The National LCTL Resource Center and the ViVID Project

ACTFL LCTL SIG Webinar
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NLRC

Purpose & Projects

Dr. Emily Heidrich Uebel
Associate Executive Director
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
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

**High Quality Professional Development**  
(Informed by needs analysis)
- Online Language Teaching (OLT) Initiative
- Virtual Video-based Inquiry for Development of LCTL Teachers (VIVID)
- Faculty Learning Community
- Collaborative Professional Development

**Bridge Initiatives**
Comprehensive Needs Analysis  
SLCTLS

**Strategic Collaborations at Inter-Institutional Level**  
(Informed by needs analysis)
- LCTL Strategic Collaboration Pilot
- Language Program Consulting

**Open and Innovative Instructional Resources**  
(Informed by needs analysis)
- LCTL DOORs
- Local LCTL Assessment (LoLA) Templates
- Teach-a-LCTL (Resource Guides)
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
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 Downloadable Online Open Resources (DOORs)

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

https://doors.cal.msu.edu/
Less Commonly Taught Language Downloadable
Online Open Resources

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

Twitter: @nlctlrc

Facebook: 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
What is the ViVID Project?

Why is ViVID PD important?

Who are the Fellows?

What do Fellows do?

What is next?
Are you a LCTL instructor?

Get Updates and Apply for Opportunities

maflt.cal.msu.edu/lctl-instructors

nlrc.msu.edu/vivid
What is the ViVID Project?

Why is ViVID PD important?

What do Fellows do?

Who are the Fellows?

How can you apply to become a Fellow?
Virtual Video-Based Inquiry for Development of Teachers of Less-Commonly-Taught Languages

nlrc.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
Comparison with Other Languages

Commonly Taught Languages
- Spanish
- French
- German

Less-Commonly Taught Languages
- Chinese
- Japanese
- Italian
- Russian
- Arabic
- Latin
- Portuguese
- Korean
- Hindi/Urdu
- Indonesian

And many more!

Expanding LCTL Teachers through ViVID | ACTFL LCTL SIG 2023 | Lanier, Sommer-Farias, & Poole
What do LCTLs have in common?

Low-Frequency
so Under-Resourced and Isolated

Most LCTLs
in the U.S.

Expanding LCTL Teachers through ViVID | ACTFL LCTL SIG 2023 | Lanier, Sommer-Farias, & Poole
Perceived Difficulty of LCTLS

Linguistic distance?

This visual is approximate!

More distant

English

Japanese

Arabic

Chinese

Polish

Norwegian

Russian

German

Spanish

French

Indonesian

Korean

Perceived Difficulty of LCTLS

Expanding LCTL Teachers through ViVID | ACTFL LCTL SIG 2023 | Lanier, Sommer-Farias, & Poole
When LCTLs are offered, there are specific reasons:

• Critical languages
• Heritage languages
• Local traditions
• International appeal

Source: Language Connects Foundation (Lead With Languages)
What do LCTLS have in common?

- Low-Frequency so Under-Resourced and Isolated
- Linguistically Distant from Learners’ L1
- Socioculturally significant Heritage Languages
- Geopolitically significant Critical Languages

Most LCTLS in the U.S.
Implications for the LCTL Instructors

**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

Expanding LCTL Teachers through ViVID | ACTFL LCTL SIG 2023 | Lanier, Sommer-Farias, & Poole
Session
Outline

What is the ViVID Project?

Why is ViVID PD important?

Who are the Fellows?

How can you apply to become a Fellow?
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
Fellows in 2022-23 Cohort

**LANGUAGES**

- Arabic
- Chinese
- Vietnamese
- Thai
- Korean
- Malagasy
- Catalan

**CONTEXTS**

- Private high school
- Public elementary school (DLI)
- Community school for adults
- College or university

Expanding LCTL Teachers through ViVID | ACTFL LCTL SIG 2023 | Lanier, Sommer-Farias, & Poole
Imma Caboti - 2 months ago

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

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.

REPLY
What is the ViVID Project?

Why is ViVID PD important?

Who are the Fellows?

What do Fellows do?
Fellow Participation each Month

About 5-6 hours per month:

**Concept**
- PD provided by Facilitators

**Share**
- Record lesson and submit video

**Observe**
- Watch and annotate assigned peer videos x 2

**Reflect**
- Complete a brief form about this month’s topic and process

Facilitators import videos into PlayPosit and assign Fellows to each other

Expanding LCTL Teachers through ViVID | ACTFL LCTL SIG 2023 | Lanier, Sommer-Farias, & Poole
Platforms and Technology

ViVID Project NLRC

Launch Content
Click here to pick up where you left off on your last visit!

NLRC Home
Visit the home page of the National LCTL Resource Center.

ViVID LCTL Resources
Access collections of links and resources for LCTL instructors.

ViVID Project People

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

D2L
Concept

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
ACTFL Standards
www.actfl.org

Communicative Modes

Interpretive
Reading
Listening

Presentational
Writing
Presentational Speaking

Interpersonal
Interpersonal Speaking
Interpersonal Writing?
TELL Criteria Example:
“create an environment focused on... proficiency”

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

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

Creative Commons licensed materials at www.tellproject.org
# Video Submission Form

- Provide context for your recorded lesson

<table>
<thead>
<tr>
<th>Topic</th>
<th>Verbs, reading fluency, stroke order of Hiragana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals of lesson</td>
<td>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.</td>
</tr>
<tr>
<td>Context within the course</td>
<td>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.</td>
</tr>
<tr>
<td>Language and student population</td>
<td>High school students – Novice Level Japanese</td>
</tr>
<tr>
<td>Activities</td>
<td>Teacher (T) welcomes students. Review of verbs</td>
</tr>
<tr>
<td>Materials</td>
<td>Blooket app and Sakura (Tadoku graded reader: volume 0, collection 1, book 1)</td>
</tr>
</tbody>
</table>

Example provided by a MAFLT student working as project assistant.
Reflect

Module 1: Facilitator Presentation and Reflection Prompts

- 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...
Video Annotation

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 guiding 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 Larier
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!
What is the ViVID Project?

Why is ViVID PD important?

Who are the Fellows?

What do Fellows do?

What is next?
Facilitator Reflection

Feedback
Adjustments
Intentions for the future
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
Become a ViVID Fellow!

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
@nlctlrc @MSU_MAFLT
Get Updates and Apply for Opportunities

Are you a LCTL instructor?

maflt.cal.msu.edu/lctl-instructors  nlrc.msu.edu/vivid
Curiosity, clarification, more explanation?

NLRC Professional Development: The ViVID Project
LCTL SIG 2023
Lanier, Sommer-Farias, & Poole
Curiosity? Clarification? More explanation?
See: maflt.cal.msu.edu/interactions

Live Session Participation

1. Enter Poll ID
2. Text in your message
3. Respond to activity
Thank You for Participating!

Dr. Amanda Lanier  
maflt.cal.msu.edu/amanda-lanier

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