The Center for Urban Language Teaching and Research (CULTR) is a U.S. Department of Education Title VI National Foreign Language Resource Center, whose role is to promote and improve the teaching and learning of world languages.

Specifically, CULTR endeavors to promote and improve access to language learning opportunities and global awareness for all learners and educators with a special emphasis on providing resources for urban students to explore the benefits of language learning and envision global careers in cultural diplomacy, national security, international business, public health or the sciences.

Through ambitious initiatives, CULTR strives towards the following objectives:

- increase professional development opportunities for world language teachers
- promote activities that foster K-12 world language teacher retention
- advocate world language learning among students, parents, and policymakers
- conduct and disseminate research on world language learning, teaching, and assessment of Less Commonly Taught Languages (LCTLS) that can be translated into improvements in practice
- create and expand local and national partnerships and collaborations to address the needs of urban language teachers and learners

CULTR fosters collaborations with local and national partners to promote language learning opportunities for all.

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CULTR endeavors to enhance the opportunities of urban and underrepresented students to achieve the language proficiency and cultural competence required to succeed in the modern global marketplace.
In 1990, the Department of Education established the first Language Resource Centers (LRCs) at US universities in response to the growing national need for expertise and competence in world languages.

Today, there are sixteen LRCs, supported by grants under Title VI of the Higher Education Act, creating a national network of resources to promote the teaching and learning of world languages. Led by nationally and internationally recognized language professionals, LRCs create language learning and teaching materials, offer professional development opportunities for teachers and instructors, and conduct research on world language learning.

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

Access to educational opportunities often diverges along socio-economic status and, consequently, racial, ethnic and gender lines. Minority-serving schools in urban areas are frequently under-resourced, and quality language education is challenged by difficulties in retaining qualified instructors, reductions in offerings of language courses (often deemed “nonessential”), and the discouraging of minority students from enrolling in language courses, creating difficult conditions for language education to excel. As a result, urban and minority students are underrepresented in language education and international study experiences, putting them at a greater disadvantage when competing in an increasingly globalized market.

CULTR addresses this critical need to prepare all students for international opportunities through the acquisition of languages and cultural competence.

By staying actively engaged in the study, development, and implementation of solutions to the complex challenges faced by urban teachers and students, CULTR strives to move world language education forward in the United States.

**CULTR focuses on initiatives designed to**

- enhance the opportunities of urban and underrepresented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace, and
- address the challenges of world language education in urban settings and among minority populations
- support and promote the expansion of language learning in urban areas and for all students