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Office of Postsecondary Education

International and Foreign Language Education (IFLE) Office



Title VI Language Resource Centers (LRC) Program

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Grantee List and Project Abstracts

Fiscal Years 2018-2021

List of FY 2018-2021 LRC Grantee Institutions and Award Amounts

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Duke University	Slavic and Eurasian Language Resource Center (SEELRC)	\$182,000	5
Georgetown University	Assessment and Evaluation Language Resource Center (AELRC)	\$181,000	7
Georgia State University	Center for Urban Language Teaching and Research (CULTR)	\$160,000	9
Indiana University (African Languages)	National African Language Resource Center (NALRC)	\$184,000	10
Indiana University (Central Asian Languages)	Center for Languages of the Central Asian Region (CELCAR)	\$191,768	12
Pennsylvania State University	Center for Advanced Language Proficiency Education and Research (CALPER)	\$141,000	14
The Ohio State University	National East Asian Languages Resource Center (NEALRC)	\$180,000	15
University of Arizona	Center for Educational Resources in Culture, Language and Literacy (CERCLL)	\$189,000	16
University of California, Los Angeles	National Heritage Language Resource Center (NHLRC)	\$185,000	17
University of Hawaii	National Foreign Language Resource Center (NFLRC)	\$156,000	18
University of Kansas	Open Language Resource Center (OLRC)	\$159,000	19
University of Maryland	Professionals in Education Advancing Research and Language Learning (PEARLL)	\$164,000	20
University of Oregon	Center for Applied Second Language Studies (CASLS)	\$173,000	22
University of Texas at Austin	Center for Open Educational Resources and Language Learning (COERLL)	\$172,000	24
University of Utah	University of Utah Language Resource Center (UULRC)	\$158,000	25

California State University, Fullerton

National Resource Center for Asian Languages (NRCAL)

<http://www.fullerton.edu/nrcal/>

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), a newly added language to the Center. 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 and Korean 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; providing training and resources for PreK-12 teachers and post-secondary language instructors; and creating 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 its outcomes on various constituencies. 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 PreK-16 students and educators, post-secondary and heritage language speaking communities, policy making bodies, government agencies, businesses and Asian Language scholars.

Duke University

Slavic and Eurasian Language Resource Center (SEELRC)

<https://slaviccenters.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 languages covered by SEELRC are spoken in 34 countries with a combined population approaching 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 LCTLs of Eurasia (including Central and Eastern Europe, the former Soviet Union, India, Pakistan, and Afghanistan) by nurturing the network of academic and government institutions involved in teaching those languages and by producing valuable deliverables. These include (1) proficiency training, testing, and certification; (2) teacher training; (3) research with direct outcomes in improving language teaching and evaluation; (4) the development of web-based authentic language instructional materials focused on the advanced levels and accessible at no cost to the K-12, university, and other interested communities.

A strength of SEELRC is that its work is carried out through extensive collaboration with specialists at Duke (Slavic & Eurasian Studies Department, Program in Education) and at leading national research universities, including Indiana University, University of Chicago, University of Arizona (recently designated as a Hispanic-serving MSI), University of Maryland, as well as government agencies such as the U.S. Department of Defense (DoD) and NASA. SEELRC also partners with a group of North Carolina-based minority-serving institutions, including the School of Education at North Carolina Central University, Bennett College, and NC K-12 schools, to support the introduction and maintenance of languages of our region in the curriculum. Certified proficiency testers representing ACTFL, ILR, CEFR, and DoD are directly involved in SEELRC management and programming.

The projects and activities 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; a unique webliography of 31 LCTLs; a series of multi-level, interactive, online course materials for language, film & culture instruction with diagnostics; online course modules; streaming video with multilingual texts/subtitling; 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 a large number of universities both in the U.S. and abroad. SEELRC is currently collaborating 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, web sites (www.seelrc.org), CD-ROM, 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)

<https://aelrc.georgetown.edu/>

According to the recent American Association for the Advancement of Sciences report (AAAS, 2016), the ability to use more than one language is a critical 21st century skill that can benefit individuals, communities and the U.S. workforce. However, without robust data on language outcomes, valid and reliable language tests and useful approaches to language program evaluation, language instructors and students cannot determine if their goals are being met or even if their goals are reasonable. Language assessment and program evaluation are thus critical components to strong, well-executed language programs. However, there is a dearth of expertise on assessment among language instructors, a lack of tests available in many foreign languages, especially less commonly taught world languages. Thus, Georgetown University, together with its partners, the American Council on the Teaching of Foreign Languages and the Center for Applied Linguistics, proposes the Assessment and Evaluation Language Resource Center (AELRC) to facilitate useful assessment and evaluation practice to help foreign language educators innovate and improve their programs for the 2018-2022 cycle.

In carrying out its mission, the AELRC will focus on three interrelated aspects of U.S. foreign language education: underrepresented language, populations and institutions, student learning outcomes assessment and the Seal of Biliteracy. All projects will address the mandate to improve teaching and learning of foreign languages in the U.S. and will emphasize less commonly taught languages, heritage languages and languages designated as critical by the U.S. Department of Education. In addition, projects will directly address the needs of heritage language speakers and language learners who are members of minority groups, as well as the educators who work with these groups. The AELRC will promote best practices for assessment and evaluation in heritage, K-12, community college and higher education contexts.

The AELRC will have five major goals for the 2018-2022 cycle.

1. Enhance national capacity in language and intercultural communication assessment by developing assessment tools and providing professional development in their use, including developing C-tests, the Intercultural Pragmatic Interactional Competence Assessment and the ACTFL Assessment of Performance toward Proficiency in Languages.
2. Increase language educators' ability to conduct useful and accurate assessment in traditionally underrepresented language program settings through face to face and online professional development and with incorporation of research on the Seal of Biliteracy.
3. Improve the quality of professional development for language educators in LCTLs and underrepresented program settings by conducting research on the impact of assessment and related professional development on teaching and learning in these settings.
4. Enhance national capacity in language program evaluation by conducting research and providing professional development to foreign language educators from across languages and language program settings (community colleges, K-12 and heritage programs).

5. Enhance the capacity of all foreign language educators to conduct useful student learning outcomes assessment by disseminating research findings, examples of practice and training materials.

Because of its focus on assessment and evaluation, AELRC represents a unique resource for all languages and learning contexts. Based on its past successes and its proposed workshops, institutes, research, materials and outreach, the AELRC will have a positive impact on foreign language teaching and learning in the U.S.

Georgia State University

Center for Urban Language Teaching and Research (CULTR)

<https://cultr.gsu.edu/>

Located at an urban minority-serving Title III and Title V research university, the Center for Urban Language Teaching and Research (CULTR) is the only LRC in the Southeastern United States. 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 a 21st century global education. CULTR is directed 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, 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 downloadable free infographics, a Family and Community Toolkit, Podcasts and Videos to build communities of practice among language educators, as well as hosting annual Global Language Leadership Meeting and World Languages Day events, Teacher Professional Development Workshops, Family and Community Camps, and others. Research includes a national Dual Language Immersion mapping project and 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 by asserting 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)

<https://nalrc.indiana.edu/>

Background: This proposal seeks funding to enhance NALRC's capacity to strengthen, expand, and improve the nation's capacity for teaching and learning African languages. Funding will be used for 1) superior teacher training; 2) developing and publishing high-quality materials, resources, and online courses; 3) supporting research; and 4) disseminating materials and research nationally. Goals of national coordination and increasing access to minority-serving institutions (MSIs) and community colleges underlie all proposed NALRC projects.

1. Training African Language Instructors: Professional development workshops include: a) A Two-Week Summer Institute for Pre- and In-Service Training for New and Continuing Instructors, particularly for instructors from MSIs and community colleges; b) A Two-Week Training of Trainers' Workshop for African Language Program Coordinators and Directors; c) A Workshop for Developing Standards for Learning African Languages; d) An Annual Pre-Conference Workshop at ALTA-NCOLCTL; e) A Workshop for Developing Learning Plans for Teaching CTLs; and f) A Workshop on Using New Technologies for Teaching African Languages. All workshops will be based on Principles of Effective Teaching and Learning of World Languages. Community college and MSI language instructors and others will have access to standards-based pedagogy, current research, and innovative and effective pedagogies.
2. Materials and Online Course Development Projects: Standards-based textbooks and Online Courses will be developed for Akan, Bamana, Swahili, and Yoruba using Backward Curriculum Design and the Standards for Learning African Languages model. NALRC will develop audio CD-ROMs that will accompany the Standards-Based textbooks along with new and updated brochures for all African languages listed under Competitive Preference Priority I.
3. Research and Publication Projects: NALRC will provide support to African language instructors and scholars to conduct research on African language teaching and learning to be published in peer-reviewed academic journals, such as the Journal of African Language Teachers Association (JALTA) and the Journal of National Council of Less Commonly Taught Languages (JNCOLCTL), two journals published by NALRC Press. NALRC also co-organizes the annual conferences of ALTA and NCOLCTL to give African language instructors an avenue to present their research in African language pedagogy.
4. Disseminating Materials and Research, and National Coordination of Information: Materials developed and published through NALRC will be disseminated through the ALTA, NALRC, and NCOLCTL listservs and websites and through exhibitions at conferences such as ACTFL and the African Studies Association. NALRC will act as a clearinghouse for national coordination by collecting and documenting African language enrollment trends and conducting national needs assessments for the learning, teaching, and research of African languages.

NALRC proposed activities and projects reflect national needs and advance Competitive Preference Priorities I and II. NALRC's comprehensive approach addresses the concerns of many stakeholders,

including traditional and non-traditional learners, researchers, instructors, MSIs and community colleges, government and non-government agencies, Americans of African descent, heritage learners, and K-12 learners and teachers. The significant level of IU institutional support for NALRC puts the Center in a very strong position to fulfill its objectives and to serve its stakeholders and the nation.

Indiana University (Central Asian Languages)

Center for Languages of the Central Asian Region (CELCAR)

<http://iub.edu/~celcar/main.php>

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 the People's Republic of China), is central to America's strategic interests. Indeed, *all* of the 14 languages addressed in our proposal are LCTLs (CPP1) and on the U.S. Department of Education's list of strategic languages.

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 coming four-year cycle, we will build on our previous work, and expand our range of language learning materials and proficiency tests in new CA languages, including three new introductory textbooks in Azerbaijani, Balochi, and Kurdish (Kurmanji), four intermediate textbooks in Kazakh, Kirghiz, Kurdish (Kurmanji), and Mongolian, and two advanced textbooks in Dari and Pashto; creating Kurdish (Kurmanji), Dari, and Pashto heritage learning materials, a content-based advanced Uyghur reader, and a Turkic bridging textbook; developing five new proficiency guidelines with associated tests in Azerbaijani, Balochi, Dari, Kurdish (Kurmanji), and Tibetan; and creating three new introductory online courses in Kurdish (Kurmanji), Tajiki, and Tibetan, four intermediate online courses in Kurdish (Kurmanji), Mongolian, Uyghur, and Uzbek, and two advanced online courses in Dari and Pashto.

To increase our impact and expand outreach, we will also collaborate significantly with three community colleges and one minority serving institution (CPP2) 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, and a new bi-weekly podcast on CA languages: *On the Silkroad with CeLCAR*.

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.

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 and leading summer workshops for LCTL language instructors in collaboration with IU's Center for Language Excellence.

Additionally, CeLCAR will make significant contributions to the field through hosting our bi-annual international academic Conference on Central Asian Languages and Linguistics (ConCALL) and publishing the proceedings of the conference.

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.

Pennsylvania State University

Center for Advanced Language Proficiency Education and Research (CALPER)

<http://calper.la.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 world languages, with a particular focus on advanced levels of language learning and teacher professional development of less-commonly-taught languages. The current proposal significantly extends CALPER's sixteen-year track record in two important ways. First, it frames nine new language teaching and learning projects within the concept of High Leverage Teaching Practices. Second, it expands CALPER into a Consortium relationship with the University of Pittsburgh.

The main goals of CALPER for the proposed cycle are (1) to prepare teachers in four High-Leverage Teaching Practices in order to maximize student learning, (2) to create pedagogical modules for use by world languages instructors on Chinese pragmatics, Arabic writing, Chinese, Korean, and Russian vocabulary, and Chinese and Spanish dual-enrollment content-based curricula, (3) to create pedagogical guides for world languages instructors, administrators and students on concept-based language instruction, strategies for effective L1 use in world language classrooms, and study abroad for heritage speakers, (4) to document and evaluate language instruction and teacher training needs in underserved urban school districts, (5) to develop and implement a dual-enrollment content-based curriculum at secondary and post-secondary levels, and (6) to create open education resources to inform effective teacher preparation and enhancement.

Individual projects in the current proposal focus on (a) development of instructional materials and teachers' guides that link high-quality explicit knowledge of the target language, including LCTLs (Arabic, Chinese, Korean, Russian) with practical communicative activities, (b) formulating a new content-based curriculum in L2 Chinese for dual-language enrollment courses, (c) working with underserved urban school districts to identify instructional needs and support activities to enhance language instruction, (d) documenting teachers' first language and target language use in the world language classroom and developing evidence-based best practices for first language use, and (e) creating study abroad guides for heritage speakers and program administrators to maximize language learning opportunities during study abroad.

All of CALPER's proposed projects include activities that focus on less-commonly taught languages: Arabic, Chinese, Korean, and Russian. Two projects include significant collaborations with minority-serving institutions: California State University, Channel Islands, and Delaware State University.

The Ohio State University

National East Asian Languages Resource Center (NEALRC)

<https://nealrc.osu.edu/>

The National East Asian Languages Resource Center's mission is to increase the capacity of American learners of East Asian languages to reach advanced skills in communicating in these languages and cultures. As we encounter increased numbers of Americans putting their language skills to work in China, Japan, and Korea, we are repeatedly reminded that in addition to their linguistic skills they have to demonstrate functional knowledge of the culture and a complex range of socialization abilities.

Increasing our understanding of these needs and incorporating them in East Asian language instruction is the key strategy of our Center. Taking advantage of The Ohio State University's extensive foreign language resources and eight faculty specializing in East Asian language pedagogy, we have identified 22 projects that are being undertaken by our faculty, faculty of other institutions, and their collaborators nationally and internationally.

The NEALRC has provided these projects with the management and technical support that assures that these projects meet their objectives. Involving a wide range of institutional affiliations that include K-12, two community colleges, one MSI, and 24 universities in the U.S. and abroad, these projects are divided into five basic categories:

- 1) research into the problems our students will face when building careers in the target language and teaching approaches that reflect this research to prepare students to succeed in the future;
- 2) materials development for exercising advanced level skills, including the development of the plan and design of an extensive STEM content that acknowledges the widening areas of occupational interest among students of the East Asian Languages. The NEALRC is expanding the role of online instruments for incorporating content on demand;
- 3) performance-based assessments that concentrate on the "low stakes" instruments that keep learners and programs informed about where we are in the language learning and how the processes are going;
- 4) teacher training that identifies the key goals of instruction and converts the research into instructional activities;
- 5) summer programs that provide intensive learning and study abroad experiences.

Our projects include innovative online language learning tools, localized language learning materials, and research toward understanding the characteristics of persons who eventually reach advanced communication skills in these difficult languages. Making every effort to make our products available to as many users as possible, the NEALRC disseminates most of the products of these projects by making them accessible online or through OSU Foreign Language Publications, and through membership organizations. Each project has delineated goals and points of evaluation, and the overall activities of the NEALRC are subject to clear evaluation and reporting procedures.

University of Arizona

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

<https://cercll.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 twenty projects, which have been developed and supported through the Center over the past twelve 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 eight projects in Innovative Pedagogies, Curricula, and Materials and seven initiatives for sustaining Teaching and Learning Communities and fostering Knowledge and Sharing and Building, which will support K-16 teachers and learners of language and culture by providing quality resources for coupling the development of linguistic proficiency 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 has prioritized endeavors that emphasize the development of linguistic complexity needed to achieve advanced proficiency through multiliteracies (including importantly digital literacies), the centrality of intercultural perspectives for language teaching and learning, and the integration of scientific inquiry and language/culture learning. 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 Portuguese, Korean, Arabic, and Chinese, which are expected to have the most growth in the coming years--all of which are the focus 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 five renowned experts in the field of foreign languages and cultures. The University of Arizona, a land grant, Research I institution in the American Southwest, that was recently designated as a Hispanic-Serving Institution, provides the intellectual and infrastructural foundation for the Center's activities. Through the extensive expertise of its personnel, strong and sustained partnerships on- and off-campus, 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)

<http://www.nhlrc.ucla.edu/nhlrc>

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. 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.

Six existing projects will be expanded—these include the International Quadrennial HL Conference and publication of the field’s premier journal. Eight new projects include the development of a repository that will facilitate both HL research and instruction; a workshop to improve HL assessment; a guidebook for implementing project-based learning in the HL classroom; and three working groups which will address policies and structural conditions that have slowed the implementation of HL best practice.

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, through partner organizations, and through conference presentations.

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 Hawai'i

National Foreign Language Resource Center (NFLRC)

<http://nflrc.hawaii.edu/>

The University of Hawai'i at Mānoa, a Carnegie I research institution, is the only U.S. public research institution in the Pacific and the flagship campus of the University of Hawai'i system, with a land, sea, and space grant mission and outstanding faculty resources in instructional technology, second language acquisition, and the languages of Asia and the Pacific, requests four years of funding to continue the National Foreign Language Resource Center (NFLRC) as a Title VI Language Resource Center for the period 2018-21.

The university seeks this funding in consideration of its status as a minority-serving institution (MSI) and a resource for ten other MSIs in Hawai'i, the scope of language programs offered at the University of Hawai'i, the university's rich experience in language teaching and second language studies research and its capacity in instructional technology, the quality of the faculty and graduate programs on which the projects proposed in this application depend, and the successful record of the NFLRC during its nearly 30 years of operation. The goal of 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 of Asia and the Pacific. The primary intended audience for most NFLRC endeavors is language instructors and applied linguists directly concerned with these languages. However, the projects proposed are intended to have implications for the teaching and learning of all languages, and the results of these projects will be disseminated through publications, intensive summer institutes, and other mechanisms to the larger educational community.

The projects proposed in this application are grouped under three general initiatives: professional learning, materials development, and dissemination of research and resources. Both professional learning and materials development initiatives are focused on four main areas: 1) project-based language learning, 2) blended learning, 3) online learning, and 4) a strong research dissemination program that supports these initiatives using three primary dissemination outlets: a) open journals, b) scholarly publications, and c) sponsored professional events (national and international conferences, symposia, and special events).

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, coordinated planning and leveraging of resources with other Title VI-funded centers, and professional collaborations have made it possible to devise an NFLRC budget that is very cost-effective and intended to yield maximum national impact.

University of Kansas

Open Language Resource Center (OLRC)

<https://eqarc.ku.edu/>

The University of Kansas (KU), a regional leader that offers instruction in more languages than any institution between the Mississippi River and the Rocky Mountains, requests funding to establish the Open Language Resource Center (OLRC). KU's long history of leadership in the Open Access movement, its production of award-winning Open Educational Resources (OER), and the quality of its key personnel place it in a unique position to enhance the national capacity to teach and learn world languages, particularly Less Commonly Taught Languages (LCTLs) in the United States.

The OLRC envisions a total of twelve projects that will have both regional and national impact. Nine of the projects focus on the creation and dissemination of high quality OER, striking a careful balance between breadth of audience (Spanish, French and German) and demonstrated need. As such, there is a focus on materials for LCTLs, including representation from Eastern Europe (Russian, Ukrainian, Turkish), East Asia (Chinese), and Africa (Kiswahili, Wolof). In addition, the materials in Spanish focus primarily on Central and South America, while the French materials focus on Francophone Africa. OER projects proposed by the Open Language Resource Center include the following:

- Acceso, Second Edition: revision of an online curriculum for Spanish learners at the Novice High / Intermediate Low level (acceso.ku.edu)
- Le pont: online curriculum for French learners at the Intermediate Mid/High level
- Incorporating Corpora: online manual on the use of language corpora, including overview of research in Data-Driven Learning and a selection of assignments
- Dobra forma: web-based overview of Ukrainian grammar
- Russian Aspect in Conversation: web-based modules on Russian verbal aspect suitable as a supplement to intermediate and advanced Russian courses
- Ting Yi Ting: online modules that train learners to hear and identify phonemic categories in Mandarin and to associate those phonemes with correct Pinyin orthography
- Konuşan Paragraflar: online curriculum for Turkish learners at the Intermediate Mid/High level
- Wolof Idiom Dictionary: database with 7,500 of the most common Wolof idioms, with the ability to search by keyword or thematic category
- Hujambo!: online curriculum for introductory Kiswahili

The projects in French, German, and Spanish will be accompanied by a series of K-16 workshops held at KU and at partner institutions Fort Hays State University and Johnson County Community College. All three institutions will host two-day Modified OPI Assessment workshops for K-16 language instructors. These OER and professional development initiatives will be accompanied by an annual World Languages Fair for K-12 and a Language OER Conference, held as part of broader Open Education Week events.

University of Maryland

Professionals in Education Advancing Research and Language Learning (PEARLL)

<http://www.nflc.umd.edu/>

The University of Maryland (UMD) proposes to establish Professionals in Education Advancing Research and Language Learning (PEARLL), an LRC offering a comprehensive, research-based program for excellence in language instruction. Housed at the National Foreign Language Center at the University (NFLC-UMD), PEARLL will create a common vision for high-quality language learning and provide new models of professional development and support materials for language educators, with a special focus on the needs of community colleges and less commonly taught language (LCTL) instructors.

A growing body of research points to teacher effectiveness as one of the most critical factors in student achievement. To ensure that US learners develop the linguistic and cultural competency the nation needs, world language educators need a clear vision of the best instructional practices and a pathway to reflectively implement those practices. UMD is uniquely positioned to respond to this challenge.

Through the STARTALK initiative and other federal projects, NFLC-UMD has supported teacher development programs for LCTL educators for over a decade and has developed a large catalog of multimedia student and teacher resources in these languages. Its partner, UMD's College of Education, trains teachers of seven languages, including three LCTLs (Chinese, Italian, and Russian). In collaboration with a national team of renowned experts in the field, key personnel from UMD will develop criteria and resources for PEARLL's professional development program.

PEARLL will implement four initiatives to achieve its vision for transforming world language instruction through a highly effective, research-based professional learning program:

1. Developing an online collection of professional development tools and resources based on the Teacher Effectiveness for Language Learning (TELL) framework, including a digital portfolio for tracking individual progress.
2. Delivering a suite of professional development opportunities for language educators, including asynchronous online learning modules (in both English and high-demand LCTLs Arabic, Chinese, and Russian), online coaching, and an annual intensive summer institute.
3. Conducting three closely aligned research studies to measure PEARLL's impact on teaching practices and student outcomes and to gather feedback on teacher beliefs and attitudes toward new teaching practices.
4. Creating networks of K–12 schools and community college language instructors to disseminate information, promote PEARLL's initiatives, and facilitate capacity-building.

UMD will partner with two community colleges (Miami Dade College and Northern Virginia Community College), both of which are minority-serving institutions, to pilot the resources and services offered by PEARLL. While supporting excellence across the profession, PEARLL will establish a community of professional dialogue and growth specifically for underserved groups of educators.

In sum, PEARLL will revolutionize professional development for language educators around the country by promoting shared, research-based standards for effective language teaching from kindergarten through higher education across languages and teaching contexts. PEARLL's resources will enrich the body of teacher training materials created by LRCs around the country.

University of Oregon

Center for Applied Second Language Studies (CASLS)

<https://casls.uoregon.edu/>

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions for K-20 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) Reflective Practice with LinguaFolio Online (LFO), (2) Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure, and (3) Virtual and Augmented Reality for Language Training (VAuLT) – are derived from educator and student requests and address national needs for improving capacities in language teaching and learning.

Each initiative includes a comprehensive approach focused on teacher development, curricula design and implementation, and assessment. Each initiative targets critical points of impact along the K-20 continuum, and each represents CASLS' strategic vision led by an experienced, full-time team dedicated to the success of the proposed initiatives during the grant cycle. In this proposal, CASLS outlines a plan of operation and evaluation for the realization of project activities in three initiatives designed for systemic impact. Initiative goals include the provision of research-based curricular models, increased access and capacity for the teaching and learning of less commonly taught languages, and an augmented repertoire of L2 assessment types. Outcomes are designed to improve learning outcomes, transform pedagogical practices, and provide meaningful support to educators.

Initiative 1: Reflective Practice focuses on the use of e-portfolios as a mechanism for facilitating reflective language learning and teaching. Project activities include the facilitation of faculty learning communities (in both community college and K-12 contexts), online training modules, and the establishment of a one-on-one teacher mentoring system. In addition, the initiative will support the development of a reporting system and learning management integration for LFO as well as TELLfolio, an e-portfolio system for language teachers. Initiative 2: IPIC Measure will utilize simulation technologies to pilot, revise, and implement a comprehensive measure of intercultural, pragmatic, and interactional competence in Chinese and Spanish. The measure will produce a learner profile of abilities. In addition to the measure itself, the initiative will support two professional development institutes focused on measure rating and implementation of the results in language classrooms. Initiative 3: VAuLT project activities will result in an expanded set of stakeholder-driven learning modules targeting professional and community language use. Drawing on the many benefits of virtual reality and augmented reality, these modules will situate learners in immersive contexts to gain the critical language skills they need. The initiative will result in eight design challenges which integrate professional development and module creation and twelve LCTL-focused, VR/AR modules that include critical language content for professional and community contexts (e.g., games and social justice, thinking routines, and indigenous languages). All three initiatives will include peer-reviewed publications, conference presentations, and the annual publication of fifty-two issues of InterCom, a weekly e-digest for language professionals.

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

University of Texas at Austin

Center for Open Educational Resources and Language Learning (COERLL)

<http://www.coerll.utexas.edu/coerll/>

The University of Texas at Austin (UT) requests funding for the operation of the Center for Open Educational Resources and Language Learning (COERLL). A national leader in the development of Open Educational Resources (OER) (e.g., openly licensed textbooks, grammars, corpora, etc.), COERLL emphasizes native Internet practices that hold unique potential to expand the nation's FL capacity. COERLL's goal is to create an open digital environment for sharing so that FL learners and teachers can exchange products, practices, and findings.

COERLL's outcomes fall into five categories: Open courseware for LCTLs results in pedagogical materials that focus on less commonly taught and priority languages; Open courseware for K-16 Spanish results in pedagogical materials that focus on teaching Spanish as a second and a heritage language; Teacher Development results in workshops and networks to improve the training of in-service FL teachers and faculty and provide CPE credits; Applied Linguistic Research results in scholarly publications and case studies on the use of advanced technologies and open resources for language teaching; and Outreach results in the dissemination of information about language instructors and their innovative work.

All activities employ practices common to Open Education: user-generated materials, open licenses, and communities of practice. In addition, COERLL's proposal focuses on addressing Competitive Priority 1 (LCTLs) and Competitive Priority 2 (MSIs and Community Colleges). Finally, in keeping with the collaborative nature of Open Education, COERLL's activities involve a high degree of collaboration with our sister LRCs, national organizations, and faculty and teachers from many different institutions.

University of Utah

University of Utah Language Resource Center (UULRC)

<https://l2trec.utah.edu/>

The University of Utah (UU) requests funding to establish a National Foreign Language Resource Center (LRC) to strengthen the nation's foreign language capacity. Utah's LRC will mobilize its established and significant expertise to capitalize on 2 key national trends in foreign language education: the growth of the Dual Language Immersion (DLI) model and the Seal of Biliteracy movement. It will address the need for effective articulation and more effective pedagogies in DLI, and produce a replicable model for standardized proficiency assessments for LCTLs.

Over the past three decades DLI has seen rapid growth, from only 50 programs reported in 1985 to 448 in 2011, and an estimated 2,400 programs as of 2017. Currently there are not enough resources to meet the growing demand for effective pedagogies and articulation models. Concurrent with the expansion of DLI programs are efforts to recognize and tap into the nation's strengths in heritage language skills. The Seal of Biliteracy (<http://sealofbiliteracy.org/index.php>) recognizes students' proficiency in two or more languages by the time of high school graduation, and is awarded by a school district or a state (currently offered in 32 states and the District of Columbia). Despite this national push for official biliteracy recognition, there are no mechanisms in place to assess the proficiency of high school students in dozens of languages that are not offered in K-12 schools, yet are widely spoken in heritage language communities across the country.

The LRC will be housed in UU's Second Language Teaching and Research Center (L2TReC), which has an established track record, and personnel expert in the areas of proficiency assessment, teacher training, foreign language curriculum development, and second language acquisition research, as well as a strong record of successful collaboration with K-12 education. L2TReC will leverage its experience with Utah's statewide six-language (Chinese, French, German, Portuguese, Russian, Spanish) DLI program as well as its significant expertise in proficiency assessment to 1) create and disseminate replicable components of Utah's fully articulated K-16 DLI program and 2) develop and share structures for assessing and validating (through the Seal of Biliteracy) the language proficiency of heritage speakers of LCTLs in secondary programs. These objectives will be realized through four project goals:

- Goal 1: Identify, document and disseminate effective pedagogical and curricular practices for K-9 DLI instruction;
- Goal 2: Identify, document and disseminate effective pedagogical and curricular practices to support the transition from AP courses to college-level curriculum;
- Goal 3: Develop procedures to assess and mobilize proficiency of heritage speakers of LCTLs;
- Goal 4: Organize professional development opportunities for language educators to promote models and practices grounded in an articulated vision of K-16 language learning.

The project goals and activities, personnel, collaborative partners, evaluation plan, and budget have all been carefully selected and designed to ensure maximum impact through trainings, and materials that are shareable and replicable.