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Office



Title VI Language Resource Centers (LRC) Program  
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Grantee List and Project Abstracts  
Fiscal Years 2022-2025

## List of FY 2022-2025 LRC Grantee Institutions and Award Amounts

Institution	Center	FY 2022 Funding	Page Number
California State University, Fullerton	National Resource Center for Asian Languages (NRCAL)	\$163,994	3
City University of New York Graduate Center	Center for Integrated Language Communities (CILC)	\$157,596	4
Duke University	Slavic and Eurasian Language Resource Center (SEELRC)	\$187,979	5
Georgetown University	Assessment and Evaluation Language Resource Center (AELRC)	\$171,808	6
Georgia State University	Center for Urban Language Teaching and Research (CULTR)	\$173,000	7
Indiana University (African languages)	National African Language Resource Center (NALRC)	\$178,309	8
Indiana University (Central Asian languages)	Center for Languages of the Central Asian Region (CeLCAR)	\$189,383	9
Michigan State University	National Less Commonly Taught Languages Resource Center (NLRC)	\$168,927	10
Pennsylvania State University	Center for Advanced Language Proficiency Education and Research (CALPER)	\$188,253	11
University of Arizona	Center for Educational Resources in Culture, Language and Literacy (CERCLL)	\$174,910	12
University of California, Los Angeles	National Heritage Language Resource Center (NHLRC)	\$189,882	13
University of Cincinnati	Curricular Enhancement, Development, Access, and Research (CEDAR)	\$178,986	14
University of Hawaii	National Foreign Language Resource Center (NFLRC)	\$182,657	15
University of Maryland, College Park	Professionals in Education Advancing Research and Language Learning (PEARLL)	\$176,546	16
University of Minnesota	Center for Advanced Research on Language Acquisition (CARLA)	\$187,976	17
University of Oregon	Center for Applied Second Language Studies (CASLS)	\$176,562	18

# California State University, Fullerton

*National Resource Center for Asian Languages (NRCAL)*

Project Director: Natalie Tran, Ph.D. ([natran@fullerton.edu](mailto:natran@fullerton.edu))

**Background:** This proposal seeks funding to support the continuation of the National Resource Center for Asian Languages (NRCAL) at California State University, Fullerton (CSUF) to improve the nation's capacity for the teaching and learning of Asian languages including Vietnamese, Korean, Chinese, Japanese, and Khmer (Cambodian). The funds will be used to develop instructional resources and professional development to enhance the teaching, learning, and research of these less commonly taught languages in the United States.

**Resources:** CSUF, a Minority-Serving Institution, has made a strong commitment to supporting less commonly taught languages, serving diverse student populations, expanding research on second language acquisition and biliteracy, and enhancing teaching and learning, and geographically located in the heart of the largest Vietnamese and Cambodian heritage language community in the U.S. making it an excellent institution to host the National Resource Center for Asian Languages. Currently, CSUF offers a bachelor's degree in Japanese and minors in Vietnamese and Chinese along with courses in Korean. In addition, teaching credential pathways for Vietnamese, Korean, and Chinese, and Japanese are available and Vietnamese, Korean, and Khmer Bilingual Authorizations have been developed to support the teacher training for dual language immersion programs.

**Goals:** With focus on less commonly taught languages, NRCAL will continue to: 1) conduct and disseminate research on dual language immersion, including the integration of technology; 2) develop and disseminate resources and teaching materials to support dual immersion and world (foreign) language teachers in K-16 settings; 3) provide professional development opportunities for teachers that focus on effective teaching strategies, assessment, and educational technology; 4) develop, verify, and disseminate assessment tools and practices; and 5) operate intensive summer abroad language institutes for pre-service, in-service teachers, and community college instructors.

**Purpose:** NRCAL's main focus is to improve the teaching, learning, and research of Asian languages in the United States by drawing on the expertise of Asian language scholars, educators, and community stakeholders. Training students to be biliterate in Vietnamese, Chinese, Japanese, Korean, and Khmer not only enhances their cognition, employment opportunities, and cultural competency, but also improves national business development, innovation, and security. Building on the success of the Asian language programs at CSUF and what the Center has accomplished since 2014, NRCAL's projects continue to focus on developing linguistically and culturally appropriate literature and instructional materials, effective pedagogies, and assessment tools that integrate community resources and technology; provide training and resources for PreK-12 teachers and post-secondary language instructors; and create a network that supports teachers and learners through conferences and intensive summer abroad institutes.

**Evaluation Plan:** The first component is to evaluate NRCAL's efficiency and effectiveness in implementing its general plan operation and program outcomes. The second component of evaluation uses both formative and summative assessments to examine how the various activities are aligned with NRCAL's goals.

**Intended Audiences:** NRCAL is committed to understanding and addressing the needs of Pre-K-16 students and educators, post-secondary and heritage language speaking communities, policy making bodies, government agencies, businesses, and Asian Language scholars.

# City University of New York Graduate Center

*Center for Integrated Language Communities (CILC)*

Project Director: Alberta Gatti ([agatti@gc.cuny.edu](mailto:agatti@gc.cuny.edu))

The mission of the Center for Integrated Language Communities (CILC) is to help American students develop the translingual and transcultural competence they need to navigate between the communities they come from and the ones they aim to engage with in their post-college lives. For this grant cycle, the overall goal of CILC's work is to improve the nation's capacity for teaching and learning languages through research, material development, and professional development activities, all designed to promote equity in student access to educational opportunities.

The need: Based on its long-standing collaborations with community colleges (CCs) and four-year Minority Serving Institutions (MSIs) within the City University of New York (CUNY) and nationally, the CILC team has identified three needs to address in this cycle. They are: (i) to develop and/or implement pedagogical practices and materials that align with the strengths and needs of learners enrolled in CCs and MSIs; (ii) to provide instructors who are teaching at CCs and MSIs with access to professional development activities tailored to their institutions and their learners; and (iii) to strengthen the role that language programs have within their larger institutional context by considering literacy practices.

The projects, activities, and impact: We are proposing five projects that address these three needs through research, material development, and professional development activities specifically designed for classrooms with diverse student populations. Project 1, Training Modules for Text-based Language Teaching, will develop, pilot, and disseminate training modules for instructors on how to integrate text-based activities into existing courses. This Project will increase access to training in high-impact, literacy-based pedagogies for teachers and instructors across the U.S. Project 2, a Repository for Text-based Language Learning Tasks, will develop, pilot, and publish text-based tasks for elementary and intermediate foreign and heritage language courses in five languages (Arabic, Japanese, Italian, Russian, and Spanish). CILC will also offer a mentorship program to support instructors wishing to integrate such tasks into their existing courses. This Project will substantially expand instructor access to and implementation of text-based activities and assessments, especially at CCs and MSIs. Project 3, Researching the Effects of Text-based Tasks on Language Learning, will investigate the academic outcomes of using text-based tasks with students at MSIs and CCs. This Project will generate new knowledge on how effective text-based tasks are in fostering the literacy development of foreign and heritage language learners in these environments. Project 4, Heritage Interpreting, will develop, pilot, and research the impact of an interpreting curriculum specifically designed to address strengths and needs of future interpreters who are heritage speakers. This project will expand the nation's capacity to train heritage language students in the professional field of translation and interpreting. Project 5, a National Forum on Literacy, will provide a space for a national dialogue on the opportunities that a focus on literacy development affords to students and programs alike. This Project aims to elevate the role of language programs within institutions across the nation.

CILC is uniquely positioned to address the identified national needs. The Center is housed within the Institute for Language Education in Transcultural Context (ILETC) at the Graduate Center, part of the CUNY system—a system that includes 10 four-year MSIs and eight CCs, seven of which are MSI CCs. CILC has assembled a team of experienced administrators, researchers, instructors, and support personnel, the great majority of whom have been recruited from these schools. In other words, the people who understand these contexts best are the ones who will work within CILC to transform the teaching and learning of foreign and heritage languages.

# Duke University

*Slavic and Eurasian Language Resource Center (SEELRC)*

Project Director: Edna Andrews ([eda@duke.edu](mailto:eda@duke.edu))

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

The cardinal purpose of SEELRC is to improve our national capacity to meet strategic U.S. needs in teaching and learning the critical languages of Eurasia (including Central & Eastern Europe, the post-Soviet states, India, Pakistan, and Afghanistan) by supporting the network of academic and government institutions involved in teaching those languages and by producing valuable materials, including (1) high-quality Slavic & Eurasian language instructional and testing materials at the advanced and superior levels, (2) research projects in second language acquisition, proficiency testing, heritage learners, and other topics relating to Slavic and Eurasian language, linguistics, pedagogy, and assessment, (3) high quality professional development opportunities for Slavic & Eurasian language instructors, and (4) removing barriers to minority populations in studying Slavic & Eurasian languages and cultures.

A strength of SEELRC is that it collaborates with specialists at Duke (Slavic & Eurasian Studies Department, Program in Education) and at leading national research universities, including Indiana Univ., Univ. of Arizona (Hispanic-serving MSI), Univ. of Maryland, Gardner-Webb Univ., as well as government agencies such as the U.S. Department of Defense (DoD) and NASA. SEELRC also collaborates with a group of North Carolina-based minority-serving institutions, including the School of Education at North Carolina Central Univ., North Carolina A&T State Univ., and NC K-12 schools, to support the introduction and maintenance of languages of our region in the curriculum. SEELRC also works with the DC Public Schools on issues relating to teaching, learning, and inclusion in the languages. Certified proficiency testers representing ACTFL, ILR, CEFR, and DoD are directly involved in SEELRC research and programming.

The projects of SEELRC emphasize the application of new technologies to the development and dissemination of language instructional materials. SEELRC has developed a wide range of innovative web-based instructional materials, including the development and dissemination of interactive reference grammars in multiple languages, online grammatical dictionaries, unique webliographies of LCTLs, a series of multi-level, interactive, online course materials for language, film & culture instruction with diagnostics, online course modules, streaming video with multilingual exercises, and databases of language texts for use in advanced and superior instruction and testing. These materials are currently in use by U.S. government agencies, U.S. federally funded programs, and many universities both in the U.S. and abroad. SEELRC continues to collaborate with the DoD to adapt instructional software developed by DoD (ScribeZone) for multi-language and civilian use.

All of the research products and pedagogical and testing materials developed by SEELRC are disseminated nationally through workshops and institutes, websites ([www.seelrc.org](http://www.seelrc.org)), as well as in Glossos, an electronic, peer-reviewed journal. All products are offered free of charge. The programs and activities conducted by SEELRC have improved and will continue to improve the national capacity to teach and learn the LCTLs of our region by having a significant impact on the teaching and learning of the Slavic and Eurasian and other languages.

# Georgetown University

*Assessment and Evaluation Language Resource Center (AELRC)*

Project Director: Meg Montee ([mjm232@georgetown.edu](mailto:mjm232@georgetown.edu))

Georgetown University, in partnership with the Center for Applied Linguistics (CAL) and ACTFL proposes to continue the Assessment and Evaluation Language Resource Center (AELRC) as part of the U.S. Department of Education's Language Resource Centers Program for 2022-2026. Following its founding in 2014, the AELRC has become a leading innovator and resource provider for best practices in assessment and evaluation, helping foreign language educators improve and transform their programs, ensuring accountability to students and society, and articulating the value of foreign language studies in the world today. The Georgetown, ACTFL, and CAL partnership provides an exceptionally strong base of resources, expertise, capacity, and reach in fulfilling the overall goal of the Language Resource Centers, to improve national capacity for teaching and learning foreign languages.

In the 2022-26 cycle, the AELRC will focus on three primary content areas across projects and activities: (1) Expanding the availability and use of our highly successful assessments for Less Commonly Taught Languages (LCTLs); (2) Supporting the implementation of a ground-breaking approach to useful language program evaluation, and (3) Overcoming barriers to effective K-16 program articulation as a high-impact area for expanding national foreign language capacity.

The AELRC's work will result in new LCTL assessments, evaluation tools that help programs promote student access and equity, professional development opportunities for more than 300 language educators, a multimedia library of digital resources, and research-based recommendations for foreign language teachers and programs. The AELRC is committed to realizing project goals while advancing equity in foreign language education by providing resources and professional development opportunities tailored to the needs of foreign language educators at community college and Minority Serving Institutions.

# Georgia State University

*Center for Urban Language Teaching and Research (CULTR)*

Project Director: Dr. Hakyoon Lee ([hlee104@gsu.edu](mailto:hlee104@gsu.edu))

Located at an urban minority-serving Title III and Title V research university, the Center for Urban Language Teaching and Research (CULTR) at Georgia State University in Atlanta, GA is the only LRC in the Southeastern United States. Led by Dr. Hakyoon Lee ([hlee104@gsu.edu](mailto:hlee104@gsu.edu)), Director of CULTR, the Center has created a unique identity around serving the needs of underrepresented students and the communities they represent and help to provide them with equitable access to language learning opportunities as part of 21st-Century global education. CULTR is guided by its core values of access, advocacy, outreach, and research and has gained a national reputation for innovative approaches to promoting access to language education for all students regardless of their socioeconomic and ethnic background.

Guided by its core values, CULTR's initiatives fall into four central objectives: professional development, career readiness, advocacy, and research.

1. Professional development centers on increasing learning and growth opportunities for language teachers and building communities of practice.
2. We promote career readiness through language study and the development of global skills vital to academic and career preparation for all 21st-Century students.
3. Our advocacy initiatives aim to increase awareness of the national need and support for language education and global skills preparation among parents, schools, communities, and the private sector.
4. We strive to conduct and disseminate meaningful research on access to Dual Language Immersion and the learning, teaching, and assessment of Less Commonly Taught Languages (LCTLs), which can be translated into improvements in practice.

Under these objectives fall several projects such as the creation of the THRIVE Video Series to build communities of practice among language educators, as well as hosting annual Global Language Leadership Meeting and World Languages Week events, Teacher Professional Development Workshops, and others. Research includes the study of motivation, assessment, and linguistic urban landscapes, all in relation to the teaching and learning of LCTLs. Framed by CULTR's central mission to build communities of students, teachers, and families, we assert the vital importance of language education for all students, initiatives, and products; address inequities in the student-parent-teacher ecosystem; and provide students from traditionally underserved groups with better prospects to achieve social mobility and professional growth.

# Indiana University (African languages)

*National African Language Resource Center (NALRC)*

Project Director: Alwiya S. Omar ([aomar@indiana.edu](mailto:aomar@indiana.edu))

NALRC's mission is to strengthen, expand, and improve the nation's capacity for teaching and learning languages of the African continent from Akan to Zulu, all of which are Less Commonly Taught Languages (LCTLs) in the United States. NALRC was founded in 1999 and has had a wide impact on language teaching and learning nationally and internationally, due to its pedagogically sound projects. In the last grant cycle, NALRC offered professional development workshops, developed online courses for specific languages, published peer-reviewed articles in the Journal of African Language Teachers Association (JALTA) and the Journal of National Council of Less Commonly Taught Languages (JNCOLCTL) through NALRC Press, and disseminated published materials.

For the coming four-year cycle, NALRC targets barriers to African language learning materials through quality digital, online, and printed resources. The Center plans to focus on the following projects: (a) Continue with the Summer Institute and add a follow-up component during the academic year, as well as an online component beginning Year 3; (b) Continue with online course development; (c) Introduce a new summer workshop focusing on pedagogical research to help African language instructors conduct research, present at conferences, and publish their work at NALRC Press or other relevant journals. Each summer there will be an on-site one-week workshop led by two language research specialists, and there will be a follow-up creation of concomitant Special Interest Groups (SIG) with the American Council on the Teaching of Foreign Languages ACTFL and Modern Language Association (MLA) to support participants work during the academic year; (d) Revise previous textbooks, beginning with the high-demand textbooks using feedback from language instructors, and publish revised second editions that will be available as hard copies as well as digitally shared in Open Source; (e) Provide multiple short online Professional Development courses with certification during the academic year; (f) Conduct surveys and evaluate existing AFL programs to provide language pedagogy support in collaboration with AFL coordinators nationwide and Field Advisory Board members; (g) Create mobile apps to support language learning outside the classroom.

NALRC incorporates the Competitive Preference Priority (CPP) goal strategically into every project and training in this proposal. It plans projects that will easily reach all students in HBCUs, MSIs, and CCs; their instructors will be invited and trained to teach students effectively, aided by funds generated through partnerships of NALRC and IU NRCs. In addition, specific projects to target the CPP goal include (1) Partnership with Howard University (HU) to sustain African language teaching, with online courses, faculty training, and support with grants for Swahili and Yoruba; and empowering faculty from HU through advisory roles in NALRC and leading a NALRC workshop. (2) NALRC established membership and participation in the biannual Global Studies Symposium of the MSIs and CCs (3) and NALRC is contributing to the initiatives on internationalization for faculty at a consortium of 16 MSIs and HBCUs across the U.S. South.

With support from IU and the Hamilton Lugar School of Global and International Studies (HLS), NALRC plans to coordinate with ALTA and host the ALTA conference during Year 2 of the grant cycle. NALRC will work closely with all Advisory Board members for suggestions and feedback on the different proposed projects.



# Indiana University (Central Asian languages)

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

Project Director: Gulnisa Nazarova ([gnazarov@indiana.edu](mailto:gnazarov@indiana.edu))

CeLCAR's mission is to foster knowledge of Central Asian (CA) languages and cultures. Central Asia, including Afghanistan, Northwest Pakistan, Mongolia, the six independent, formerly Soviet, republics of Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan, as well as Xinjiang and Tibet (both autonomous regions of China), is central to America's strategic interests. Indeed, all of the 20 languages of Central Asia and the surrounding regions addressed in our proposal are LCTLs strategic for the U.S. national interests.

Founded in 2002, CeLCAR has already assisted U.S. language learners by pioneering research on CA language acquisition and teaching methodology, publishing acclaimed peer-reviewed textbooks, creating interactive online learning courses, developing proficiency guidelines and tests, designing numerous mobile language learning apps, leading teacher training workshops and seminars, and hosting an academically competitive conference.

For the upcoming four-year cycle, we will build on our previous work, and expand our range of language learning materials in new CA languages, including three new introductory textbooks in Azerbaijani, Chuvash, and Turkish, four new intermediate textbooks in Azerbaijani, Kurdish (both Kurmanji and Sorani), and Tajiki, and two new advanced textbooks in Kyrgyz and Uzbek, as well as an Uyghur heritage textbook, an Armenian grammar reference, and a phrasebook for Afghan refugee resettlement agencies, along with a Kurdish (Bahdini) K-12 heritage textbook. Additionally, we will finalize the development of the Introductory Azerbaijani and Tibetan, Intermediate Kazakh, Kyrgyz, and Mongolian textbooks, which are currently in prepublication draft status. Finally, for the first time, we will create survival materials for Crimean Tatar (Turkic), Dungan (closely related to Chinese), and Karakalpak (Turkic), for which preparing full textbooks is not feasible at this time, despite the strategic need. We will also add new languages to our online language courses and smartphone apps, while also updating our current ones. Finally, we will reassess the reliability and validity of the numerous proficiency tests and guidelines we have created over the years by conducting a thorough test evaluation.

We also plan two major research projects: a project researching acquisition of CA languages and another on innovative and effective teaching methods for CA languages. Both of these projects will be led by internationally renowned second language acquisition specialists. Additionally, CeLCAR will make significant contributions to the field through hosting our biannual international academic Conference on Central Asian Languages and Linguistics (ConCALL) and publishing the proceedings of the conference. CeLCAR will also increase the number of highly qualified teachers and effective instructional materials through several professional development opportunities, such as developing a hybrid teacher-training workshop linked with ConCALL and leading summer workshops for LCTL language instructors.

To increase our impact and expand outreach, we will also collaborate significantly with one community college and one minority serving institution to bring CA language courses to traditionally underrepresented language learning audiences. We will also continue disseminating information on CA languages through our full-color informational pamphlets, a new online survey course on CA languages, and by continuing our bi-weekly podcast on CA languages.

Through all these means, CeLCAR will help America speak the languages of Central Asia, and by so doing, allow our country to cooperate more effectively with the region.

# Michigan State University

*National Less Commonly Taught Languages Resource Center (NLRC)*

Project Director: Felix Kronenberg ([kronenb6@msu.edu](mailto:kronenb6@msu.edu))

The National Less Commonly Taught Languages Resource Center's (National LCTL Resource Center; NLRC) recognizes the pressing national need for access to high-quality language teaching and learning materials in today's global society. Michigan State University (MSU) seeks funding for the NLRC, a Title VI Language Resource Center. The mission of the NLRC is to support and develop LCTL education by 1) offering high-quality opportunities for professional learning, 2) creating open and innovative instructional resources, and 3) forging strategic collaborations at the inter-institutional level. The NLRC, bolstered by MSU's proven commitment to language education and LCTLs, builds on the sturdy foundation laid by several grant initiatives, including MSU's former Language Resource Center, the Center for Language Education and Research (CLEAR), which served for over 20 years as a leader in the field of international education, and the Less Commonly Taught and Indigenous Languages Partnership, an inter-institutional initiative funded by the Andrew W. Mellon Foundation (2016-2023) focused on improving instruction for LCTLs and indigenous languages. The NLRC has an efficient plan of operation, quality of key personnel, and a broad applicability of language agnostic projects, which will provide innovative leadership and transformative practices in LCTL teaching and learning in the US. In this proposal, the NLRC envisions eleven projects in three core areas that will make strong contributions to the instruction of LCTLs nationwide.

The NLRC will operate as a truly national center by identifying and meeting urgent needs in LCTL instruction, connecting diverse stakeholders, building communities of practice, and providing access to its valuable resources through broad dissemination efforts. The NLRC is able to draw on the abundant human and material resources available at MSU to significantly advance the quality of nationwide LCTL instruction in unique and innovative ways.

# Pennsylvania State University

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

Project Director: Kevin McManus ([kmcmanus@psu.edu](mailto:kmcmanus@psu.edu))

The Pennsylvania State University seeks four years of funding under the U.S. Department of Education Title VI Language Resource Center program for the operation of its Center for Advanced Language Proficiency Education and Research (CALPER) as a national Language Resource Center (LRC). CALPER's mission is to contribute to the LRC program as a resource for improving the nation's capacity for teaching and learning foreign languages, with a particular focus on advanced levels of language learning and teacher professional development of less commonly-taught languages (LCTLs). The current proposal significantly extends CALPER's twenty-year track record in two important ways. First, ten new language teaching and learning projects are proposed that support teaching training and materials development using an evidence-based approach. Second, all CALPER's research tools and pedagogical products will be made publicly available to teachers and learners worldwide, building on recent advances in open scholarship practices and the development of open educational resources.

The main goals of CALPER for the proposed cycle are (1) to prepare language instructors in four teaching practices grounded in usage-based language, (2) to create pedagogical materials for use by world languages instructors on Chinese, Japanese, Korean, and Japanese pragmatics, Arabic pronunciation, and Russian grammar, (3) to create pedagogical guides for world languages instructors, administrators and students on using augmented reality and virtual reality in the classroom, strategies for effective language use in world language classrooms, and effective pronunciation instruction, and (4) to create open education resources to inform effective teacher preparation and enhancement.

Individual projects in the current proposal focus on (a) documenting language use in Arabic, Korean, and Russian world language classrooms and developing instructional guides for teachers that help maximize target language use and comprehensibility, (b) facilitating learning among heritage learners of Russian using a literacy-based approach to instruction, (c) creating instructional materials for developing advanced language abilities in pragmatics and intercultural communication in L2 Japanese, (d) designing effective pronunciation teaching materials derived from an oral corpus of L2 Arabic, (e) assessing the needs of Chinese dual-language immersion teachers and the creation of professional development workshop to support high-quality Chinese instruction, and (f) using augmented and virtual reality for language and culture teaching in Bambara, Chinese, Korean, and Portuguese.

All of CALPER's proposed projects include activities that focus on LCTLs: Arabic, Bambara, Chinese, Japanese, Korean, Portuguese, Russian. In addition, CALPER includes significant collaboration with two minority serving institutions: the University of Texas at San Antonio (as Consortium partner) and Delaware State University.

# University of Arizona

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

Project Director: Dr. Beatrice Dupuy ([bdupuy@email.arizona.edu](mailto:bdupuy@email.arizona.edu))

The primary mission of the Center for Educational Resources in Culture, Language and Literacy (CERCLL) at the University of Arizona (UA) is to foster the nation's capacity for quality foreign language (FL) teaching and learning, especially less commonly taught languages (LCTLs), by supporting innovative projects and professional learning initiatives that promote the integration of 21st century literacies and the development of the kinds of intercultural and global competencies needed to meet the strategic needs of the U.S. today. By focusing on the integration of language, culture, and literacy at every level of language teaching and learning, CERCLL addresses the nation's need for speakers of multiple languages, who can communicate with, interpret, and use their knowledge of discourses and texts in a variety of languages across a diverse range of contexts. The more than thirty projects, which have been developed and supported through the Center over the past sixteen years have produced valuable resources for foreign language educators and sustained initiatives for supporting professional learning have made CERCLL a hub for foreign language educators.

In this application, CERCLL proposes a plan of operation, evaluation, and dissemination for thirteen projects in Innovative Pedagogies, Curricula, and Materials and seven initiatives for sustaining Teaching and Learning Communities and fostering Knowledge Sharing and Building, which support K-16 teachers and learners of language and culture by providing quality resources for coupling language development with advanced literacies and intercultural thinking.

In response to calls from the field to integrate language learning with the multiple literacies and intercultural competencies needed by 21st century learners, CERCLL prioritizes endeavors that emphasize the meaningful integration of multiple literacies in FL education, and that respond to current conversations in the field of second language teaching and learning and the world. The need for research-based pedagogical models and professional support for teachers is particularly urgent in the case of less commonly taught languages, such as Arabic, Brazilian Portuguese, Chinese, Hindi, Korean, and Persian, all of which are foci of projects included in this proposal.

CERCLL is supported in its endeavors by three colleges (COE, COH, SBS); the Office of Research, Discovery, and Innovation; UA Global; and other Title VI-funded centers at the UA, as well as collaborations with other prospective Language Resource Centers and a National Advisory Board of six renowned experts in the field of foreign languages and cultures. The University of Arizona, a land grant, Research I, Hispanic-Serving Institution in the American Southwest, provides the intellectual and infrastructural foundation for the Center's activities. Through the extensive expertise of its personnel, strong and sustained partnerships on- and offcampus, and the contributions and resources granted to it from the University of Arizona, CERCLL is well-poised to make the greatest possible impact on language teaching and learning with the Title VI funds in this new grant cycle.

# University of California, Los Angeles

*National Heritage Language Resource Center (NHLRC)*

Project Director: Peter Cowe, Ph.D. ([cowe@humnet.ucla.edu](mailto:cowe@humnet.ucla.edu))

The National Heritage Language Resource Center is the only LRC focused entirely on heritage language (HL, defined as “a language other than English that is acquired first but learned incompletely due to emigration and/or schooling in English”). HL learners represent an important reservoir of language competency that can be exploited for national defense and economic competitiveness if they receive appropriate instruction.

The Center supports this goal in three ways: (1) sponsoring research into the linguistic profiles and pedagogical needs of HL learners; (2) translating this new knowledge into practical professional development for language teachers; and (3) sharing its work widely. Here, we propose a coordinated suite of 14 projects designed to accomplish these objectives.

The projects were chosen to address specific needs reported in the literature, expressed by our partner organizations or front-line teachers and administrators, or uncovered in the course of our research and professional development. Presently, the most critical needs are for: (1) pedagogical approaches and materials suitable for HL instruction; (2) professional development opportunities to help teachers incorporate best practices of HL pedagogy into their classrooms, including differentiated teaching; and (3) structural changes that address institutional impediments to the expansion of HL instruction.

Seven existing projects will be expanded-these include the research institutes, HL survey, summer teacher workshops, online course on HL teaching, language symposia, conferences, and publication of the field’s premier journal. Seven new projects include the development of digital repositories that will facilitate both HL research and instruction; conducting focus groups on community college instruction that will address issues on HL best practice; research on implementing project-based language learning; an initiative on open educational resources for HL classrooms; dual language immersion for HL communities; and community outreach activities to pair language researchers with community language teachers and facilitate communication between language researchers and practitioners.

The Center is committed to a rigorous program of evaluation to ensure that its products are of the highest scientific quality and useful to practitioners. All project outputs and outcomes are measured; new programs are also subjected to a formative evaluation to ensure that they will be completed on time and on budget. We are also committed to the widespread dissemination of our products through our own website, partner organizations, conference presentations, and peer reviewed publications.

The Center is directed by an executive committee comprised of thought leaders and advised by the nation’s leading HL scholars and practitioners. Each of our 14 proposed projects is led by a recognized expert and experienced project manager. The Center is managed by an experienced staff and supported by leveraged resources committed by UCLA and its partner institutions.

# University of Cincinnati

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

Co-directors: Kara Moranski ([kara.moranski@uc.edu](mailto:kara.moranski@uc.edu)), Juan Godoy Peñas ([godoyjo@ucmail.uc.edu](mailto:godoyjo@ucmail.uc.edu))

The University of Cincinnati (UC) seeks Title VI funding to establish the Curricular Enhancement, Development, Access, and Research (CEDAR) Language Resource Center (LRC). The CEDAR LRC will serve the nation through the development, provision, and research of leading-edge curricular materials for language learners from kindergarten through postsecondary levels. The ten inaugural projects of the CEDAR LRC will build upon UC's existing foundational investments in the major areas of Arabic language instruction, virtual-reality (VR) technology for language learning, and institutional partnerships with entities for language teaching and learning outside of the academy, with particular consideration for less commonly taught languages (LCTLs). The investment in VR is especially relevant as digital learning has shifted to the forefront of the national educational landscape following the global pandemic. Project areas and activities are grouped broadly as follows:

### Virtual reality to enhance K-16 curricula

1. Develop a series of VR lesson modules that guide learners through "a day in the life" of Arabic and Spanish speakers from communities within the United States
2. Develop a VR-based cultural immersion experience for students preparing to study abroad

### Inclusive curricular materials for contemporary language teaching and learning

3. Create a digital open educational resource to provide K-12 instructors with best practices and materials for trans, non-binary, and gender non-conforming language (TGNC)
4. Create a digital open educational resource for communicative language teaching of intermediate- and advanced-level French based on realia from non-European dialects
5. Create a digital open educational resource for realia for instruction in Levantine Arabic, with accompanying lesson plans

### Strength in unity: Institutional collaborations

6. Partner with regional urban public schools to offer an intensive summer institute for K-12 educators with workshops to revise existing course curricula to meet ACTFL standards
7. Partner with Union Institute and University, a minority-serving institution, to develop an open educational resource for curricular materials for Nahuatl teaching and learning

### Research to close the theory-to-practice gap

8. Collaborate with leading healthcare researchers who have employed VR for doctor-patient interactions to evaluate the impact of VR instructional interventions in area (1)
9. Collaborate with research teams to evaluate domestic immersion summer programs
10. Collaborate with all CEDAR LRC project directors for regular workshops on the collection and analysis of basic data for individual project evaluations

The CEDAR LRC's institutional and geographic setting make it especially well positioned to have substantial positive impact, both regionally and nationally. UC is an R1 institution with over 40,000 students, located in a vibrant and growing urban center. University administration has pledged support for the center through shared time commitments, facilities, and resources. Both Co-Directors have significant program-building experience at the university level. This combination of support, experience, and innovation will allow the CEDAR LRC to meaningfully contribute to the nation's capacity for language teaching and learning.

# University of Hawaii

*National Foreign Language Resource Center (NFLRC)*

Project Director: Julio Rodriguez ([julio.rodriguez@hawaii.edu](mailto:julio.rodriguez@hawaii.edu))

The University of Hawai'i at Mānoa (UHM), a Carnegie I research and minority serving institution (MSI), requests four years of funding to continue the National Foreign Language Resource Center (NFLRC) as a Title VI Language Resource Center for the period 2022-2026. UHM is the only U.S. public research institution in the Pacific and the flagship campus of the University of Hawai'i system, with outstanding faculty resources in instructional technology, second language learning and research, and the languages of Asia and the Pacific. UHM seeks this funding in consideration of its status as an MSI and a resource for ten other MSIs in Hawai'i, the scope of its language programs, its rich experience in language teaching and second language studies research, its capacity in instructional technology, and the successful record of the NFLRC during its over 30 years of operation.

The goal of the NFLRC is to respond to the need to expand the nation's capacity for teaching and learning foreign languages effectively through research and materials development projects that focus primarily on the less commonly taught languages (LCTLs) of Asia and the Pacific. The primary audience for most NFLRC endeavors is language teachers, learners, applied linguists, and other researchers concerned with these languages.

The projects proposed in this application respond to documented needs and are part of four main programs: professional learning, materials development, research, and research dissemination. These programs are focused on three key areas: project-based language learning (PBL), online and mobile learning, and intercultural competence. All projects were designed to yield maximum national impact, will be rigorously evaluated, and will result in resources that will increase national capacity for the teaching and learning of LCTLs, particularly Chinese, Filipino, Japanese, Korean, Portuguese, and Russian. All major projects involve collaborative activities with other Title VI centers and government agencies. The research program proposed will generate much needed knowledge to support and disseminate high impact practices, such as PBL, across language education contexts. A vigorous research dissemination program was designed to increase equitable access to research and professional events to the language education community. It sponsors four high quality open journals and several professional conferences.

Strong institutional support, experience gained through years of NFLRC operation, long-term commitments on the part of faculty who make NFLRC projects the focus of their research and professional activities, professional collaborations, and coordinated planning and leveraging of resources with other Title VI centers and government agencies have made it possible to devise an NFLRC budget that is extremely cost-effective.

# University of Maryland, College Park

*Professionals in Education Advancing Research and Language Learning (PEARLL)*

Codirectors: Dr. Rebecca Damari ([rdamari@umd.edu](mailto:rdamari@umd.edu)), Mr. Thomas Sauer ([tmsaue1@umd.edu](mailto:tmsaue1@umd.edu))

Professionals in Education Advancing Research and Language Learning (PEARLL) at the University of Maryland promotes a multifaceted, research-based program for excellence in language instruction. Housed at the National Foreign Language Center (NFLC) at the university, PEARLL offers a common vision for high-quality language learning and provides materials and models of professional learning for language educators, with a special focus on the needs of instructors at community colleges, historically Black colleges and universities (HBCUs), and of less commonly taught languages (LCTLs). PEARLL's goals for the 2022–2026 Language Resource Center grant period take a comprehensive view of the knowledge and skills world language educators need to prepare students to thrive in an increasingly interconnected world.

PEARLL's proposed projects for 2022–2016 are organized around the following five main goals, all tailored to address post-pandemic teacher needs and ongoing structural needs.

1. To promote models of educator effectiveness for language learning, PEARLL will increase the reach of the Teacher Effectiveness for Language Learning (TELL) Framework, develop and pilot model curricula for courses at community colleges and HBCUs, and identify a network of model classrooms that serve as regional hubs for professional learning.
2. PEARLL seeks to facilitate reflective practice for language educators by continuing to contribute to the development of Catalyst, an online portfolio for language educators; maintaining communities of practice; publishing a guide to action research for language educators; and supporting an educator in residence who will contribute to PEARLL projects.
3. Recognizing the importance for language teachers of having knowledgeable and skilled supervisors and teacher leaders, PEARLL will help leaders develop leadership skills to support teacher effectiveness through a guide to effective world language programs, a leadership certificate, a summer leadership academy, and research on how program leaders adapt to and implement their learning.
4. To connect language teacher educators and classroom practitioners, PEARLL will support and host the International Language Teacher Education Conference and identify how the TELL Framework can facilitate the transition from being a student teacher to a classroom teacher by examining how the TELL Framework is used in language teacher training.
5. Building on PEARLL's experience offering in-person and virtual professional learning, PEARLL will continue to provide professional learning opportunities for language educators, including a hybrid summit focused on LCTL educators and a series of annual summer institutes for classroom teachers. These activities will be supported by two research projects, one to understand language teachers' needs for professional learning, and a second to identify whether there is a relationship between professional learning offered by PEARLL and participating educators' teaching practices.

PEARLL's projects will draw on PEARLL's and the NFLC's expertise and experience in offering high-quality professional learning opportunities; developing resources such as model curricula; and collaborating with teachers, schools and districts, and colleges and universities around the country.



# University of Minnesota

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

Project Director: Kate Paesani ([kpaesani@umn.edu](mailto:kpaesani@umn.edu))

The University of Minnesota seeks four years of funding (2022–2026) to operate the Center for Advanced Research on Language Acquisition (CARLA) as a Title VI Language Resource Center. CARLA's LRC will carry out seven initiatives and ongoing dissemination in two focal areas: (1) language-content integration initiatives to enhance language learning through cultural and academic content; and (2) teacher education and advocacy initiatives to enhance teachers' instructional capacity, support for their students, and communication with stakeholders.

Initiatives and their objectives are as follows:

- LITERACIES IN LANGUAGE EDUCATION will strengthen language teachers' understanding and use of multiliteracies pedagogy by creating a database of instructional activities and enactment videos; organizing cohort-model workshops and lesson plan development for LCTL teachers; and disseminating templates, tools, and teaching materials.
- SECONDARY DUAL LANGUAGE IMMERSION (DLI): MATERIALS DEVELOPMENT & RESEARCH will support the increase in secondary DLI programs by developing a repository of content-and language integrated teaching materials; conducting design-based research on the creation of these materials; and offering workshops for immersion teacher educators at MSIs.
- SOCIAL JUSTICE IN LANGUAGE EDUCATION will improve understanding and application of critical pedagogies by researching student and teacher learning in social justice classrooms; offering a suite of professional development activities; and creating social justice lessons in three LCTLs.
- EQUITY & ACCESS TO STATE SEALS OF BILITERACY will provide more equitable access to seals of biliteracy by conducting a national needs analysis; creating customizable toolkits for students, parents, and employers in ten LCTLs; developing assessment supports in six LCTLs; and disseminating materials through social media, the CARLA website, and national partnerships.
- INTERNATIONAL LANGUAGE TEACHER EDUCATION CONFERENCE (ILTE) will provide a forum for language teacher educators to share research and practice by hosting the 12th ILTE; organizing symposia for LCTL, CC, MSI, and HBCU educators; and publishing a conference proceedings.
- LANGUAGE PROGRAM DIRECTION (LPD) will support novice and aspiring LPDs by publishing interactive, web-based learning modules; facilitating a professional learning community and digital badge program; and supporting publication of Second Language Research & Practice.
- PRACTICAL PROGRAM EVALUATION will improve understanding and implementation of program evaluation by offering summer institutes and workshops for teachers in LCTL, CC, HBCU, MSI, and heritage language programs; creating OERs to support program evaluation; and disseminating materials through the CARLA and ACTFL websites and CARLA speaker series.
- ONGOING DISSEMINATION will increase national access to materials, research, and professional development through the CARLA Summer Institute Program; scholarships for LCTL, CC, MSI, and HBCU teachers; the CARLA website and social media outlets; and event co-sponsoring.

CARLA is well positioned to meet these objectives due to the quality of its key personnel and its robust infrastructure, which includes support from across the University of Minnesota. CARLA initiatives also involve active collaboration with other Title VI centers, national language organizations, CCs, MSIs, and HBCUs, and nationally recognized leaders in the field. These factors all contribute to CARLA's well-documented ability to deliver high-quality research, materials, and professional development with a national impact.

# University of Oregon

*Center for Applied Second Language Studies (CASLS)*

Project Director: Julie Sykes ([jsykes@uoregon.edu](mailto:jsykes@uoregon.edu))

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions for K-16 language learning in foreign, second, and heritage (L2) contexts. CASLS requests four years of funding to implement three initiatives as a Title VI Language Resource Center. The proposed initiatives – (1) Self-directed Learning and Reflective Practice, (2) Early Language Learning (K-6), and (3) Pragmatics in Action – are derived from educator and student requests and address national needs for improving capacities in language teaching and learning, especially in less commonly-taught languages (LCTLs). Each initiative includes a comprehensive approach focused on teacher development, curriculum design and implementation, and research and dissemination. These efforts focus on critical points of impact along the K-16 continuum and represent CASLS' strategic vision and experience. In this proposal, CASLS outlines a plan of operation and evaluation designed to promote the systemic impact of the three initiatives. Initiative goals include the provision of research-based L2 curricular and assessment models, increased access and capacity for the teaching and learning of less commonly taught languages, focused implementations in pipeline programs, and collaboration with strategic partners including community colleges and minority serving institutions. Realization of these goals will improve learning outcomes, transform pedagogical practices, and ensure the provision of enduring, meaningful support for educators.

- **Initiative 1:** Self-Directed Learning and Reflective Practice focuses on the use of eportfolios as a mechanism for facilitating reflective language learning and teaching. Project activities include the facilitation of professional learning communities (in both community college and K-16 contexts), digital training modules, and a national task force on implementation and dissemination. In addition, the initiative will support the technical development of a professional resource repository and a career-related portfolio feature for learners.
- **Initiative 2:** Early Language Learning (K-6) addresses the critical need for world language education and global readiness in younger learners by developing an inquiry-based gameplay curriculum that introduces learners to over 18 languages. It will include an introductory mission, 24 mission units, and a wrap-up unit designed to promote learner intercultural communication, multilingualism, and learner reflection.
- **Initiative 3:** Pragmatics in Action includes two projects focused on the creation and delivery of materials that support the development of intercultural and pragmatic competence. The first project offers sustained professional development activities for the teaching of pragmatics in the world language classroom, including a curated collection of classroom resources. The second project utilizes cutting-edge technology (virtual and augmented reality), to create career-focused learning simulations and assessments in business, healthcare, and strategic communication in Mandarin and one additional LCTL (to be determined by domain analyses). All three initiatives will be disseminated via peer-reviewed publications, conference presentations, and CASLS's InterCom, a weekly e-digest for language professionals.

CASLS' extensive experience, robust infrastructure, strong collaborative partnerships, and successful history position it to meet and exceed the proposed outcomes. CASLS will create, implement, and evaluate the proposed initiatives to deliver high-quality products, experiences, workshops, manuals, and publications. Through the provision of innovative solutions for language learning that emanate from the recombination and application of ideas and emerging tools, CASLS will continue to make national impact in L2 learning and teaching.