



**ACTFL**  
Language Connects

# **The National LCTL Resource Center and the ViVID Project**

ACTFL LCTL SIG Webinar  
June 29, 2023

Dr. Emily Heidrich Uebel  
Dr. Amanda Lanier  
Dr. Bruna Sommer Farias



# NLRC Purpose & Projects

**Dr. Emily Heidrich Uebel**

Associate Executive Director




**NATIONAL LESS COMMONLY TAUGHT  
LANGUAGES RESOURCE CENTER**



## What is an LRC?

The Title VI [Language Resource Centers program](#) “provides grants for establishing, strengthening, and operating centers that serve as resources for improving the nation’s capacity for teaching and learning foreign languages through teacher training, research, materials development, and dissemination projects” (US Department of Education). There are now a total of sixteen LRCs.



# Language Resource Centers





MICHIGAN STATE UNIVERSITY

Center for Language Teaching Advancement

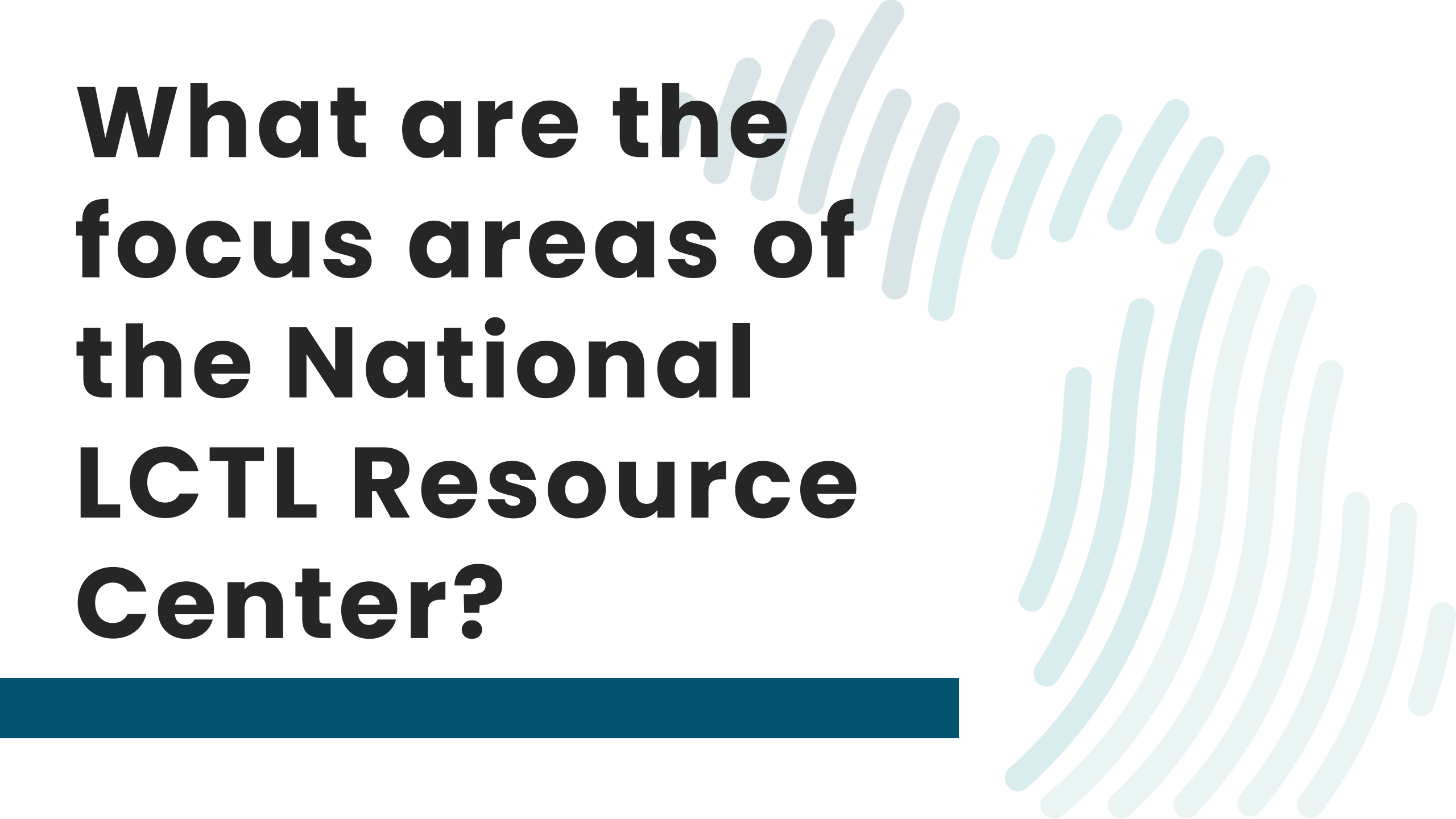
## NLRC and CeLTA

The NLRC is housed at MSU within the Center for Language Teaching Advancement (CeLTA). CeLTA is a locally grounded and internationally minded hub for language education transformation.

In addition to the NLRC, CeLTA

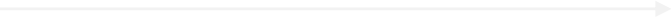
- houses the **MA and Certificate in Foreign Language Teaching**
- offers **professional development** for the MSU community and beyond
- houses the **Community Language School**, which offers low-cost language courses to children and adults
- conducts and disseminates **research** on language learning
- houses the **Less Commonly Taught and Indigenous Languages Partnership**, a Mellon-funded grant focused on collaborative course development

**What are the  
focus areas of  
the National  
LCTL Resource  
Center?**





# Focus Areas





# *nlrc* **Bridge Initiatives**

**Area Goal** To bridge the three focus areas of the National LCTL Resource Center by conducting a needs analysis to inform the activities of the center and by providing a critical avenue for dissemination of project and center information, for collaboration amongst LCTL instructors and administrators, and for exchange of ideas.

## **Projects**

Shared LCTL Symposium  
Needs Analysis





# Shared LCTL Symposium (SLCTLs)

SLCTLs established in 2016


- Annual event organized by University of Chicago and Michigan State University
- LCTL educators and administrators discuss challenges and affordances of sharing LCTLs across institutions
- Led to creation of the Language Center Alliance (2019)

NLRC expansions on SLCTLs

- Transition SLCTLs to sustainable format
- Removing registration fee
- Financial support for attendees

# Needs Analysis



- Building on nationwide LCTL survey carried out by MSU's CeLTA in 2021
  - Survey and interviews on LCTL instructor needs
  - Results to inform the development and support for further NLRC projects
  - As-needed workshops and consulting on topics that emerge from results
  - Results to shape conference presentations and SLCTLS panels
- 



# Open and Innovative Instructional Resources

**Area Goal** To generate and widely disseminate a diverse range of high-quality, open access, and innovative teaching and learning materials for LCTLs, based on identified needs in the field.

## Projects

- LCTL Downloadable Online Open Resources (DOORs)
- Local LCTL Assessment (LoLA)
- Teach-a-LCTL (Community / Family Resource Guides)



# Database of LCTL Downloadable Online Open Resources (DOORs)

- English-language activities meant to be adapted to language and instructional context

<https://doors.cal.msu.edu/>

LCTL DOORS

Less Commonly Taught Language Downloadable Online Open Resources

<p><a href="#">Listening / Vocabulary</a></p> <p><b><u>I Don't Like Tuesdays</u></b></p> <p>[Topic: Daily Activities] [Mode: Interpretive] Students will listen to the audio and select the answers that apply.</p> <p><a href="#">Continue Reading &gt;</a></p>	<p><a href="#">Vocabulary</a></p> <p><b><u>Job Descriptions</u></b></p> <p>Title: Job Descriptions Topic: Occupations Mode: Interpretive Students will match job descriptions with correct professions. Components of the lesson: A matching exercise, answer key Instructions to the teacher Assign the...</p> <p><a href="#">Continue Reading &gt;</a></p>	<p><a href="#">Speaking / Writing</a></p> <p><b><u>Alex's Day</u></b></p> <p>[Topic: Daily Activities] [Mode: Presentational] Students will make up a story about someone's day based on a picture story.</p> <p><a href="#">Continue Reading &gt;</a></p>	<p>Search ...</p> <p><b>Topic</b></p> <p>Alphabet Body Parts Classifiers Classroom Commands</p> <p><b>Level</b></p> <p><input type="checkbox"/> Advanced <input type="checkbox"/> Intermediate <input type="checkbox"/> Novice</p> <p><b>Skill</b></p> <p>Grammar Listening Reading Speaking</p> <p><b>Mode</b></p> <p><input type="checkbox"/> Interpersonal <input type="checkbox"/> Interpretive <input type="checkbox"/> Presentational</p> <p><b>SUBMIT</b></p>
<p><a href="#">Speaking / Writing</a></p> <p><b><u>Morning Routine Picture Story</u></b></p> <p>[Topic: Daily Activities] [Mode: Presentational] Students will</p>	<p><a href="#">Vocabulary</a></p> <p><b><u>Which Subject Is It?</u></b></p> <p>[Topic: School Subjects] [Mode: Interpretive] Students will read sentences and</p>	<p><a href="#">Vocabulary</a></p> <p><b><u>What Should They Order?</u></b></p> <p>[Topic: Restaurant] [Mode: Interpretive] Students will</p>	

# Database of LCTL Downloadable Online Open Resources (DOORs)

- English-language activities meant to be adapted to language and instructional context

## NLRC expansions

- Expand level of English materials
- Sister site with target language activities
- Creation of training materials on using the instructional materials, including workshops/webinars

<https://doors.cal.msu.edu/>

# Local LCTL Assessment (LoLA)

- Provide adaptable (placement and diagnostic) assessment templates for LCTLs
- Focused on placement testing for grades 9-16
- Train LCTL teachers in adapting and using the templates
- Publish templates on website and additional databases

# Teach-a-LCTL Resource Guides

- Create resource guide for community-based and family instruction of LCTLs
  - Lesson plan templates
  - Guides for finding age-appropriate materials
  - Meaningful ways to include listening, speaking, writing and reading
- Guides for Novice and Intermediate levels
- Training materials on how to use the guides





# Strategic Collaborations at Inter- Institutional Level

**Area Goal** To expand access to LCTL education for various types of institutions and stakeholders by aggregating existing LCTL sharing models and creating new ones, sharing expertise, and pursuing inter-institutional strategic collaborations to strengthen dependability and sustainability of LCTL offerings.

## Projects

LCTL Strategic Collaboration  
Language Program Consulting



# LCTL Strategic Collaboration

- Collaborations designed to lessen adverse impact of fluctuating enrollments
  - Course sharing
  - Joint programming
- Financial support for LCTL courses, shared with partner institutions
- Continue developing and piloting sustainable course sharing models
- Publication of resources and models on public websites

# Language Program Consulting

- Financial support for program-specific consulting services in topics such as
  - Curriculum design and program evaluation
  - Language learning space design
  - Online and hybrid language teaching solutions, Technology
  - Accessibility
  - Community-based language education
  - Unit governance, Strategic planning



# High Quality Professional Development

**Area Goal** To enhance instructional capacity in LCTL education by offering high-quality, focused professional development opportunities to LCTL educators, informed by identified needs in the field.

## Projects

- Online Language Teaching (OLT) Initiative
- Virtual Video-based Inquiry for the Development of LCTL Teachers (ViVID)
- Faculty Learning Community
- Collaborative Professional Development



# Online Language Teaching (OLT) Initiative

Project Team Luca Giupponi

OLT, established in 2019

- Short, fully online courses and a best practices blog
- Current courses: Oral Communicative Tasks, Creating Engaging Materials, Post-Pandemic Language Teaching


NLRC development of OLT

- 4 new courses (based on needs analysis)
- Targeted online teacher training for LCTL instructors
- Cover course costs for LCTL instructors
- Award recognizing excellence in online LCTL instruction

# Professional Learning Community

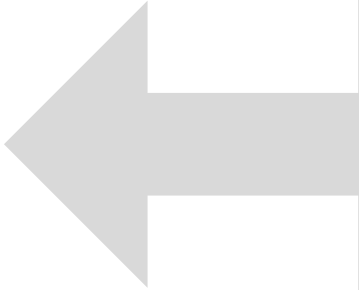


Project Team Koen Van Gorp, Caitlin Cornell

- Virtual platform for sustained pedagogical conversations
  - Open to LCTL instructors nationwide, focus on core group of recurring participants
  - Accessible readings, hands-on activities, discussions
- 

# Collaborative Professional Development

- Financial support for a range of professional development activities
- Promote topics relevant to LCTL instruction in US K-16 education
- Fund speakers and panels with speaker fees
- Disseminate events across platforms to reach wide LCTL instructor audience



**Possibility of  
funding for  
YOUR event!**

# Virtual Video-based Inquiry for the Development of LCTL Teachers (viVID)

Project Team Amanda Lanier, Frederick Poole, Bruna

Sommer Farias, Betty Brown

- Reflective teaching and peer mentoring
- Recording and commenting on lessons
- Building a supportive community of practice
- Small cohorts of in-service K-16 teachers





## Contact



<https://nlrc.msu.edu>



[nlrc@msu.edu](mailto:nlrc@msu.edu)



Twitter: [@nlctlrc](https://twitter.com/nlctlrc)



Facebook: [https://www.facebook.com/  
NationalLCTLResourceCenter](https://www.facebook.com/NationalLCTLResourceCenter)

# Professional Development for LCTL Instructors

## Project Leads:

Dr. Amanda Lanier

Dr. Bruna Sommer-Farias

Dr. Frederick Poole

[MAFLT.CAL.MSU.EDU/FACULTY](http://MAFLT.CAL.MSU.EDU/FACULTY)



**MASTER OF ARTS**



**AND CERTIFICATE**

**Innovative.**

**International.**

**Intentionally online.**



# Session Outline

What is the ViVID Project?

Why is ViVID PD important?

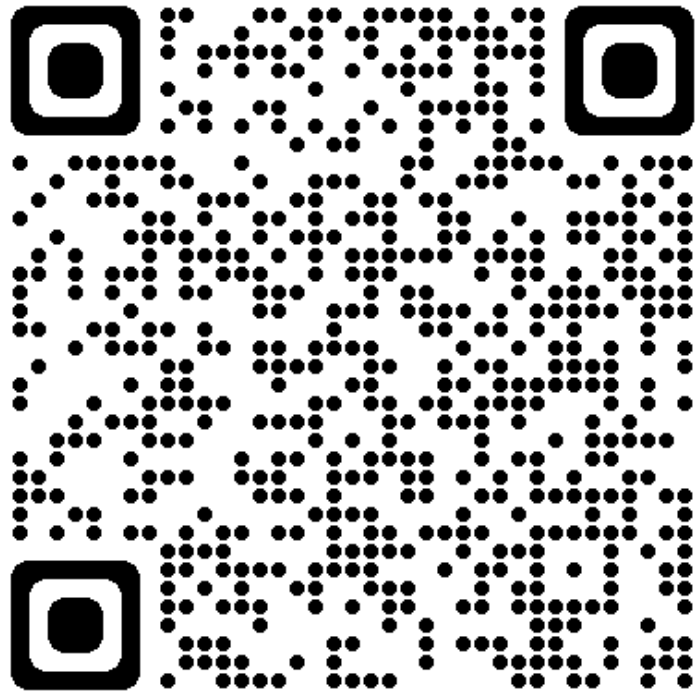
Who are the Fellows?

What do Fellows do?

What is next?

ARABIC YORUBA KOREAN VIETNAMESE RUSSIAN HINDI CHINESE

*Get Updates and  
Apply for Opportunities*



Are you a  
**LCTL**  
instructor?

[maflt.cal.msu.edu/lctl-instructors](http://maflt.cal.msu.edu/lctl-instructors)

[nlrc.msu.edu/vivid](http://nlrc.msu.edu/vivid)

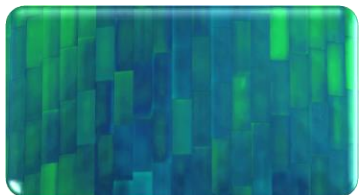
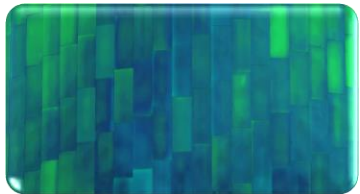
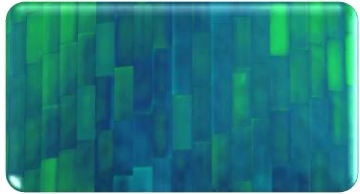
POLISH TURKISH ROMANIAN NORWEGIAN MALAGASY AND MORE!

UZBEK HEBREW SWAHILI PERSIAN

PORTUGUESE THAI INDONESIAN CZECH



# What is the ViVID Project?



## Session Outline





# Virtual



## Community

# Video-Based

# Inquiry

## Instructor

# Development

[nlrc.msu.edu/vivid](http://nlrc.msu.edu/vivid)

From the ViVID Fellows Position Description  
<https://maflt.cal.msu.edu/vivid>

The ViVID Project is designed to build a supportive virtual community of practice for in-service teachers of less commonly taught languages currently working as full-time teachers in the United States.

The goal of the project is to enhance pedagogical skills and practices as teachers share videos of their teaching and analyze them within that supportive virtual community of teachers.



### Core Faculty of the MSU MAFLT Program



Dr. Amanda Lanier



Dr. Frederick Poole



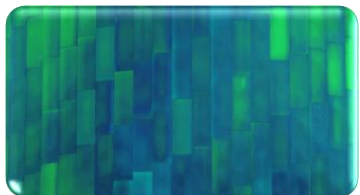
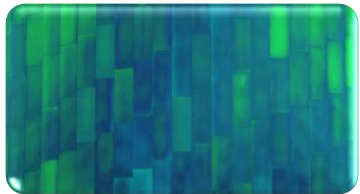
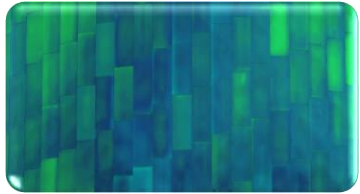
Dr. Bruna Sommer-Farias





What is the ViVID Project?

Why is ViVID PD important?



# Session Outline



### Commonly Taught Languages

Spanish

French

German

### Less-Commonly Taught Languages

Chinese

Japanese

Italian

Russian

Arabic

Latin

Portuguese

Korean

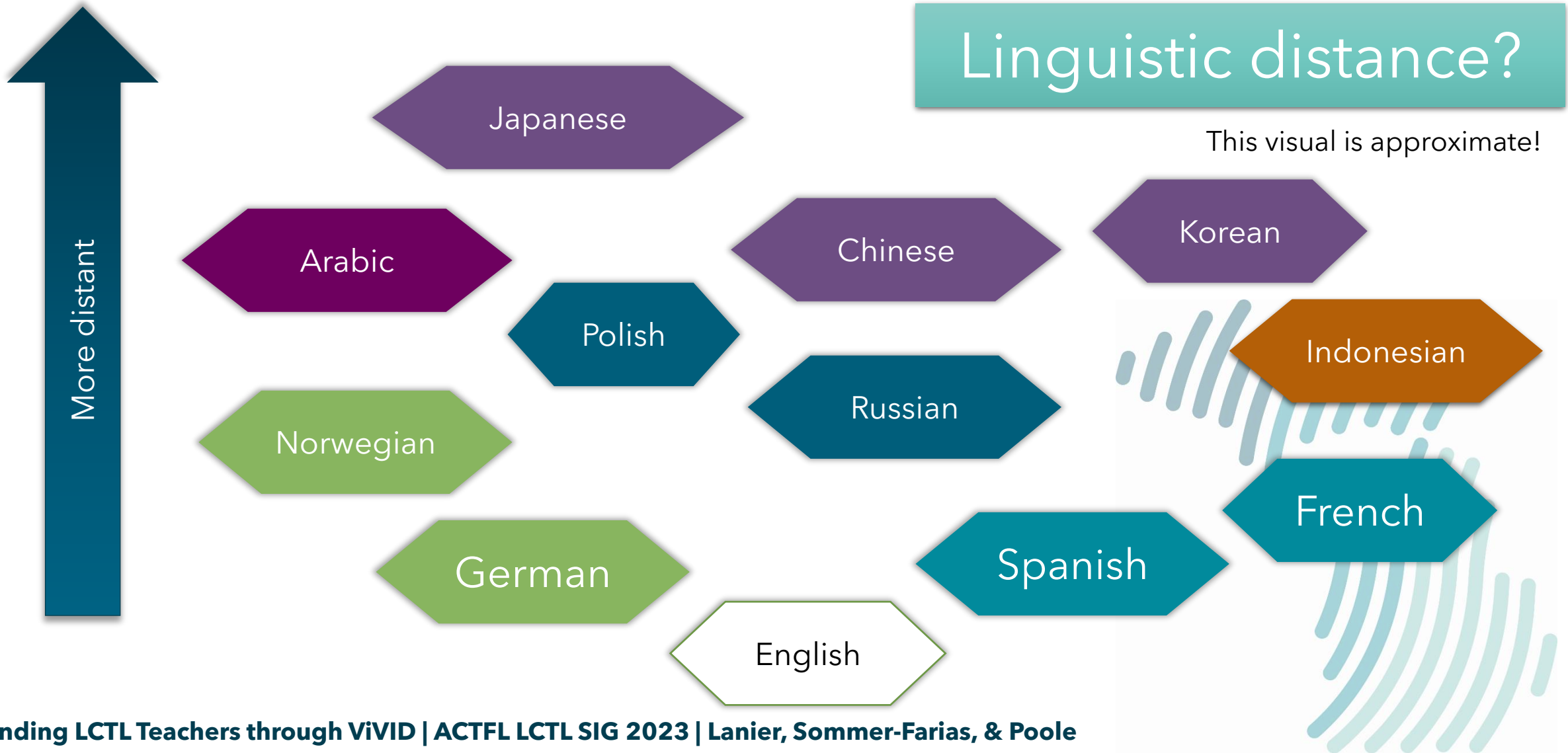
Hindi/Urdu

Indonesian

And many more!

Low-Frequency  
so Under-Resourced and Isolated

**Most LCTLs  
in the U.S.**



When LCTLs are offered, there are specific reasons:

- Critical languages
- Heritage languages
- Local traditions
- International appeal



[Source: Language Connects Foundation \(Lead With Languages\)](#)

Low-Frequency  
so Under-Resourced and Isolated

Linguistically Distant  
from Learners' L1

**Most LCTLs  
in the U.S.**

Socioculturally significant  
Heritage Languages

Geopolitically significant  
Critical Languages

### Needs we aimed to meet:

Lack of Relevant PD

Lack of Supervision and Feedback

Lack of Time, Distance Apart

Wide Range of Prior Training and Contexts

And of course... Multilingual

### HOW?

Peer  
Observation

Virtual  
Participation

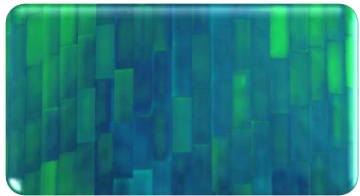
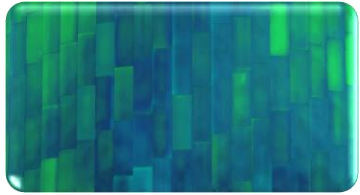
Video  
Annotation



What is the ViVID Project?

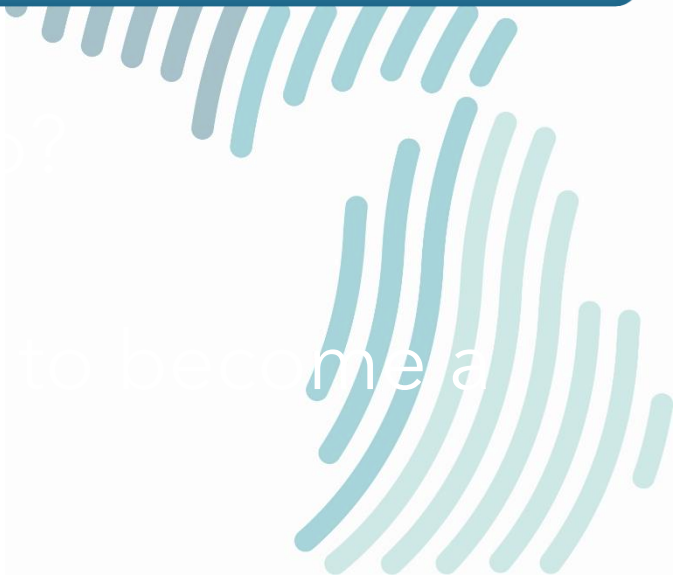
Why is ViVID PD important?

Who are the Fellows?



# Session Outline

to become a





### ESSENTIAL CRITERIA

- Teaching a LCTL
- Approved by school administrators
- U.S. citizen, resident, work visa, or student visa (eligible to be paid stipend)

### PREFERRED CRITERIA

- Teaching full-time
- Recommended by supervisors
- Demonstrated experience with relevant technology
- Clear and well-articulated goals for ViVID participation

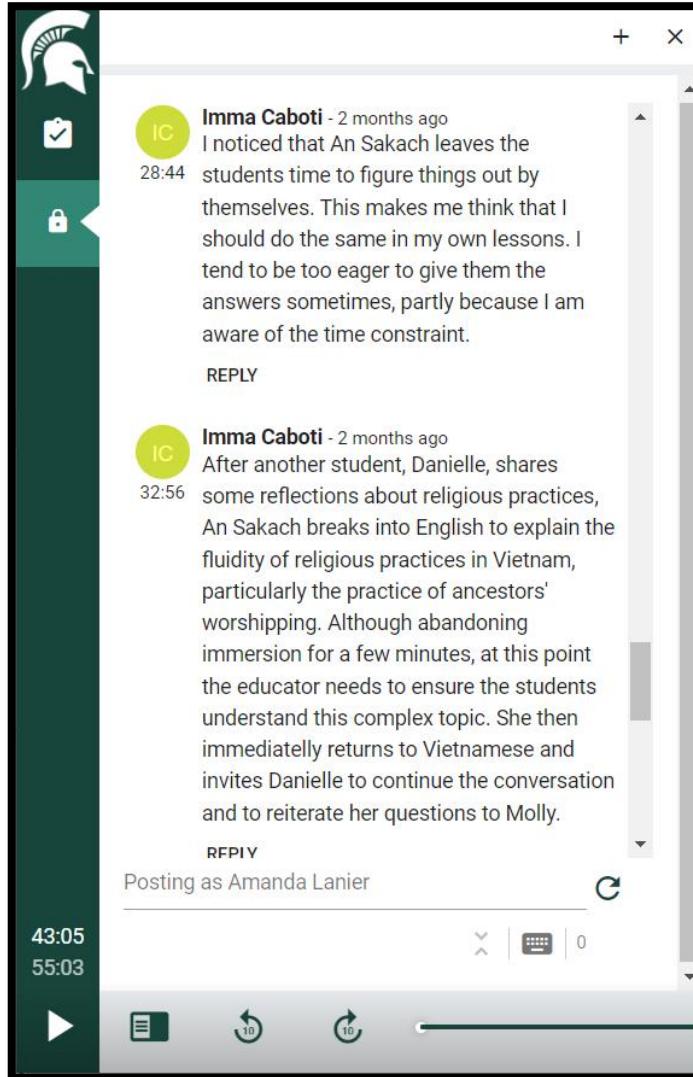


### LANGUAGES



### CONTEXTS





The screenshot shows a PlayPosit video player interface. On the left is a dark green sidebar with a Spartan helmet icon, a checkmark, and a lock icon. The main content area displays a comment thread. The first comment is from 'Imma Caboti' (IC) posted 2 months ago at 28:44. The second comment is also from 'Imma Caboti' (IC) posted 2 months ago at 32:56. At the bottom, it says 'Posting as Amanda Lanier' with a refresh icon. The video player controls at the bottom include a play button, a list icon, a 10-second rewind button, a 10-second fast forward button, a progress bar, a full screen icon, and a settings gear icon. The time 43:05 is shown on the left, and 55:03 is shown at the bottom left.

**Imma Caboti** - 2 months ago  
28:44  
I noticed that An Sakach leaves the students time to figure things out by themselves. This makes me think that I should do the same in my own lessons. I tend to be too eager to give them the answers sometimes, partly because I am aware of the time constraint.  
REPLY

**Imma Caboti** - 2 months ago  
32:56  
After another student, Danielle, shares some reflections about religious practices, An Sakach breaks into English to explain the fluidity of religious practices in Vietnam, particularly the practice of ancestors' worshipping. Although abandoning immersion for a few minutes, at this point the educator needs to ensure the students understand this complex topic. She then immediately returns to Vietnamese and invites Danielle to continue the conversation and to reiterate her questions to Molly.  
RFP1V

Posting as Amanda Lanier





What is the ViVID Project?

Why is ViVID PD important?

Who are the Fellows?

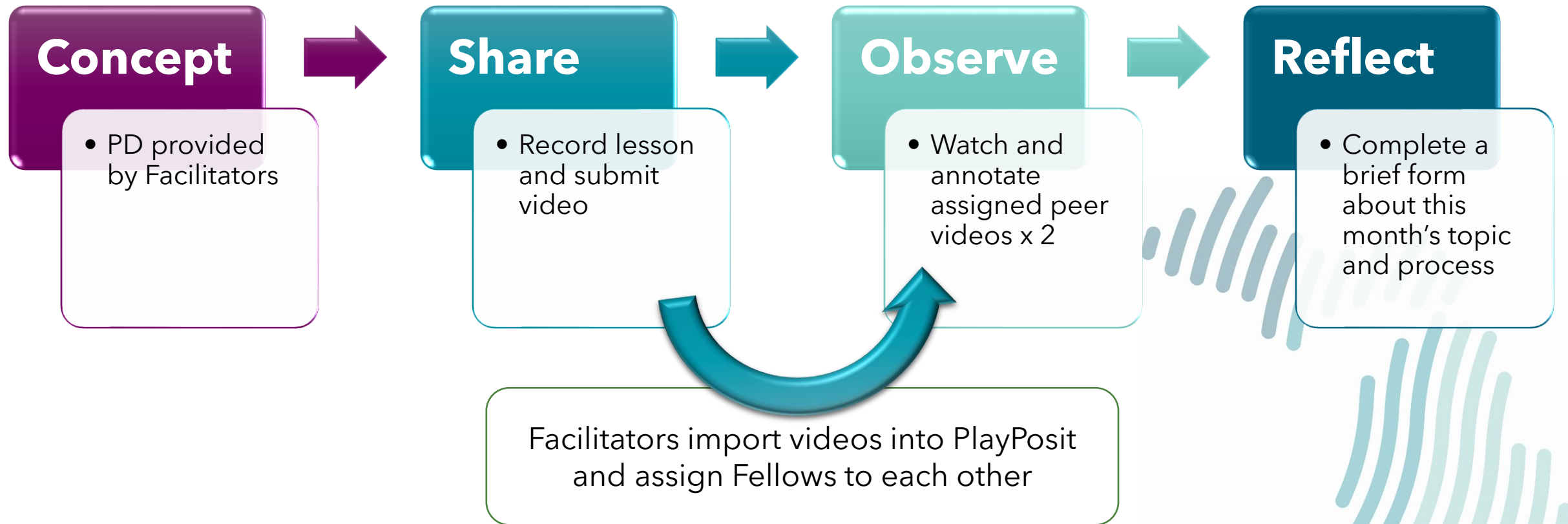
What do Fellows do?

to become a

# Session Outline



**About 5-6 hours per month:**



- Course Home
- Announcements
- Content
- Assignments
- Discussions
- Classlist
- Help
- Course Admin



ViVID Project NLRC

- Launch Content
- NLRC Home
- VIVID LCTL Resources

Click here to pick up where you left off on your last visit! Visit the home page of the National LCTL Resource Center. Access collections of links and resources for LCTL instructors.

ViVID Project People

mafft.col.msu.edu/vivid

Dr. Bruna Sommer Farias  
Email: fariasbr@msu.edu

ViVID Current Module

**We are now on Module 6.**

Need to catch up? That's okay! Click the Launch Content button or Content in the menu to pick up where you left off.

D2L Course Tour

# Platforms and Technology

Learning Management System

D2L

0 | Introduction and Onboarding

1 | Foundations and Frameworks

2 | Aiming for Proficiency

3 | Using Comprehensible Language

4 | Facilitating Communication

5 | Promoting Literacy

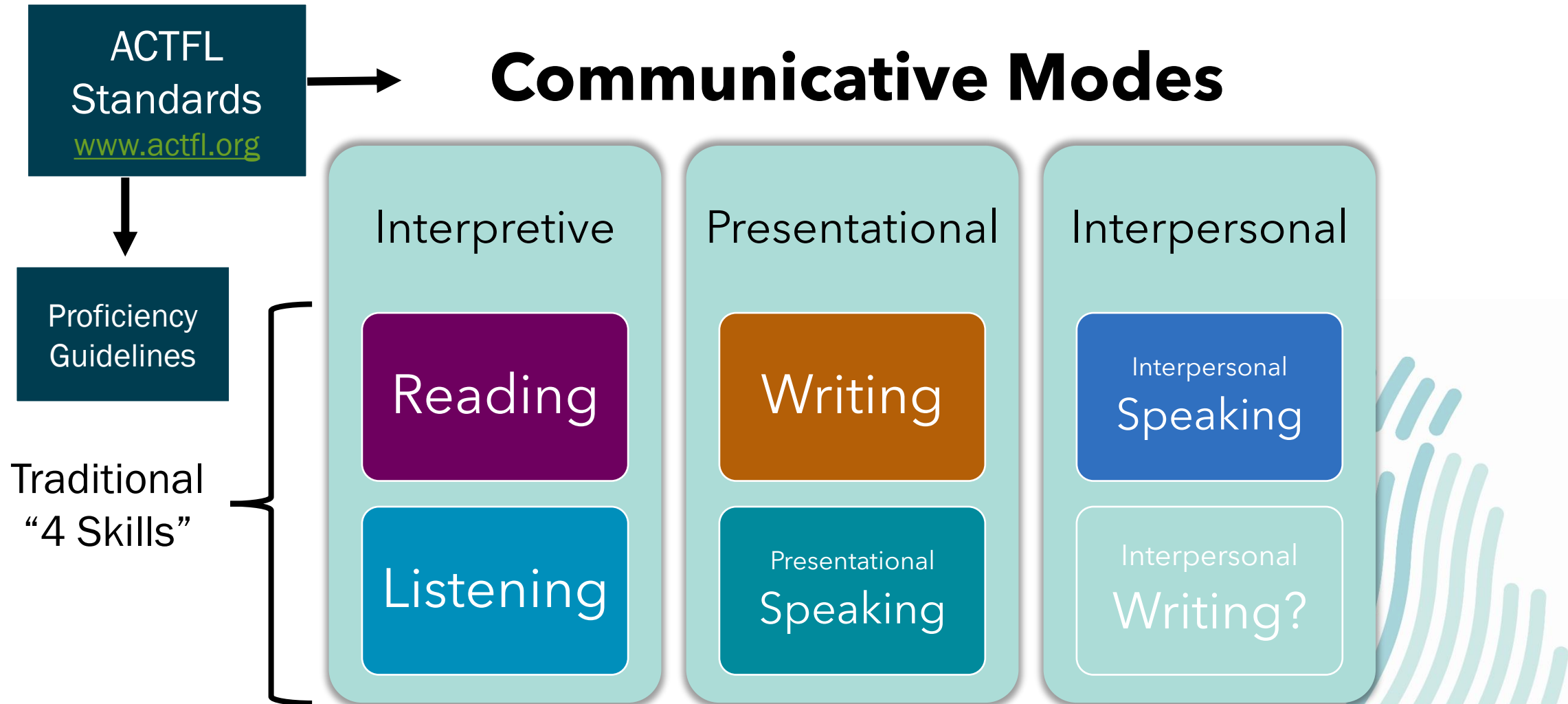
6 | Motivating and Engaging Learners

7 | Integrating Culture

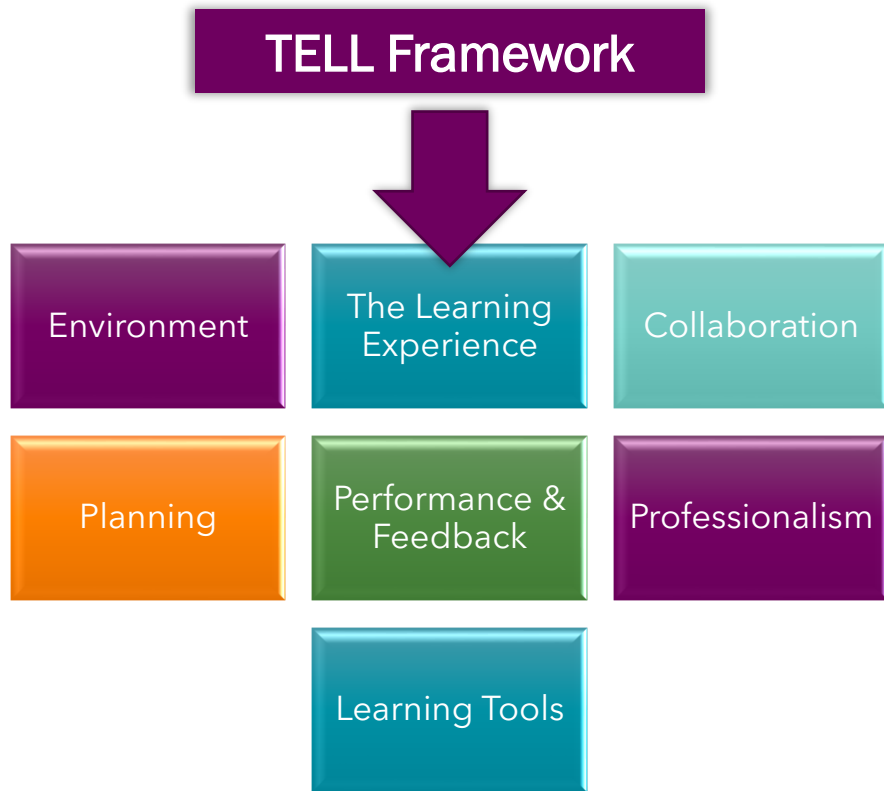
8 | Learning Your Learners

## Professional Development Content

- Selected and sequenced for LCTL instructors
- Grounded in widely-recognized standards and frameworks
- Language agnostic (general)
- Appropriate for a range of pedagogical training and experience








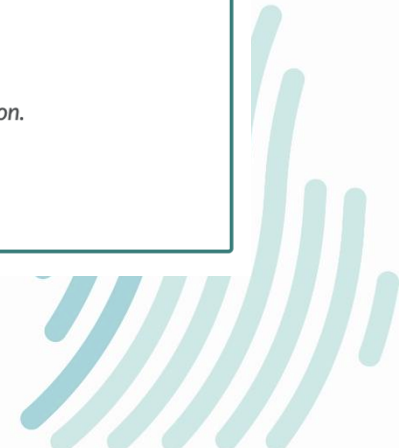
Creative Commons licensed materials at  
[www.tellproject.org](http://www.tellproject.org)

## TELL Criteria Example: "create an environment focused on... proficiency"



**EN-4: The teacher creates an environment focused on language performance and proficiency**

- a** *The teacher conveys the message that all students can learn a language.*
- b** *The teacher displays and refers to information about performance and proficiency targets.*
- c** *The teacher ensures there is a space where the daily learning targets and the sequence of learning activities are always posted.*
- d** *The teacher creates an environment that supports student use of the target language.*
- e** *The teacher establishes an environment that facilitates student-to-student communication.*
- f** *The teacher displays current samples of student work and accompanying rubrics.*



## Video Submission Form – Provide context for your recorded lesson

<b>Topic</b>	Verbs, reading fluency, stroke order of Hiragana
<b>Goals of lesson</b>	Students Will Be Able To (SWBAT) read hiragana fluently with few pauses or mistakes. SWBAT write Hiragana with proper stroke order and produce them from memory.
<b>Context within the course</b>	Over the past several weeks, students have been learning to write one of the Japanese scripts, hiragana. They have also been working on reading a book out loud that contains many verbs. During this lesson, they review verbs, read the book, and learn the final 8 hiragana.
<b>Language and student population</b>	High school students – Novice Level Japanese
<b>Activities</b> Explain what is going on during the class. For example, explain the sequence of activities implemented, and translate any important phrases so non-speakers of your target language can understand.	Teacher (T) welcomes students Review of verbs   Student (S) read (book)   Students read (book) to build learner confidence Students learn the final 8 hiragana Students play a game in pairs
<b>Materials</b> List of materials used, specify if they have been shared with fellows or not	Blooket app Sakura (Tadoku graded reader)

Example provided by a MAFLT student working as project assistant

## Module 1: Facilitator Presentation and Reflection Prompts

### Concept Video 1: Teaching for Proficiency

**LESSON EXAMPLE**  
**TOPIC: WEATHER**

<p><b>A. Teacher conveys the message that all students can learn a language.</b></p>	<p>1. Teacher begins a lesson by asking students about their favorite weather. 2. She encourages all students to participate and accepts one word answers as well as more complex responses to respect students' proficiency and accuracy levels.</p>	
<p><b>B. Teacher displays and refers to information about performance and proficiency targets.</b></p>	<p>1. Teacher writes the following can-do statement on the board "I can recognize some weather expressions in a forecast." 2. She tells students that she watches the weather forecast to know if it will be warm or cold and to know what to wear each day. 3. Teacher shares a visual showing the path to proficiency and what using the language at each step of that path looks like (e.g., memorized phrases vs. longer connected speech).</p>	

10:56 / 19:26    1x    AD    HELP

[Click here to watch on MediaSpace](#) | [Click here to download the slides](#)

- How do you want to grow in the near future?
- What are some specific, observable, and achievable steps that you can take to improve in these areas?
- How can you help teachers around you to grow in these areas?

## Module 2 Observe

On this page you find the Annotation prompts for your assigned videos for this module. Read the three prompts below and keep them in mind as you watch and respond to your peers' videos. This is the brief version of responses you might offer in your PlayPosit annotations:

### I noticed...

**Identify moments when the teacher creates an environment focused on language performance and proficiency.**

To help you identify and describe those moments, refer back to the list we gave you on the [Module 2: Concept](#) page.

### I think you could try...

**Identify opportunities for increasing the focus on language performance and proficiency.**

No lesson is perfect, and we are all here to get good ideas from each other! Were there moments when you thought the teacher could focus more on language performance and proficiency? Do you have a recommendation or two?

### This made me think about...

# Observe

**Videos are shared  
and comments are  
added via PlayPosit**

Search Discussion Filter option

### Class Discussion Activity

You are free to annotate and comment on the video as you like, but if you notice elements of 1) teaching for proficiency, and 2) an opportunity to leverage teaching for proficiency, please make a comment.

Possible quiding questions are:

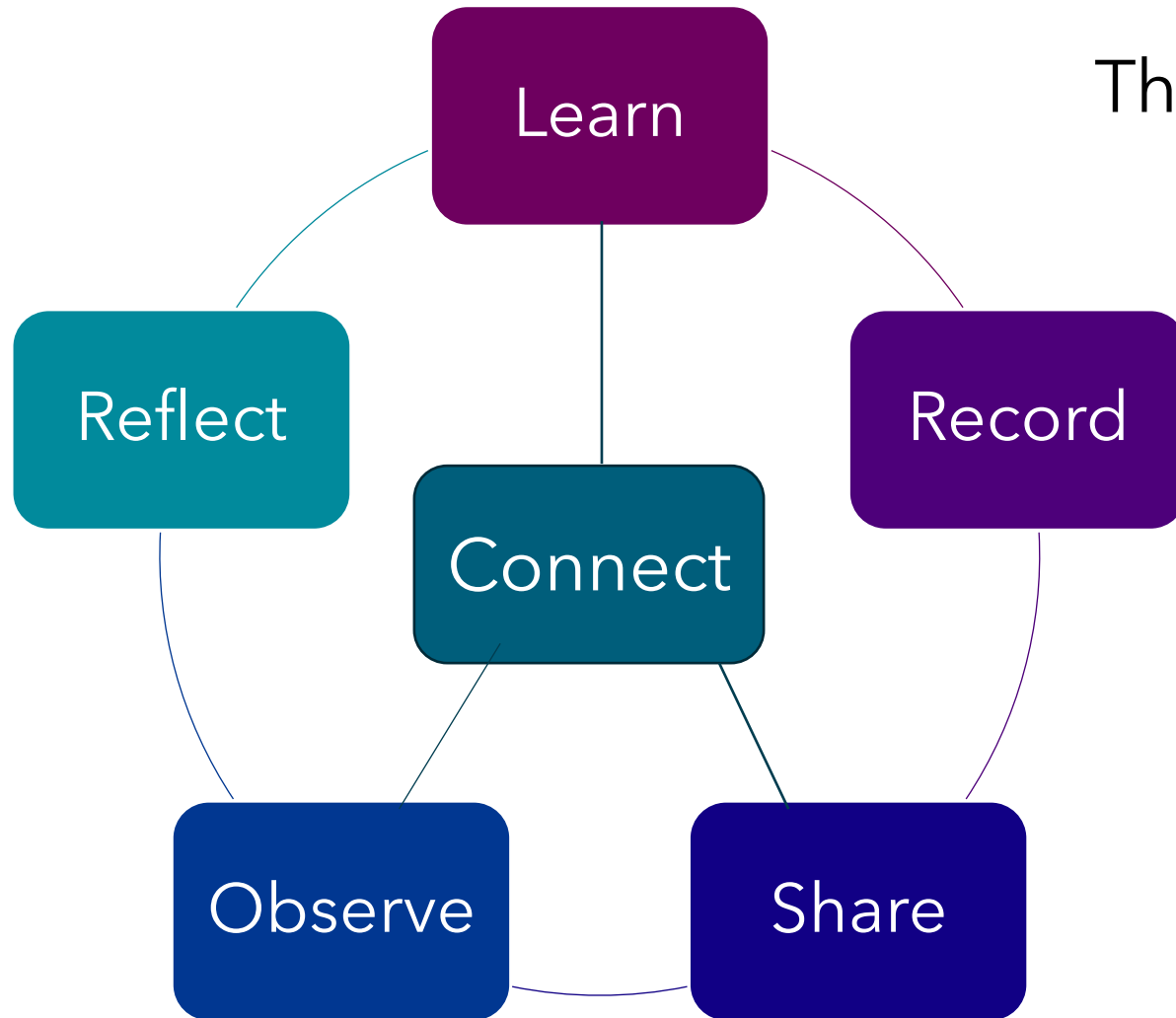
- 1) When and how does the teacher display and refer to information about performance and proficiency targets?
- 2) What moments or elements do you notice that the environment facilitates student-to-student communication?
- 3) What elements or moments display support of student use of the target language?

Posting as Amanda Lanier

07:34  
52:31



# Video Annotation



The ViVID Fellows are expected to:

- Record videos of their teaching at regular intervals throughout the school year,
- Share these videos and related materials with their peers on a web-based platform that supports detailed tagging and commenting,
- Respond to these videos using customized self-assessment and peer observation rubrics, and
- Participate in semi-structured interviews with project facilitators.

**Stipend of \$100 / month** to acknowledge the time and encourage sticking with it!



## Session Outline

What is the ViVID Project?

Why is ViVID PD important?

Who are the Fellows?

What do Fellows do?

What is next?

# **ViVIVID**

**Feedback  
Adjustments  
Intentions for the  
future**

**Facilitator Reflection**







### Profiles of LCTL Teacher Development

- Interviews: ViVID Fellows as case studies of LCTL teacher needs and interests

### Design-Based Research

- Facilitators tracking plans, decisions, adjustments over time

### Impact of the Project

- Data on participation, changes in teacher practices and perceptions, impact on their learners and programs



ARABIC YORUBA KOREAN VIETNAMESE RUSSIAN HINDI CHINESE

PERSIAN  
SWAHILI  
HEBREW  
UZBEK

**Applications Open Now**  
for Opportunities in 2023-2024

### Graduate Assistantship

Work for the NLRC while earning your MA in Foreign Language Teaching

### ViVID Project Fellowship

Join the next cohort for a full year of PD that pays a stipend of \$1000

### Open Educational Resources

Access free materials, lesson plans, assessments, and much more.

Are you a  
**LCTL**  
instructor?

[nlrc.msu.edu](http://nlrc.msu.edu)

@nlctrlc

@MSU\_MAFLLT

PORTUGUESE  
THAI  
INDONESIAN  
CZECH

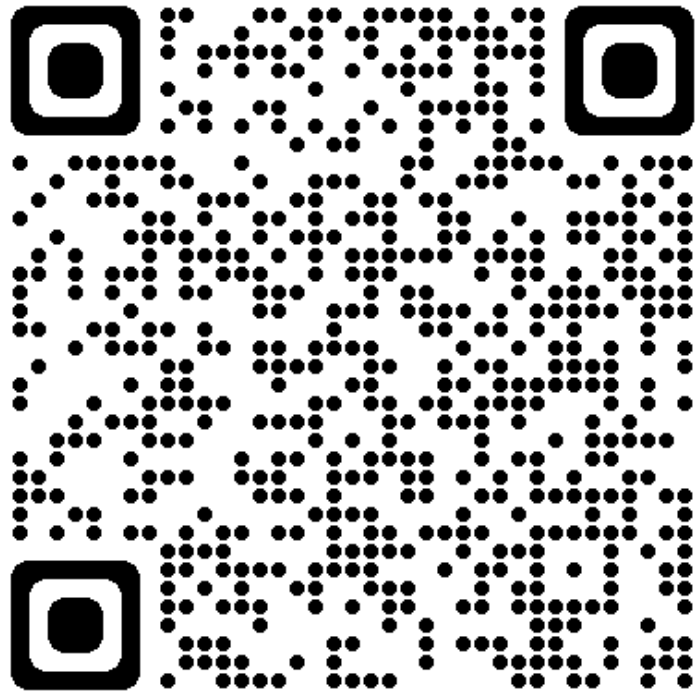
POLISH TURKISH ROMANIAN NORWEGIAN MALAGASY AND MORE!

**Become  
a ViVID  
Fellow!**



ARABIC YORUBA KOREAN VIETNAMESE RUSSIAN HINDI CHINESE

*Get Updates and  
Apply for Opportunities*



Are you a  
**LCTL**  
instructor?

[maflt.cal.msu.edu/lctl-instructors](http://maflt.cal.msu.edu/lctl-instructors)

[nlrc.msu.edu/vivid](http://nlrc.msu.edu/vivid)

POLISH TURKISH ROMANIAN NORWEGIAN MALAGASY AND MORE!

UZBEK HEBREW SWAHILI PERSIAN

PORTUGUESE THAI INDONESIAN CZECH

# ViVID

## Q & A

NLRC Professional Development:  
The ViVID Project  
LCTL SIG 2023  
Lanier, Sommer-Farias, & Poole

**Curiosity, clarification,  
more explanation?**



Respond  
Anytime

## Curiosity? Clarification? More explanation?

See: [maflt.cal.msu.edu/interactions](http://maflt.cal.msu.edu/interactions)

### Join by Web



### Join by Text



## Live Session Participation

- 1 Get to Poll Everywhere
- 2 Enter **ALANIER321**
- 3 Respond to activity

- 2 Text in your message



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**Thank You for Participating!**

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