implementing CMC activities.

**Project Work Resources** presents background information, sample projects, and narratives of language teachers experienced in conducting project work with their students.

**Multimedia Materials** focus on teaching heritage and domestic language learners in the less commonly taught languages at the college level.

## Outreach

Through a working papers series, digests and briefs, podcasts, a news blog, and an electronic newsletter, CALPER actively disseminates information of interest to the language education profession. Its new collaborations with other LRCs and professional associations bring teachers together in conferences, workshops, and online seminars. Reaching out to the language education community, making opportunities available, and contributing to the professional dialog continue to be among CALPER's primary goals.

### Center for Advanced Language Proficiency Education and Research (CALPER)

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James P. Lantolf and Karen E. Johnson | *Co-directors*



"This workshop made me re-think my assessment practices and keep language development in mind."

*-Participant in the summer workshop "Dynamic Assessment"*

# The Center for Advanced Research on Language Acquisition (CARLA)

University of Minnesota

**T**he role of the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is to improve the nation's capacity to teach and learn foreign languages effectively. Launched in 1993, CARLA's research and action initiatives have centered on several key areas:



“What a unique experience! It was the perfect balance of research and practical application. These are the types of institutes that change teachers’ practice. I learned so much in one week—including the things I thought I needed to know and the things I had no idea I needed to know!”

—Participant in the summer institute “Second Language Acquisition Basics for Teachers”

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

## Integrating theory and practice

CARLA places major emphasis on linking research and theory with practical classroom application. To support the language teaching community, CARLA offers high-quality professional development, easily accessible materials for the classroom, and on-demand background information to enhance teachers’ abilities and understanding of the language learning process.

## Summer institutes for language teachers

CARLA’s popular summer institute program is designed to share research and developments in second language learning with language teachers. Since its inception in 1996, the program has engaged over 3,400 participants from all over the world, regularly offering ten or more intensive institutes per summer. Each institute highlights the connection between research and practice and includes discussion, theory building, hands-on activities, and networking with colleagues.

## Working papers

Since 1996 CARLA has published thirty-five working papers, many of which are now available online. Popular publications include:

- *Maximizing Study Abroad: A Student’s Guide and Instructional Guide to Strategies for Language Culture Learning and Use*
- *Struggling Learners and Language Immersion Education*

- *Developing Materials for Less Commonly Taught Languages*
- *Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers*

### Web resources for materials and professional development

Accessed by more than a million visitors per year, the CARLA website is a virtual treasure trove of practical information for language teachers that continues to expand. Specific resources include:

**American Council on Immersion Education (ACIE) Archive**, featuring over 200 ACIE newsletter articles on language immersion education.

**Content-based Language Teaching through Technology Center**, helping teachers create content-based lessons and units using technology.

**Minnesota Language Proficiency Assessments**, targeting proficiency in reading, writing, speaking, and listening at two levels on the ACTFL scale in French, German, and Spanish.

Other resources include the **Virtual Assessment Center**, a database with information on courses in less commonly taught languages, an online center for teachers of less commonly taught languages, teaching modules on using technology, and more.

### Fostering collaboration and professional dialog

CARLA actively seeks collaboration in all its projects and activities to create partnerships for sustained professional dialog. The following conferences sponsored by CARLA have created powerful connections in the field of language education:

The biennial **International Language Teacher Education Conference** brings together language teacher educators from around the world to discuss and share research, theory, and best practices across languages, levels, and teaching contexts. It will be offered again in 2011 and 2013.

The **Immersion Education Pathways to Bilingualism Conference** draws professionals from a variety of language immersion “pathways” to engage in dialog and professional exchange across languages, levels, learner audiences, program models, and socio-political contexts. Over 900 participants are expected to attend this unique conference in 2012.

### Center for Advanced Research on Language Acquisition (CARLA)

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 Elaine Tarone | *Director*

“The CARLA institute has provided me with a plethora of new tools and ideas. I am excited to start the new year and put my new ideas into practice.”

*–Participant in the summer institute “Developing Assessments for the Second Language Classroom”*



# Center for Applied Second Language Studies (CASLS)

University of Oregon

**Established in 2001,** the Center for Applied Second Language Studies (CASLS) at the University of Oregon works to improve the teaching and learning of world languages. CASLS strives to develop the next generation of global professionals through innovative language strategies, techniques, and tools.

"I love the CASLS newsletter, because I know I can do a quick check weekly for timely articles and resources from colleagues."

*—InterCom subscriber*



## Assessment

CASLS supports effective teaching through the development of accessible, innovative foreign language assessment tools.

The **Open CAP** system gives teachers access to the technology behind the well-known Standards-based Measurement of Proficiency (STAMP), allowing them to create their own test items and access items made by others. Open CAP delivers these customized tests online, automatically grades students' multiple choice responses, and prepares reports.

**LinguaFolio Online** is an e-portfolio system that provides a record of students' self-evaluations, goals, reflections, standardized assessment scores, and work samples. LinguaFolio Online promotes reflective, autonomous learning and empowers students to set their own language learning goals.

## Teacher development

CASLS improves educational practice by providing teachers with long-term, collaborative processes of self-discovery.

CASLS will take its successful Western Initiative for Language Leadership (WILL) program to a national stage with **Global Language Education Network (GLEN)**. This two-year professional development experience includes action research, online social networking, and ongoing leadership training.

The perfect newsletter for the busy teacher, **InterCom** delivers customized, relevant information to teachers' inboxes once a week.

**A National Virtual Language Lab (ANVILL)** brings the power of language labs to classrooms of all sizes. ANVILL is a web-based tool that allows teachers to record student speech, create listening assignments, and prepare other media-rich learning experiences. It includes a video discussion board, video group chats, a podcast-like tool, a multimedia quiz tool, and a content-based management system.



## Research

CASLS' research provides empirical guidance and documentation for its projects and offers a basis for dissemination of data to researchers and educators.

Through its **Customized Research Services**, CASLS helps organizations analyze data so they can make informed program and policy decisions. CASLS investigates relationships among student assessment data and demographic factors such as socioeconomic status, program model, race, and gender to provide powerful insights into factors contributing to language learning.

Despite a national emphasis on K-16 sequences of language study, little data exists on the effectiveness of such models. For example, how many students actually reach advanced proficiency at the end of twelfth grade? In **Global Scholars**, CASLS is investigating the K-16 language programs it pioneered with Portland Public Schools and will publish a curricular guide and research report on how to develop advanced-level proficiency in K-12 students.

## Less commonly taught languages initiatives

CASLS is currently developing the **National Online Early Language Learning Assessment (NOELLA)** in Russian to complement existing versions in Chinese, Japanese, and Korean. A web-based proficiency test for students in grades 3-6, NOELLA is perfect for checking progress, programs and standards review, staff development, and instructional planning.

**Less Commonly Taught Languages Professional Development** CASLS is partnering with the Center for Asian and Pacific Studies at the University of Oregon to provide long-term, sustained professional development for Chinese, Japanese, and Russian teachers.

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Carl Falsgraf | *Director*



"The online testing is a wonderful idea. It gives all teachers an opportunity to see exactly where their students fall in comparison to other schools. It also lets us know what skills we need to add, review, stress, etc. It is also a wonderful challenge for the students."

*—Teacher using CASLS' online assessments*

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

Indiana University

**Founded in 2002**, the Center for Languages of the Central Asian Region (CeLCAR) at Indiana University is dedicated to promoting the teaching and learning of languages and cultures of Central Asia. CeLCAR develops textbooks, multimedia resources, and curricula for all Central Asian languages including Azerbaijani,

Dari, Kazakh, Kyrgyz, Mongolian, Pashto, Tajiki, Turkmen, Uyghur, and Uzbek. CeLCAR fosters interest in and knowledge of these less commonly taught languages and their cultures to meet strategic national needs.

## Teaching materials

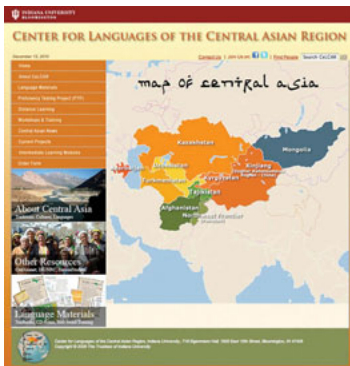
**Elementary Level Textbooks** CeLCAR has produced elementary level textbooks for Dari, Pashto, Tajiki, Uzbek, and Uyghur. All textbooks are designed according to the communicative approach to language learning and are intended as complete first-year textbooks for instructor-led courses. The textbooks include abundant authentic materials and are accompanied by multimedia CDs. CeLCAR is currently developing an elementary Kazakh textbook.

**Intermediate Reading and Listening Modules** CeLCAR has developed a series of interactive reading and listening modules for intermediate learners of Azerbaijani, Kyrgyz, Mongolian, Pashto, Tajiki, Uyghur, and Uzbek. These modules provide multimedia exercises to help students build skills, broaden vocabulary, and deepen their understanding of the language and culture.

**Intermediate and Advanced Level Textbooks** During the current grant cycle, CeLCAR is developing and producing intermediate and advanced level textbooks for Dari, Pashto, Tajiki, Uzbek, and Uyghur. These theme-based textbooks will use the communicative method, a cyclical design for reinforcing topics, and task-based activities for reinforcement.

## Assessment

**Proficiency Testing Project** CeLCAR leads a consortium of twenty Title VI National Resource Centers developing standards, guidelines, tests, and materials for Central Asian languages based on ACTFL and ILR proficiency guidelines, as well as those in place at U.S. universities and government agencies. A key component of the project is the ongoing analysis of learner performance for these languages, all of which are taught at Indiana University's Summer Workshop on Slavic, East European, and Central Asian Languages or



in the Department of Central Eurasian Studies. Additionally, CeLCAR is developing a template for e-portfolios for accurately assessing oral and written performance, as well as test materials for pragmatics.

## Research

**Bridging Project** CeLCAR is researching the effectiveness of bridging courses from Turkish to Turkic-based languages and Farsi to Persian-based Central Asian languages. The results of this research will culminate in curricula, teaching materials, and language courses designed specifically for bridging these languages.

## Teacher development

**Training and Workshops** CeLCAR offers Dari and Pashto Certification Workshops for post-secondary education instructors as well as curriculum development workshops for instructors of all Central Asian languages.

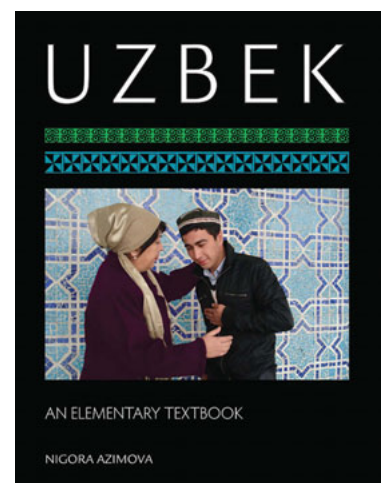
## K-12 initiatives

**Bridges: Children, Languages, World** CeLCAR sponsors Central Asian language classes in this early language exposure program for K-12 students, which introduces children and their families to the languages and cultures of Central Asia.

CeLCAR's activities continue to expand. The center continually seeks new opportunities to make Central Asian languages more accessible to the broader public in government, academia, business, and non-profit sectors, using print, web-based, digital, and face-to-face channels.

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

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Christopher Atwood | *Director*



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

University of Arizona

**Established in 2006,** the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona focuses primarily on intercultural competence and multiliteracies, particularly the areas of literacy development and the integration of culture and society into language learning. CERCLL

develops innovative teaching methods that incorporate new and emerging technologies, provides training and resources, and generates and shares knowledge through conferences, roundtables, and colloquia. Its projects focus on a variety of less commonly taught languages, and several involve collaborations with other LRCs, National Resource Centers, and additional partners across the nation.

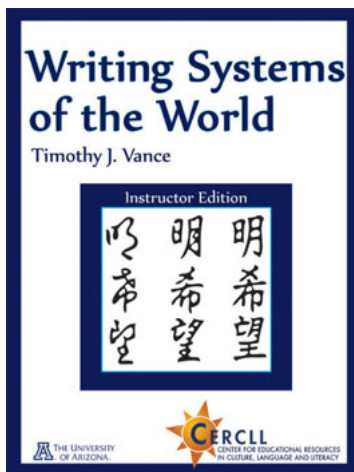
## Innovative teaching methods

**Global Simulation**, a project-based learning approach, gives students integrated access to authentic input in the language they are learning and its culture, allowing them to operate as if they were in that culture. The project emphasizes learning language, culture, and literacy as a process. Following the global simulations for general purposes in Chinese, Russian, and Turkish that have already been created, and based on their adoption in curricula, three global simulations for business will be developed in Chinese, Portuguese, and Russian.

**Hypermedia** will create culturally annotated hypermedia texts and pedagogical materials in Arabic, German, Italian, Portuguese, and Turkish, with the goal of developing new methods for teaching language as culture through literary texts. By decentering the cultural background information provided to students through hypermedia annotation, this project seeks to promote cultural literacy through the “interpretive mode,” the ability to read (or listen) between the lines.

## Teaching materials

**PERCOLATE: Topic-based Modules for Preparing the Future FL Professoriate to Teach with a Multiliteracies Approach across the Undergraduate FL Curriculum** is developing a set of modules for the professional development of teaching assistants in several languages. These will add flexible materials and activities that focus on language teaching at higher levels and provide an alternative structure for professional development in programs with no Language Program Director (LPD) or an LPD with no applied linguistics background.



**Study Abroad: The Assessment of Cultural Intelligence** will use programs in Russia and Germany to create models that address the need for ready-to-use, easily adaptable instruments and tasks to assess cultural intelligence development during study abroad.

### **Professional development and community connections**

Besides the professional development series hosted by CERCLL each summer and throughout the year, other CERCLL projects provide resources and training for teachers and other community members.

**Bringing Global Cultures and World Languages into K-8 Classrooms** conducts a series of on-site workshops and study groups in which K-8 teachers work with international consultants on developing lesson plans for exploring language and culture in their classrooms. Mandarin Chinese, Portuguese, and Spanish will be added to the Arabic and Korean language and culture kits previously created, and Intercultural Competence assessments will be developed.

**Legal Registers for Interpretation** provides a model in Russian for developing interpreter services for legal settings for heritage languages producing a *Handbook on Interpreter Services*, a Train-the-Trainer Workshop for interpreter instructors, and an Interpreter Training Workshop.

### **Knowledge generation and sharing**

The third and fourth **International Conferences on the Development and Assessment of Intercultural Competence** will focus on immersive environments in 2012 and professional teacher development in 2014. Selected proceedings and podcasts from the conference will be posted on the CERCLL website.

A hybrid conference in 2013 will serve as a culmination of CERCLL's **Games to Teach** project, which provides both material and pedagogical resources for designing, implementing, and assessing digital game-mediated learning activities to develop foreign language multiliteracies. This real and virtual event will bring together researchers and practitioners in foreign language education, applied linguistics, and the emerging field of digital gaming and foreign language teaching and learning.

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

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Beatrice Dupuy and Linda R. Waugh | *Co-directors*



“The conference [was a] comfortable space where I could share experiences, suggestions, and challenges that foreign language teachers face when integrating culture in the language class, using an intercultural approach.”

*–Participant in the Intercultural Competence Conference*

# Center for Language Education and Research (CLEAR)

Michigan State University

**E**stablished in 1996, the Center for Language Education and Research (CLEAR) is part of Michigan State University's College of Arts and Letters. CLEAR's primary objective is to promote collaboration in teacher education and foreign language research across college, departmental, and

institutional boundaries. To meet this objective, CLEAR's activities and projects integrate the various constituencies involved in foreign language teaching and learning. CLEAR's projects are divided into four major categories:

- Teacher development
- Web-based materials development
- Collaborative projects
- Assessment and research

## Teacher development

CLEAR provides two types of programs designed to meet the needs of foreign language educators:

The **Professional Development Webinars** initiative brings high-quality courses directly to language educators' computers. Teachers can access these interactive, task-based courses on demand, and course materials remain available indefinitely. The webinars address a number of topics of interest to language teachers, both technology- and skills-related.

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

## Teaching materials

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

**Rich Internet Applications for Language Learning** This suite of over ten, free online authoring tools provides templates for teachers of any language to create their own activities for students. Templates are available for audio and video activities, interactive worksheets, and much more. The collection supports all non-roman fonts as well as right-to-left languages, making the tools valuable resources for less commonly taught language programs.



"I think I am only beginning to imagine the uses of all the tools in [CLEAR's Rich Internet Applications suite]. They will allow me to work with my students in all skill areas. Truly, the breadth and depth of these new tools is amazing!"

*—Participant in the summer workshop "Rich Internet Applications for Language Learning"*

CLEAR's **Introductory Business Chinese** CD-ROM provides a highly-focused set of activities intended for professionals who wish to learn more about the Chinese business and economics environment. It provides information and activities specific to the business environment in a self-paced, self-instructional format that allows users to progress at their chosen level of difficulty.

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

## Outreach

CLEAR publishes a newsletter, hosts conferences and workshops, co-sponsors an online journal, hosts a website, and engages in such advocacy activities as writing letters of support, distributing free language promotion videos, and responding to questions from the general public on an ad hoc basis.

**CLEAR News** is a free biannual newsletter with articles about the latest research, materials, and news affecting foreign language educators.

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

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

"I loved how enthusiastic the presenters were today. I realized how much more there is to learn about the world and its cultures."

*—Participant in World Languages Day*



## Center for Language Education and Research (CLEAR)

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Susan M. Gass and Patricia R. Paulsell | *Co-directors*

# Center for Open Educational Resources and Language Learning (COERLL)

University of Texas at Austin

**Established** at the University of Texas at Austin as an LRC in 2010, the Center for Open Educational Resources and Language Learning (COERLL) will continue to build on its prior work in promoting the culture of collaboration that lies at the heart of the Open Education movement. COERLL's unique thrust is

to produce and disseminate Open Educational Resources for the public on the Internet.

All of COERLL's work seeks to reframe foreign language education in terms of multilingualism. The center strives to offer resources that represent more accurately multilingual development and performance along multiple continua (e.g., dialectal, proficiency).

## Projects

COERLL projects are grouped into three broad themes that feature the creation of:

- Open multimedia courseware for the teaching of less commonly taught languages
- An open sociolinguistic corpus of Spanish varieties spoken throughout the region designed for use by students and educators
- Innovative tools for teacher training and language learning

## Less commonly taught languages

**Aswaat Arabiyya** A previously created website offering videos and exercises for listening comprehension organized by proficiency level on a wide variety of topics from television stations throughout the Arab world.

**Pitch Perfect Pinyin** This interactive course on Mandarin Chinese pronunciation will consist of four parts: Interactive Pinyin tutorial, interactive pronunciation identification and tone discrimination exercises, listen-record-compare exercises, and a tone recognition device.

**Hindi Lives in America** builds on Hindi-Urdu Flagship initiatives by establishing an ambitious collection of ethnographic interviews with Hindi speakers that offers unscripted examples of the contemporary colloquial language.

**Yoruba Language and Culture** Curricula for teaching beginning and intermediate Yoruba, including websites with media and print-on-demand textbooks.



*"Tá Falado is a really well done and unique language-learning podcast. Kudos to the linguistics teams at UT."*

*—Student of Portuguese*



## Corpora

The **Spanish in Texas** project focuses on K-12 foreign language education and provides a unique online tool to assess bilingual dominance. The goal of this project is to develop a pedagogically useful corpus of Spanish and bilingual Spanish-English speech samples culled from interviews and conversations among speakers of diverse personal profiles and regional origins throughout Texas. The videos will be accompanied by instructional materials for specific levels (elementary, middle school, high school, and college).

## Language tools

**eComma** A web application that enables collaborative reading of a text with online commentaries.

**LESCANT** An archive of photos contributed by students studying abroad and arranged according to cultural issues: language, environment, social organization, context, authority, non-verbal, and time. It provides students with experience in identifying differences that arise when interacting with people from other cultures.

**Multi FrameNet** An online corpus-based multilingual dictionary in Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, and Spanish that illustrates how words are used in real-life contexts.

### **Proficiency Training Website and Spanish Learner Corpus**

A website of videos of learners to help teachers of Spanish assess learners' proficiency levels.

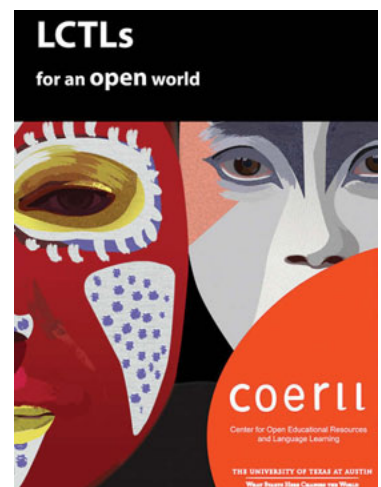
## Teacher development

COERLL offers opportunities for professional development every summer, including workshops on general foreign language teaching methods and workshops for teachers of specific languages, such as Arabic, French, German, Hindi, and Spanish.

COERLL also sponsors yearly symposia based on its ongoing projects and conducts conference presentations at state, regional, and national levels.

## **Center for Open Educational Resources and Language Learning (COERLL)**

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Carl Blyth | *Director*



# Language Acquisition Resource Center (LARC)

San Diego State University

**The mission** of the Language Acquisition Resource Center (LARC), founded in 1990 at San Diego State University, is to develop and support the teaching and learning of foreign languages in the United States through research, technology, and publications. LARC's projects focus on less commonly taught

languages, cross-cultural issues, language skills assessment, and teacher training. Efforts during the current grant cycle will center on the following areas:

- Alternatives in teacher credentialing
- Standards-based curriculum development
- Testing and assessing language growth
- Professional development



## Alternatives in teacher credentialing

Answers to the question of how to get certified and/or credentialed to teach language in the public schools vary widely from state to state. New and established language professionals have their work cut out for them when they consider the crucial step toward the classroom. LARC is creating an online database with both official and alternative credentialing options for teachers in California, Texas, Ohio, and Michigan, with the intention of expanding to every state over the coming years. The vision for the site is that it will also offer school districts the opportunity to post their current and future openings, making the site an even more practical utility for the profession.

## Standards-based curriculum development

**Teaching Materials** Previously, LARC has produced standards-based textbooks in Arabic, which in the current cycle will be followed by a comprehensive series in Persian-Farsi and an elementary textbook in Dari—three critical less commonly taught languages.

**Lesson Plan Generator** The goal of this project is to create an online database linked to user-generated content and pedagogy, searchable by national and California standards, language, learner level, and type of content and media desired. With every lesson plan, users will see how every part is tied directly to a national and/or state standard, thereby getting consistent access to the “what,” “how,” and the “why” of language teaching best practices.

LARC will also partner with **Access China** to develop and disseminate standards-based versions of selected language and culture units of the materials site.

### Assessment

LARC offers innovative testing for oral language competency. The **Computer Assisted Screening Tool (CAST)** gauges learner proficiency in ten different languages. Examinees receive tailored feedback on how to improve their proficiency and an advisory rating on the official ACTFL Oral Proficiency Interview. CAST is currently available for the ACTFL Advanced-Low level, with Intermediate level tests under development.

LARC is collaborating with CALPER at the Pennsylvania State University on a series of webinars, bringing researchers and practitioners together in online classrooms, for engaging sessions on critical issues in language assessment.

### Professional development

**Summer Institutes** are an essential part of LARC's mission. Workshops on current topics in language education, assessment, and use of technology, among others, will be offered on campus enriched by a series of newly developed online webinars.

Past workshops on technology and language teaching, initially provided for a local audience, have been archived and are made available to teachers nationwide.

The **Social Media Research Forum** will be an open space where practitioners and researchers can interact and form new collaborations, and where future teachers can make vital professional connections with active scholars and practitioners in the field.

### Language Acquisition Resource Center (LARC)

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Mary Ann Lyman-Hager | *Director*



# National African Language Resource Center (NALRC)

University of Wisconsin–Madison

**The National** African Language Resource Center (NALRC) was established at the University of Wisconsin–Madison in 1999. Its mission is the advancement of African language teaching and learning in the United States. The center achieves its mission by sponsoring a wide range of educational

and professional activities designed to improve both the accessibility and the quality of African language instruction. NALRC projects include:

- Materials development and dissemination
- Professional development
- Program development and evaluation
- Research in African language pedagogy



“The materials produced by the NALRC, including the professional development workshops that the center organizes, are very helpful innovations to maintain standardization across institutions in African language pedagogy.”

*–Participant in NALRC workshop*

## Teaching materials

Developing and disseminating textbooks and other teaching materials for African languages is one of NALRC’s most important projects. A major challenge in the field of African language teaching and learning is the shortage of current, pedagogically sound materials. Furthermore, while Africa is a discrete geographical entity, the continent is home to more than 2,000 languages in five different language families. The few materials that exist for some of these languages are often influenced by outdated perceptions. NALRC publishes up-to-date textbooks, learners’ reference grammars, and multimedia materials based on the latest pedagogical theories and reflecting genuine realities of contemporary Africa. Materials include:

- Elementary textbooks for thirteen African languages
- Intermediate textbooks for two African languages
- Advanced textbooks for Swahili
- Learners’ reference grammars for seven African languages
- Bilingual dictionary for Wolof
- Multimedia CD-ROMs for fifteen African languages
- Informational brochures for fifty African languages

While this seems like a large number of materials, more are needed, and many additional textbook, dictionary, and multimedia projects are underway at NALRC.

## Teacher development

To promote and support the development of qualified teachers of African languages, NALRC offers workshops and other opportunities for professional development, including on-site training workshops for African language instructors.

The materials produced by NALRC, along with its professional development workshops, help maintain standardization across institutions in African language pedagogy.

**Second Language Acquisition Certificate Program for African Instructors** is an annual two-week institute in communicative language teaching held in Madison, Wisconsin. To date, the institute has trained 190 teaching assistants, lecturers, instructors, and professors of African languages in some of the most current, research-supported practices for language education.

**Advanced Workshop in African Language Pedagogy** is offered for experienced instructors prior to the annual certificate program. For the past few years, this forum has been used to train instructors in the creation and implementation of foreign language standards for their respective African languages. Standards for Swahili, Yoruba, Zulu, Wolof, Hausa, Twi, and Afrikaans are being developed.

### **Outreach and dissemination**

NALRC hosts the Secretariat for both the National Council of Less Commonly Taught Languages and the African Language Teachers Association. NALRC organizes and supports an annual conference for the sharing of new ideas and best practices in African and in less commonly taught languages learning and teaching. NALRC also publishes two journals: **JALTA**, which focuses on current research in African language teaching, and **JNCOLCTL**, which focuses on the learning and teaching of less commonly taught languages in general.

### **National African Language Resource Center (NALRC)**

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Antonia Schleicher | *Director*



# National Capital Language Resource Center (NCLRC)

The George Washington University  
Georgetown University  
The Center for Applied Linguistics

**E**stablished in Washington, DC, as a consortium in 1990, the National Capital Language Resource Center (NCLRC) focuses on meeting the national need for the expansion and improvement of foreign language education. NCLRC reaches out to all foreign language teachers across the United States. Its

faculty and staff are committed to providing teachers with the professional development, materials, assessments, information, and resources they need to shepherd their students into the global community.

## Outreach

*The Language Resource* is a free e-newsletter for foreign language educators published ten times a year that features announcements, articles, lesson plans, assessments, resources, information on new technologies and topics like teaching heritage learners and critical languages, helpful links, advice, and more. At this point, *The Language Resource* reaches more than 30,000 teachers with each issue.

The **NCLRC Website** hosts *The Language Resource* and numerous additional resources. The website currently receives a monthly average of 80,000 page views, and these numbers continue to increase each month.

The **Culture Club** is a space on the website to share multicultural and multilingual resources and materials for teachers and students.

## Network and support for K-12 teachers of less commonly taught languages

NCLRC is dedicated to helping K-12 teachers of Arabic and South Asian languages develop networks for sharing information, ideas, materials, and curricula. They encourage teachers to communicate with other foreign language teacher organizations and become active participants in the larger language teaching community.

NCLRC spearheaded the development of the *National Standards for Learning Arabic*, and conducts an annual survey, maintains a listserv and website, supports teachers presenting at national conferences, and provides summer workshops on teaching Arabic. During the current cycle, teachers of fifteen South Asian languages will benefit from similar activities under the **South Asian Languages K-12 Teachers' Network**.



## Teacher development

Each summer, NCLRC offers **Summer Institutes** for foreign language teachers and teacher educators. The institutes include: collaborations with the embassies of France and Spain for immersion experiences for French and Spanish teachers; institutes on language program evaluation and assessment basics; methods institutes for K-12 teachers of less commonly taught languages; and institutes demonstrating new methods and technology.

NCLRC offers biweekly **Webcasts** in Arabic, Chinese, and Russian that are drawn from major current news stories and delivered in simplified standard varieties of these languages. Scripts based on media reports from radio, TV, and web outlets and recorded by native speakers are posted on the NCLRC website along with exercises for teachers to use in their classrooms.

Three book-length **Teacher Resource Guides** have been developed that provide information on teaching learning strategies in elementary immersion, secondary school, and postsecondary settings.

NCLRC is revising its highly popular site for language teachers, **The Essentials of World Language Teaching K-16**, to include the latest approaches in K-12 language teaching and the ACTFL Standards. It will be translated into Arabic and Chinese and adapted for teachers of South Asian languages.

NCLRC maintains the **Foreign Language Assessment Directory (FLAD)**, a free, searchable database with information on more than 200 assessments in over 90 languages and provides additional references for teachers interested in assessments on its site.

## Conferences

NCLRC hosts the **Annual Meeting of the East Coast Organization of Language Testers (ECOLT)**, a group of professionals, scholars, and students who are involved in language testing projects and research. In 2013, the NCLRC will host the eighth **International Conference on Language Teacher Education**, in collaboration with CARLA at the University of Minnesota.

### **National Capital Language Resource Center (NCLRC)**

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Anna Uhl Chamot, James E. Alatis, and Margaret Malone | *Co-directors*



“This has been the best workshop I have ever attended. In terms of application, the presentation content will serve, shape, and change my teaching and prep forever.”

*—Participant in NCLRC  
summer institute*

# The National East Asian Languages Resource Center (NEALRC)

## The Ohio State University

**The National** East Asian Languages Resource Center (NEALRC) at the Ohio State University was founded in 1993. NEALRC's mission is to directly serve the needs of learners and teachers of East Asian languages by increasing learners' abilities to master advanced levels of

and achieve cultural competence in East Asian languages. NEALRC's projects focus on four major areas:

- Research on pedagogy
- Autonomous learning materials development
- Assessment and evaluation
- Teacher development



### Research on pedagogy

NEALRC has published twelve volumes in *Pathways to Advanced Skills*, a series dedicated to the teaching of less commonly taught languages. The goal of *Pathways* is to offer program builders and teachers conceptual and pedagogical resources for advancing their teaching and program-building missions. New to the series is *The Pedagogy of Performing Another Culture*. Another series, *Songs of Thorns and Flowers: Bilingual Performance and Discourse on Modern Korean Poetry*, has published its first volume, *In the Tree*.

### Autonomous learning materials development

NEALRC focuses on developing multimedia learning materials that provide the autonomous learner with guided access to Chinese, Japanese, and Korean. The projects in this category include:

- *Chinese: Communicating in the Culture*, printed materials with DVD and audio program
- *Pathway to Beginning Spoken Korean*, free online materials
- *Tell It Like It Is*, advanced-level Chinese, printed text with DVD
- *At Home in Japan*, free online materials

### Assessment and evaluation

NEALRC has developed the following projects:

**Chinese Computerized Adaptive Listening Comprehension Test**, an online program that offers students and instructors the opportunity to measure listening skills in Mandarin Chinese.



**Advanced Language Performance Portfolio System**, an online management and assessment system to produce a general profile of a student's performance and written work.

**Computer Adaptive Vocabulary Assessment**, an intelligent vocabulary testing tool that continually redefines an item's difficulty based on the performance of those taking the test.

## Teacher development

NEALRC conducts the following collaborative programs to enhance teacher training and to build infrastructure in the field of teaching East Asian languages.

**Summer Programs East Asian Concentration** combines intensive teacher and language training. It strives to integrate the introduction of pedagogical and second language acquisition research and theory with practical content and immediate implementation. Trainees have the opportunity for hands-on classroom teaching as part of a closely supervised practicum.

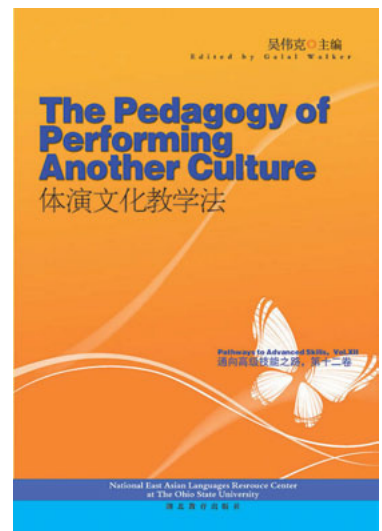
**CLASS Professional Standards for K-12 Chinese Language Teachers** is a joint project with the Chinese Language Association of Secondary-Elementary Schools (CLASS). It is a resource for Chinese teachers, foreign language specialists, school administrators, parents, and policy makers who recognize the importance of Chinese cultures taught by professional teachers of Chinese.

**Chinese CLASS Resources** is an online archive of teaching aids to promote the sharing of teaching materials among Chinese teachers, and to provide teachers with training materials for professional development.

NEALRC is also the producer and distributor of two influential academic journals on Chinese language and culture, *The Journal of the Chinese Language Teachers Association* and *Modern Chinese Literature and Culture*.

## National East Asian Languages Resource Center (NEALRC)

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Galal Walker | *Director*



# National Foreign Language Resource Center (NFLRC)

University of Hawai'i at Mānoa

**D**rawing on institutional strengths in foreign language teaching, applied linguistics, and second language acquisition, National Foreign Language Resource Center (NFLRC) projects focus on the languages of East Asia, Southeast Asia, and the Pacific, but have implications for the teaching and

learning of all languages. NFLRC was established in 1990, the first year of the LRC program, as part of the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa.

## Online learning communities

**Online Cafés** offer a place for educators and students in different locations to gather for discussion, social interaction, language learning, and the development of intercultural competence. Using the open source BRIX course management system, online cafés have been developed for heritage learners of Filipino, Japanese, and Samoan, and for China-focused MBA students. NFLRC has also created a web portal with resources enabling teachers to develop their own online cafés.

NFLRC is now developing online cafés focused on advanced proficiency learners of priority languages, in conjunction with a variety of partners. These include online learning communities for students of Korean, Russian, Chinese, and Arabic in U.S.-based and overseas programs sponsored by the National Security Education Program's Language Flagship, an International Teacher Development Café for Samoan Educators, and a Japanese for International Business Café, based on the Chinese MBA model.

## Foreign language outcomes assessment and program evaluation

NFLRC has supported initiatives in foreign language assessment such as computer adaptive testing, task-based and performance assessment, placement testing, elicited imitation as a proficiency measure, and the assessment of pragmatic knowledge in a foreign language. To support program evaluation, NFLRC has developed a website with extensive evaluation resources, trained a large number of foreign language program evaluators, and published an edited volume and numerous articles on the subject.

NFLRC is now working with partners such as Brigham Young University's NMEELRC and a number of language programs in the United States, to develop easy-to-use protocols, indicators, and frameworks for systematic

"The scale of the [First International Conference on Language Documentation and Conservation, 2009] was striking...The organizers coped magnificently with three times the expected participation (over 300). The buzz among the participants was that we were at the start of something big."

—Steven Bird, in  
Computational Linguistics



program evaluation. Because foreign language educators are under increasing demands to engage in the assessment of student learning outcomes, this specific need will be addressed by conducting a national survey on outcomes assessment, developing expanded web resources, and offering a summer institute on assessing foreign language learning outcomes in 2012.

## Publications

NFLRC conducts research on many aspects of language teaching and learning and disseminates results through three monograph series (*NFLRC Monographs, Pragmatics & Second Language Learning*, and *Pragmatics & Interaction*), numerous online publications (including an extensive YouTube channel), and three well-regarded refereed online journals: *Reading in a Foreign Language*, *Language Learning & Technology* (co-sponsored with CLEAR at Michigan State University), and *Language Documentation and Conservation*. Subscription for each is free.

## Teacher development

NFLRC offers regular workshops throughout the year, including **Teaching and Technology Workshops** and the **Teacher Portfolio and Preparation Series**.

NFLRC sponsors and organizes many summer institutes, symposia, and conferences, including the Hawai'i Association of Language Teachers annual conference and symposium, the biennial International Conference on Language Documentation & Conservation, Technology & Chinese Language Teaching, the Computer Assisted Language Instruction Consortium, and the International Conference on Filipino as a Global Language.



“I was impressed...with the materials you produce—as you know, there is very little on the market for Pacific languages.”

—Timothy Scanlon,  
MiLanguages, Inc.

## National Foreign Language Resource Center (NFLRC)

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Richard Schmidt | Director

# National Heritage Language Resource Center (NHLRC)

University of California, Los Angeles

**T**he mission of the National Heritage Language Resource Center (NHLRC), established in 2006 at the University of California, Los Angeles, is to create a research base for the field of heritage language education, develop effective pedagogical approaches to teaching heritage languages, and pursue curriculum design,

materials development, and teacher education. Each area is fundamental to NHLRC's goal of promoting successful heritage language education and will be pursued through several projects during the current grant cycle.

## Research

**The Nature and Deficits in Heritage Language Comprehension and Production** is a project investigating the source of difficulties heritage language learners encounter when trying to grasp certain grammatical relationships. Identifying the origins of these deficits will inform instructional strategies.

**Linguistic Correlates of Proficiency: A Comparison of Heritage and Foreign Language Learners at the Intermediate to Advanced Levels** aims to clarify the similarities and differences between heritage and non-heritage students by comparing data from heritage speakers of Russian with second language learners closely matching them in proficiency.

**A Searchable Database of College-Level Heritage Language Classes/Programs in the United States** is being created and will be made available to researchers and educators.

**Identifying Oral Proficiency Profiles of Heritage Speakers** will produce data that increase understanding of factors contributing to heritage language students' speaking proficiency and enrich ACTFL Oral Proficiency Interview descriptors and tester training.

## Professional development

A second **International Heritage Language Conference** will be held in 2013. Heritage language researchers, instructors, and specialists from numerous countries will gather to discuss research and pedagogical issues.

**Professional Development Workshops for Heritage Language Instructors** are held each summer to train a cohort of K-16 instructors of several heritage languages in the development of innovative heritage curricula.



**Heritage Language Research Institutes**, also held each summer, address a pressing need for empirical data on the grammar of heritage language learners and explore the connections between these findings and heritage language teaching.

**The State of Assessment of Heritage Language Learners**, convened in partnership with the Center for Applied Linguistics, is an invitational conference of experts to develop guidelines for assessment of heritage language speakers.

## Learning and teaching

**Summer Classes for High School Heritage Speakers** have been offered since 2006 and will be offered for heritage speakers of Arabic, Armenian, Chinese, Hindi, Persian, and Russian in upcoming years.

**A Guide to Developing K-16 Heritage Language Materials and Curricular Design** is producing a curricular model that will provide information and tools for heritage language instructors and administrators.

**Developing Language-Specific Materials for Heritage Learners** aims for the creation and web publication of supplemental curriculum units for teachers of heritage students. Online tutorials will help heritage learners of Arabic, Hindi, and Persian to learn independently the scripts of their language of study.

**A Handbook for Study Abroad Programs for Heritage Language Students** will provide a reference for study abroad centers that details the needs of heritage language students before and during study abroad.

## Publications

NHLRC publishes an online journal, *Heritage Language Journal*, designed to provide a forum for scholars to publish the results of their research and to advance knowledge about educating heritage speakers.

### National Heritage Language Resource Center (NHLRC)

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Olga Kagan | Director

“The Institute drew experts and researchers together to exchange the latest findings and views on heritage language acquisition...There was a unique way in which pedagogy and linguistics were integrated. Linguists, applied linguists, and practitioners made an effort to exchange knowledge, to share their concerns, and to seek ways of better serving heritage-speaker communities... It’s a wonderful one-stop shop of all things related to heritage language instruction and acquisition.”

—Participant in the summer institute “Heritage Language Research”



# National Middle East Language Resource Center (NMELRC)

Brigham Young University

**The National** Middle East Language Resource Center (NMELRC) works to increase and improve opportunities for Americans to master the languages of the Middle East. Established in 2002 and based at Brigham Young University, it brings together language experts from coast to coast in order to:

- Help teachers more effectively address students' needs
- Develop methods and provide online resources to empower students to effectively manage their own learning
- Encourage the development of key infrastructure, especially high quality advanced-level intensive study opportunities (abroad and domestic)

## Professional development

The marginal status of language teaching in K-16 is a major obstacle to increasing quality learning opportunities. NMELRC works actively to attract and retain the high caliber of language professionals needed to address the nation's challenges in the area of foreign language education by offering:

- Workshops and other training opportunities in every region of the country
- Online training resources that provide access to a library of best practice video clips and training presentations by top language professionals
- Advocacy on behalf of teachers

## Assessment

Objective and affordable measures of student progress are fundamental to language program effectiveness and improvement. Working with ACTFL, NMELRC has pioneered a model for proficiency test development that yields valid and reliable tests for languages with limited resources and typically smaller numbers of students. NMELRC has developed reading and listening comprehension tests for Arabic, Hebrew, Persian, and Turkish for the ACTFL Intermediate and Advanced levels and is working with the Arabic Flagship Program at the University of Texas at Austin to develop items for the Superior level. NMELRC has also assisted Middle East language professionals in gaining access to hands-on training in various types of language assessment. Current efforts focus on training teachers to use these and other resources to wisely evaluate and strengthen their own language programs.



## Teaching materials

The acquisition of advanced-level proficiency requires a good deal of time and extensive study in-country. Learners need reliable information in order to successfully negotiate the challenges they will encounter in the United States and abroad. NMELRC has created **Online Student Handbooks** that provide critical advice and strategies training to assist students in succeeding in their study of Arabic, Hebrew, Persian, or Turkish.

NMELRC has produced a variety of culturally rich, yet linguistically accessible materials, including **Sevgili Murat**, a feature-length movie for beginning and intermediate-level learners of Turkish. For advanced-level learners, NMELRC built on ArabiCorpus to create **HebrewCorpus** and is now developing electronic tools to search the Internet and automatically retrieve texts that are level-appropriate for a student or a group of students of Arabic, Hebrew, Persian, or Turkish, using a database of words that the person or group knows. NMELRC also hosts many online Persian learning resources on its website.

## K-12 initiatives

The more language learning a student can get during the K-12 years, the greater that student's opportunity for attaining higher levels of proficiency. **Arabic without Walls**, a hybrid distance-learning program developed by NMELRC with the University of California Consortium on Language Learning and Teaching, enables students who have begun learning Arabic at intensive summer camps to continue to make progress in learning the language during the academic year. This model holds great promise for other languages.

### National Middle East Language Resource Center (NMELRC)

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R. Kirk Belnap | *Director*



"[We] sent two full-time instructors to this summer institute...I see major changes in their teaching style, their use of materials, and their use of time in the classroom... you convinced [them] of the need to make changes in their teaching. And you provided an environment where it was possible to experiment."

—Arabic Flagship Program  
Director to NMELRC

# Slavic and Eurasian Language Resource Center (SEELRC)

Duke University

Combining the resources and capabilities of Duke University with outstanding research teams drawn from universities and government agencies across the United States, the Slavic and Eurasian Language Resource Center (SEELRC) focuses on Slavic and Eurasian languages—all of which

are less commonly taught languages and most of which are listed as priority languages by the U.S. Department of Education. Programs and materials developed by SEELRC are available online and include the following.

## Teaching materials

SEELRC's *Russian Grammatical Dictionary* is the only grammatical dictionary of modern Russian in any format that includes full paradigms for all lexical entries, including verbal government, word-formative derivations, full sentence examples, and an auditory component for each entry. Over 18,000 head words are currently listed in the dictionary.

SEELRC is publishing an online edition of the *Oxford Albanian-English Dictionary*, which is currently out of print.

**Web-based Reference Grammars of Slavic and Eurasian Languages**, published by SEELRC, are interconnected and fully searchable, allowing for immediate access to grammatical topics across languages. To date, grammars for eight languages have been published and plans are underway to develop grammars for seven additional languages.

SEELRC has created **Webliographies** for twenty-four languages with live links and commentary that receive more than a thousand hits per month. Webliographies for Baltic languages and several Turkic and Persian languages are to follow.

**Russian Culture and Language Through Film (CTF)** consists of web modules with diagnostics for Russian. The modules use film clips, film text, exercises, a bilingual dictionary, and instantaneous diagnostics for exercises in the online version, and include exercises at the intermediate and advanced levels. New modules for Russian and other languages, as well as a custom content tool that will allow users to create their own CTF applications will be designed in the project's next phase.

SEELRC is also developing advanced language learning materials for Georgian, Persian, Urdu, and Hindi proficiency standards and testing.



"The institute was very inspirational and extremely helpful for my teaching. I started teaching Russian from scratch at my high school and now have an enrollment of twenty students (in a school with less than two hundred students total) in my Russian One and Two classes."

—Participant in SEELRC  
summer institute



## Assessment

SEELRC is actively engaged in a range of programs to develop and implement comparative language proficiency measurement and testing. These programs involve the comparison of the results of language proficiency testing across different systems; sponsoring workshops and seminars with proficiency specialists from the various systems in use; testing of K-12 and university students; training and certification of new proficiency testers; and the development of proficiency testing standards and tests for less commonly taught languages for which no such standards or tests currently exist.

## Professional development

**Summer Institutes** sponsored by SEELRC provide training for novice and experienced teachers (K-12 and university instructors), language program coordinators, and linguists in Slavic and Eurasian languages and language technologies.

SEELRC also offers language proficiency testing and certification workshops during the summer, conducted by instructors certified to administer Testing Russian as a Foreign Language (TRKI), the Russian language proficiency standard maintained by the Russian Ministry of Education.

## Research

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

"I met an extraordinary compound of highly professional and passionate academics and came home with a bag full of new books, CD-ROMs, notes, phone numbers, email addresses, and of course, lots of new ideas."

—Participant in SEELRC summer institute

### Slavic and Eurasian Language Resource Center (SEELRC)

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Edna Andrews | Director



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*University of Arizona*

Center for Language Education and Research (**CLEAR**), *Michigan State University*

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National Capital Language Resource Center (**NCLRC**), a consortium of *The George Washington University, Georgetown University, and The Center for Applied Linguistics*

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

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

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National Middle East Language Resource Center (**NMELRC**), *Brigham Young University*

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

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*research*

*teaching materials*

*assessment*

*teacher development*

*less commonly taught languages initiatives*

*K-12 initiatives*

*outreach and dissemination*

For a portal to all the LRC sites:

**[nflrc.msu.edu](http://nflrc.msu.edu)**

Learn more about what these Title VI Department of Education Language Resource Centers are doing to bring their expertise and creativity to the critical need in the United States for an education system that “prepares future citizens and employees to act and lead in a global context.” Foreign language studies—and the LRCs—are key to meeting that need.



"A man who does not know a foreign language is ignorant of his own."

*–Johann Wolfgang von Goethe (1749–1832)*