

The background of the slide is a top-down view of numerous petri dishes arranged in a grid. Each dish contains a different biological sample, such as green herbs, yellow powders, clear gels, and various plant parts, creating a scientific and natural aesthetic.

MIWLA 2023

VISIBLE, VITAL, VIRTUAL, REAL: ENVISION INTERDISCIPLINARY PROJECTS THAT PROMOTE YOUR PROGRAM

Dr. Amanda Lanier | lanierlingvista.org



VISIBLE

VITAL

VIRTUAL

REAL

Language programs in Michigan and other parts of the U.S. are under threat. If enrollments drop, if a teacher leaves, if a budget is cut, or if policy changes, world languages could be considered expendable. This workshop will encourage teachers to find a synergy between good pedagogy and advocacy by designing interdisciplinary projects that emphasize proficiency but also connect world languages to other content areas and yield highly visible outcomes.

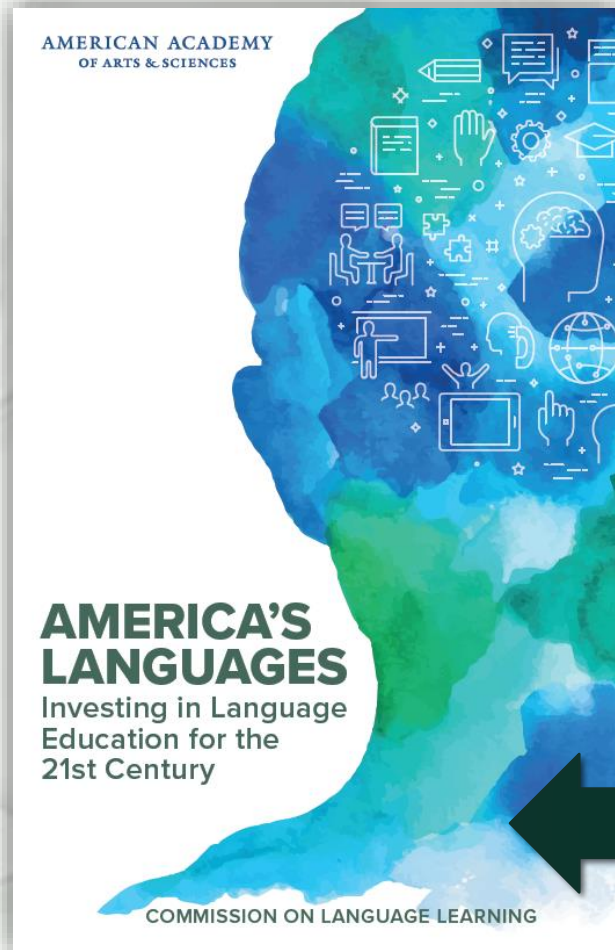
The ACTFL World Readiness Standards include Communication, Connections, and Communities among the 5 C's, but other C's also serve learners and teachers well: Collaboration with content area teachers and Creation of websites, displays, and events can help to motivate learners and also raise awareness among administrators, parents, and other potential allies. Teachers will explore strategies and real examples and develop ways to draw attention and support to their efforts without adding huge amounts of work to their already demanding jobs.

A top-down view of numerous glass petri dishes arranged on a light green surface. Each dish contains a different natural ingredient, such as dried herbs, oils, powders, and small plant parts. A dark green semi-transparent banner is overlaid across the middle of the image, containing the main title and subtitle.

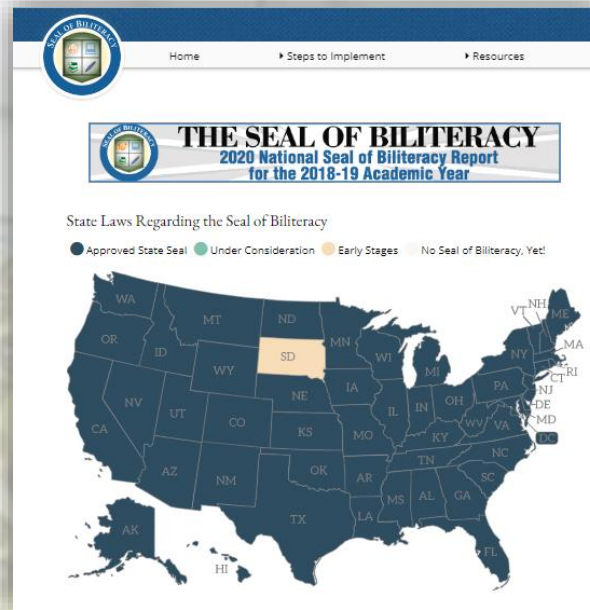
Promoting Your Language Program

ADVOCACY BEGINS WITH YOU

Advocacy for World Languages



2017 report
commissioned by the
American Academy of
Arts & Letters



**Making
Languages Our
Business**
2019 report by ACTFL
and Language Testing
International



Advocacy for World Languages

WORLD LANGUAGE EDUCATION ASSISTANCE PROGRAM (World LEAP) ACT, H.R. 5603

Introduced by Congressman Jimmy Panetta (D-CA)



WWW.LANGUAGEPOLICY.ORG

[@JNCLINFO](https://twitter.com/JNCLINFO)

World LEAP Act introduced Sept. 20, 2023:
<https://www.govtrack.us/congress/bills/118/hr5603>

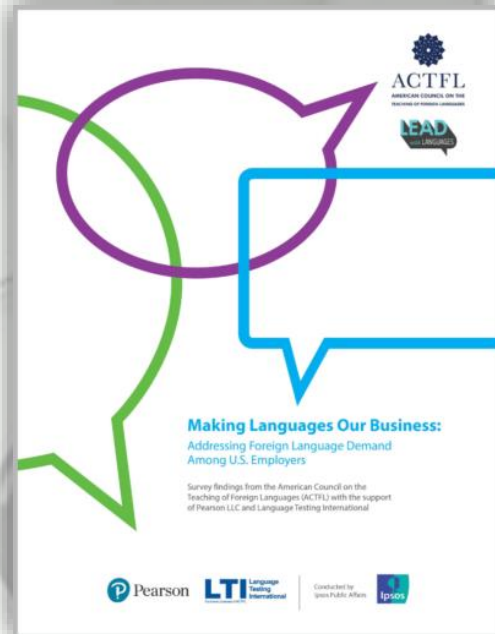
Much more on the MAFLT Advocacy page
maflt.cal.msu.edu/advocacy



Advocacy for World Languages

Not just for translators and teachers!

Making Languages Our Business

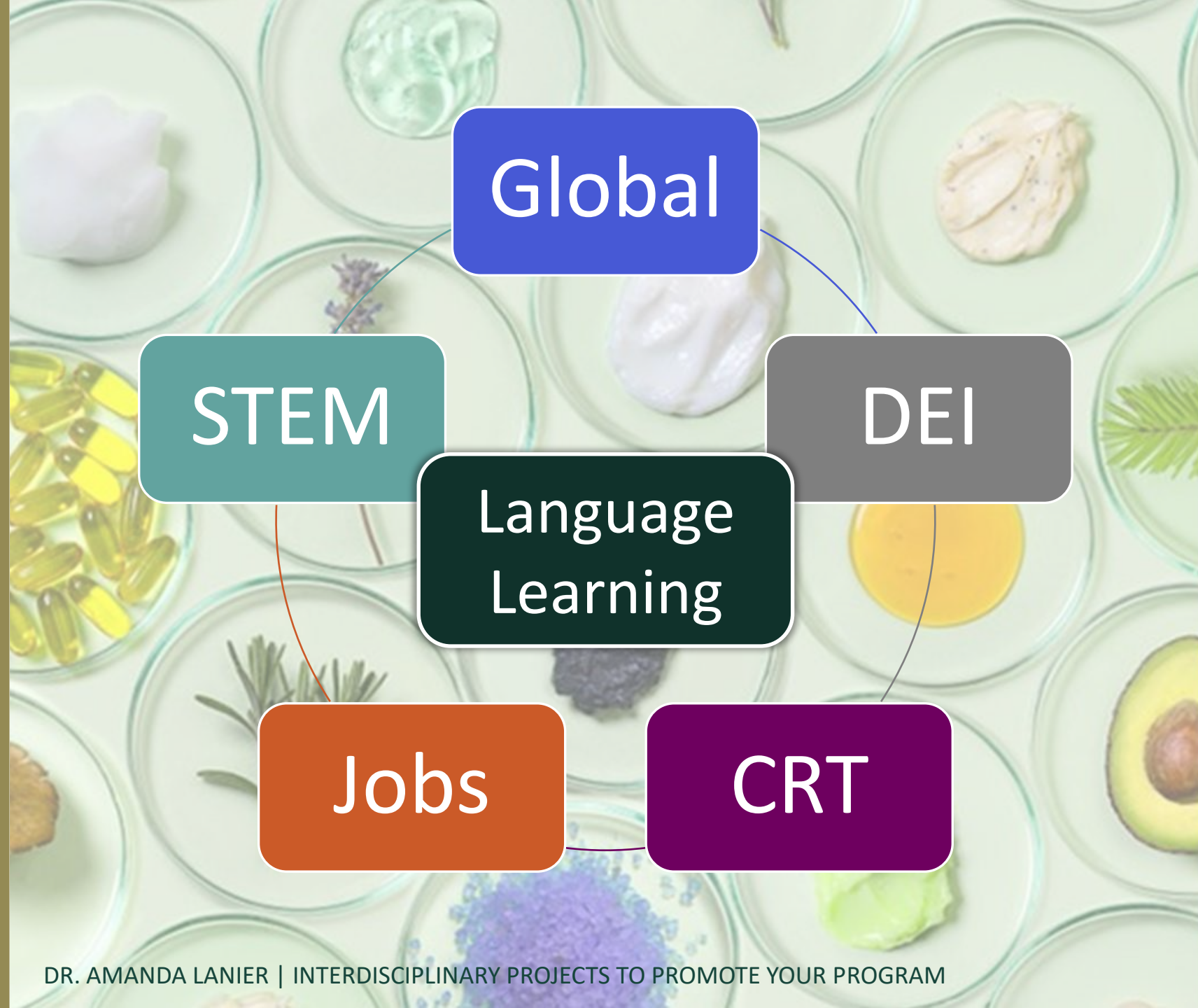


<https://www.languageconnectsfoundation.org/programs-initiatives/research/making-languages-our-business>

<https://theglobalseal.com/language-credentials-careers>

Essential to the Whole Curriculum

Make the case!




padlet

Amanda Lanier · 1m

Why Learn an Additional Language? Advocacy Resources @MSU_MAFLT

Collection of rationales, statistics, stories, advocacy activities, and anything else that helps us make the case! Compiled for and by the MAFLT Network | <https://maflt.cal.msu.edu>


LTI: Highlight Your Multilingual Skills



blog.languagetesting.com

How to Highlight Your Language Skills to Get Noticed

Language Advocacy For the Children's Sake




language magazine.com

Language Advocacy For the Children's Sake - Language Magazine

An interesting article from Language Magazine, followed by many resources linked at the end.

Benefits of Language Learning - ACTFL




actfl.org

Benefits of Language Learning | ACTFL

What, Why, and How language learning is essential.

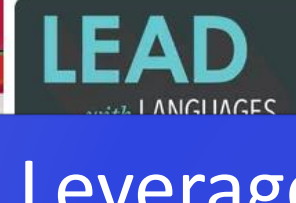
Code.org: Computer Science and Foreign Language are different fields!



blog.code.org

Computer Science is Not Language


10 Benefits of Learning a Second Language



LEAD

10 BENEFITS OF LEARNING A SECOND LANGUAGE

Why Learn Another Language?

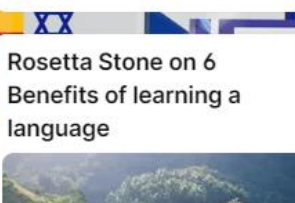


middlebury.edu

Why You Should Learn a Second Language and Gain New Skills


Blog published by Middlebury Institute.

Rosetta Stone on 6 Benefits of learning a language



blog.rosettastone.com

Asia Society Partnership for Global Learning




asiasociety.org

Global Learning

Global Learning | Asia Society

This site advocates for global learning. It is a global nonprofit organization and broadens the

Jobs that require you to speak another language




fluentu.com

6 Dream Jobs That Require You Know a Second Language

Not only does this post tell us

Is there a language learning gap in the U.S.?



wbur.org

Why There's A Language Learning Gap In The United States

An interesting interview with Marty Abbott, retired executive director of ACTFL, about the



Leverage your language skills

Advocate for more access

<https://maflt.cal.msu.edu/pd-posts/2022/advocacy-for-flt/>

#VITALanguages

A top-down view of numerous glass petri dishes arranged on a light green surface. Each dish contains a different substance, likely related to natural products or pharmaceuticals. Some contain dried plant matter like lavender, rosemary, and ginger. Others contain powders, oils, gels, and capsules. The colors range from dark brown and black to bright yellow, green, and purple.

Interdisciplinary Language Teaching

WHAT IS INTERCONNECTED, AND WHY?

Interdisciplinary Themes

SUSTAINABLE DEVELOPMENT GOALS



<https://sdgs.un.org/goals>

Inspired by Ying Jin and
Liz Matchett

Session at
Central States 2022

California World
Language Project

<https://cwlp.stanford.edu/>

Interdisciplinary Objectives



<https://asiasociety.org/education/global-competence>

Global Competence

Learners will be able to...

Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

<http://calgloaled.org/global-competence/>

Interdisciplinary Projects



pixabay.com

Firstly, it is now more important than ever to prepare our students for **an increasingly complex and interconnected world**. Secondly, it is a much-lamented fact that U.S. students are behind many other countries in their performance on STEM (science, technology, engineering, and mathematics) assessments....

Our proposal is to find ways of linking subjects, such as world languages and mathematics, and education and life beyond the walls of the school, through the concept of “intercultural citizenship.” (Wagner, et al., 2016)

Interdisciplinary Language Learning

World-Readiness Standards
The 5 C's (ACTFL, 2012)



(ACTFL, 2012)

Can-Do Statements for 5 Modes + ICC (NCSSFL-ACTFL, 2017)

LEVEL \ MODE	INTERPERSONAL COMMUNICATION	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING	INTERPRETIVE LISTENING	INTERPRETIVE READING
NOVICE LOW	●	●	●	●	●
NOVICE MID	●	●	●	●	●
NOVICE HIGH	●	●	●	●	●
INTERMEDIATE LOW	●	●	●	●	●
INTERMEDIATE MID	●	●	●	●	●
INTERMEDIATE HIGH	●	●	●	●	●
ADVANCED LOW	●	●	●	●	●
ADVANCED MID	●	●	●	●	●
ADVANCED HIGH	●	●	●	●	●
SUPERIOR	●	●	●	●	●
DISTINGUISHED	●	●	●	●	●

NCSSFL-ACTFL (2017) <https://www.actfl.org/publications/guidelines-and-manuals/ncssf-actfl-can-do-statements>

Interdisciplinary Languages



ACTFL Guiding Principles: Opening Statement

We believe that all students should learn or maintain at least one world language in addition to English. Therefore, language learning should be a central part of any curriculum... Simply put, language learning is necessary for students to effectively function in **the modern global marketplace.**

<https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/opening-statement>

These Guiding Principles for Language Learning inform not just educators and learners but also **all stakeholders**, including **parents, administrators, governing bodies/boards, legislators, and the community at large.**

<https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/benefits-of-language-learning>

Interdisciplinary, Collaborative, Global

Interconnecting...

Disciplines

- Subject matter
- Content courses

Contexts

- Public, private, community schools
- Higher ed

Languages

- Language agnostic approach (Ritz, 2021)
- Translanguaging (Garcia, 2012)

Stakeholders

- Teachers and learners
- Parents, employers, legislators

Nations

- International collaboration
- Global flows of culture, economy, etc.

Perspectives

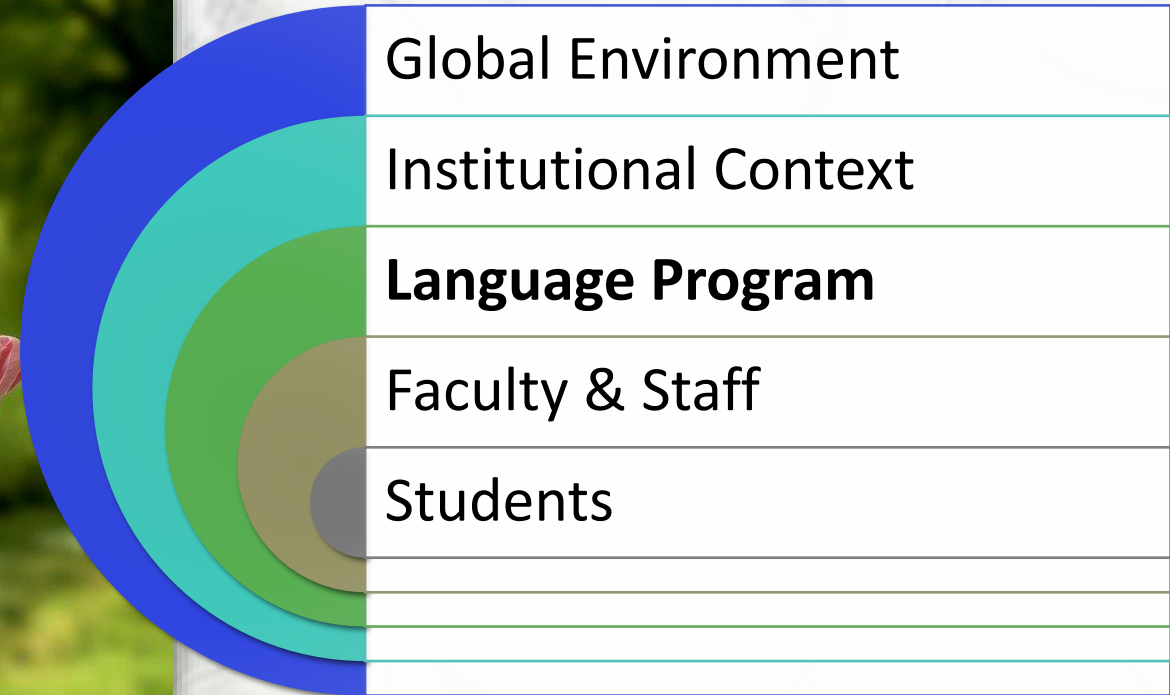
- Transcending boundaries in ways of seeing the world

A top-down view of numerous glass petri dishes arranged on a light green surface. Each dish contains a different natural or synthetic substance, such as dried herbs, oils, powders, and gels. A dark green semi-transparent banner is overlaid across the middle of the image, containing the main title and subtitle.

The Ecology of Your Program

YOU ARE PART OF A NETWORK

Language Program Ecology



Global Environment

Institutional Context

Language Program

Faculty & Staff

Students

ECOLOGY

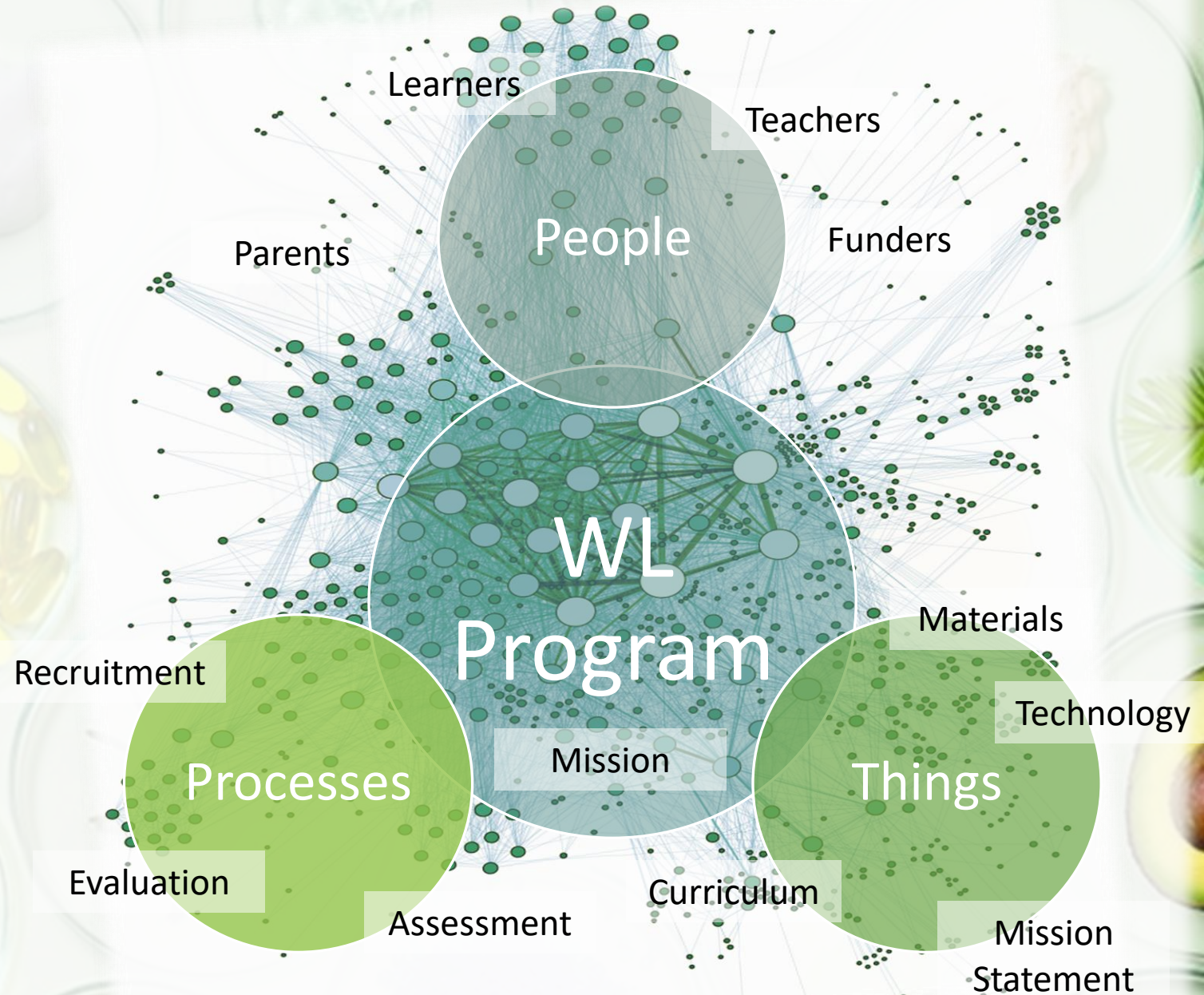
“the study of systems within their immediate surroundings” and
“evolution of the system over time” (Pennington & Hoekje, 2010 p. 20)

pixabay.com

Language Program Ecology

Components of the Program Ecology

- People, Processes, Things
- Tangible and Intangible elements
- Internal participants
- External stakeholders



(Lord, 2013; Pennington & Hoekje, 2010; Norris, 2016)

Promoting Your Program

You're already wearing many hats – so use the hats you are already wearing!

Teacher = Program =
a lot of demands

Attracting and keeping **students** is a constant effort

Program is low priority or invisible for the school

Limited training and support for **teachers**

A top-down view of numerous glass petri dishes arranged on a light green surface. Each dish contains a different substance, likely related to natural products or pharmaceuticals. Some contain dried herbs, others have powders, oils, or gels in various colors like white, yellow, green, and purple. One dish has a small purple flower stem, another has a green leaf, and one has a dark brown powder.

Designing Interdisciplinary Projects

TASK-BASED LANGUAGE TEACHING + IPA

Interdisciplinary Projects

Project Criteria

Interdisciplinary
Content

Collaboration
beyond Your
Usual Language
Team


Public Facing
Product

Project Examples

The screenshot shows a Padlet board with the following sections and cards:

- Ofrenda + Outreach**: Card titled "Inspiration" from history.com about Day of the Dead (Día de los Muertos) - Origins, Celebrations, Parade. Suggestion: Investigation → Presentational Writing or Speaking?
- Mushroom Hunting**: Card titled "Mushroom Hunting" with a link to <https://michiganmushroomhunters.org/>
- International Dance**: Card titled "International Dance" with text: "Collaborate with band director, dance team, parent association, etc."
- Humans of Michigan**: Card titled "Inspiration" from humansofnewyork.com about Humans of New York. Suggestion: Interviews → Text + Videos
- Chocolate Economy**: Card titled "Cocoa Industry" with a link to <https://www.icco.org/economy>

A blue banner at the bottom of the screenshot contains the URL: padlet.com/LanierPedPad/program_growth_projects



Project Management

Steps	What and How?	Who?	By when?

**What resonated
with you?**

What didn't?

**Connect with me
in person or
online!**

DR. AMANDA LANIER | LANIERLINGVISTA.ORG

THANK YOU!

@MSU_MAFLT

LinkedIn Group

YouTube Channel



DR. AMANDA LANIER | MAFLT.CAL.MSU.EDU/AMANDA-LANIER

Please complete session & conference evaluations using the Qs codes below.

VALUING A
MULTILINGUAL
SOCIETY
MIWLA 2023

Session evaluation:



2023 Conference
Evaluation:



SCECHs Form:



These codes as well as
clickable links are also
found on p. 3 of the
program



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Dubreil, S., Thorne, S. L., & American Association of University Supervisors, Coordinators, and Directors of Foreign Language Programs (Eds.). (2019). *Engaging the world: Social pedagogies and language learning*. Cengage. <https://aausc.wildapricot.org/page-240027>

O'Dowd, R. (2020). A transnational model of virtual exchange for global citizenship education. *Language Teaching*, 53(4), 477–490. <https://doi.org/10.1017/S0261444819000077>

Byram, M., & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals*, 51(1). <https://doi.org/10.1111/flan.12319>

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Wagner, M., Cardetti, F., & Byram, M. (2016). Exploring collaborative work for the creation of interdisciplinary units centered on intercultural citizenship. *Dimension*, 35–51. <https://eric.ed.gov/?id=EJ1207913>

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- O’Dowd, R. (2020). A transnational model of virtual exchange for global citizenship education. *Language Teaching*, 53(4), 477–490. <https://doi.org/10.1017/S0261444819000077>
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- Wagner, M., Cardetti, F., & Byram, M. (2016). Exploring collaborative work for the creation of interdisciplinary units centered on intercultural citizenship. *Dimension*, 35–51. <https://eric.ed.gov/?id=EJ1207913>

A vertical strip on the left side of the slide shows several petri dishes containing different plant samples: green needles, a single green leaf, a pile of dark seeds, and a pile of purple flowers.

Additional Resources

RELATED TOPICS AND MATERIALS

Additional Resources

This presentation mentions several concepts, approaches, and recommendations that are covered in more depth in other materials. To access other presentations, bibliographies, examples, and other professional development opportunities and materials, see:

Amanda
Lanier's Website

- <https://lanierlingvista.org>
> Resources OR > Presentations

MAFLT Program
Website

- <https://maflt.cal.msu.edu>
> Resources & Outcomes

A top-down view of numerous glass petri dishes arranged on a light green surface. Each dish contains a different substance, likely related to natural products or pharmaceuticals. The substances include: dried green herbs, a single green leaf, a white crystalline powder, a clear gelatinous substance, a small purple flower stem, a white cream, a brownish-orange powder, a dark brown liquid, a yellow capsule, a dark brown powder, a yellow liquid, a brown root, a purple powder, a green gelatinous substance, and a brown root. The dishes are arranged in a grid-like pattern, with some overlapping.

Task-Based Language Teaching

From FLT 807 Methods in MAFLT Program

Teaching for Proficiency

Communicative Language Teaching

TBLT

Task-Based Language Teaching

CBI

Content-Based
Instruction

PBI

Project-Based
Instruction

Service
Learning

LSP

Language for
Specific Purposes
(EAP / ESP)

TASKS

TBLT TASK CRITERIA

Do your tasks RING?

R

RELEVANT to real world

I

INPUT scaffolds language

N

NEGOTIATION of meaning is required

G

GOAL is non-linguistic and convergent

Linguistic Forms

Scaffolding
Tasks

Main Task

Backwards Design

WHAT MAKES A GOOD TASK?

- Each interactant holds a different portion of information
- Interactants must exchange & manipulate this info to complete task
- Same or convergent goals
- Only one acceptable outcome

(Pica, Kanagy, & Falodun, 1993, p. 17, cited in Bateman & Lago, 2011)

Designing tasks for the classroom:

- Real-world implications and applications
- Clear objectives for teacher
- Clear goals for students – *non-linguistic*
- Level-appropriate
- Supported (scaffolded) – pre-tasks, breaking into steps

EXERCISE

- Focus is on language use
- Only makes sense in a classroom

TASK

- Focus is on meaningful communication
- Makes sense in the real world

SOME TYPES OF TASKS

Information gap

- In pairs: A has a picture, chart, menu, map, etc. – B needs that info.

Problem solving

- Everyone has the same info, maybe, but they have to find a solution together.

Decision making

- Same, but they have to make a decision together.

Opinion gap

- Task involves asking others real questions about ideas, preferences, etc.

Jigsaw

- Group members have different info – like a multi-directional info gap.

TBLT Task Features

Meaning

- The primary focus should be on '**meaning**' (i.e. learners should be mainly concerned with encoding and decoding messages, not with focusing on linguistic form).

Gap

- There should be some kind of '**gap**' (i.e. a need to convey information, to express an opinion or to infer meaning).

Language

- Learners should largely rely on their **own resources** (linguistic and non-linguistic) in order to complete the activity. That is, learners are not 'taught' the language they will need to perform the task, although they may be able to '**borrow**' from the input the task provides to help them perform it.

Goal

- There is a **clearly defined outcome other than the use of language** (i.e. the language serves as the means for achieving the outcome, not as an end in its own right). Thus, when performing a task, learners are not primarily concerned with using language correctly but rather with achieving the **goal** stipulated by the task.

Ellis & Shintani (2013, p. 135), as cited in Erlam (2015)

TASK-BASED PLANNING WORKSHEET

<p>TASK – What is the authentic task? <i>Real-world relevance ~ Clear goals ~ Meaningful to students</i></p>	<p>PROCEDURE PRE-TASK ACTIVITIES – How will you introduce the task, establish its relevance, activate background knowledge? How will you teach linguistic tools?</p>
<p>OBJECTIVES – What are the teacher’s aims for the activity? <i>Can-Do Statements related to communicative modes ~ Linguistic forms to be used</i></p>	<p>MAIN TASK – What will the students actually do in the main task? How will you assess them?</p>
<p>TASK GOALS – What are students aiming to accomplish? Non-linguistic outcomes requiring effective language use. Success or completion = what? (e.g., give directions = listener arrives)</p>	<p>R= RELEVANT TO THE REAL WORLD</p>
<p>BACKGROUND KNOWLEDGE – What do they need to know? <i>Key concepts, vocabulary, cultural awareness, knowledge of the world – draw on what they know and add to it</i></p>	<p>POST-TASK ACTIVITIES – How will you debrief the task and provide feedback? How will you connect to another communicative mode?</p>
<p>LINGUISTIC TOOLS – What terms and phrases do they need? <i>Think in terms of strategic language for task completion – not grammar</i></p>	<p>OUTCOMES – What will students produce? What can they do with it? <i>Audible messages, text messages, complex messages, etc.</i></p>
<p>MATERIALS – What objects, images, etc. do they need to make this doable and authentic?</p>	<p>(Created by Dr. Lanier – editable version available upon request)</p>

MAKE SURE YOU KNOW “WHY”

START HERE

AND THAT THEY KNOW WHERE THEY ARE GOING

WHAT TOOLS DO THEY NEED?

SOMETIMES YOU START WITH THE INPUT

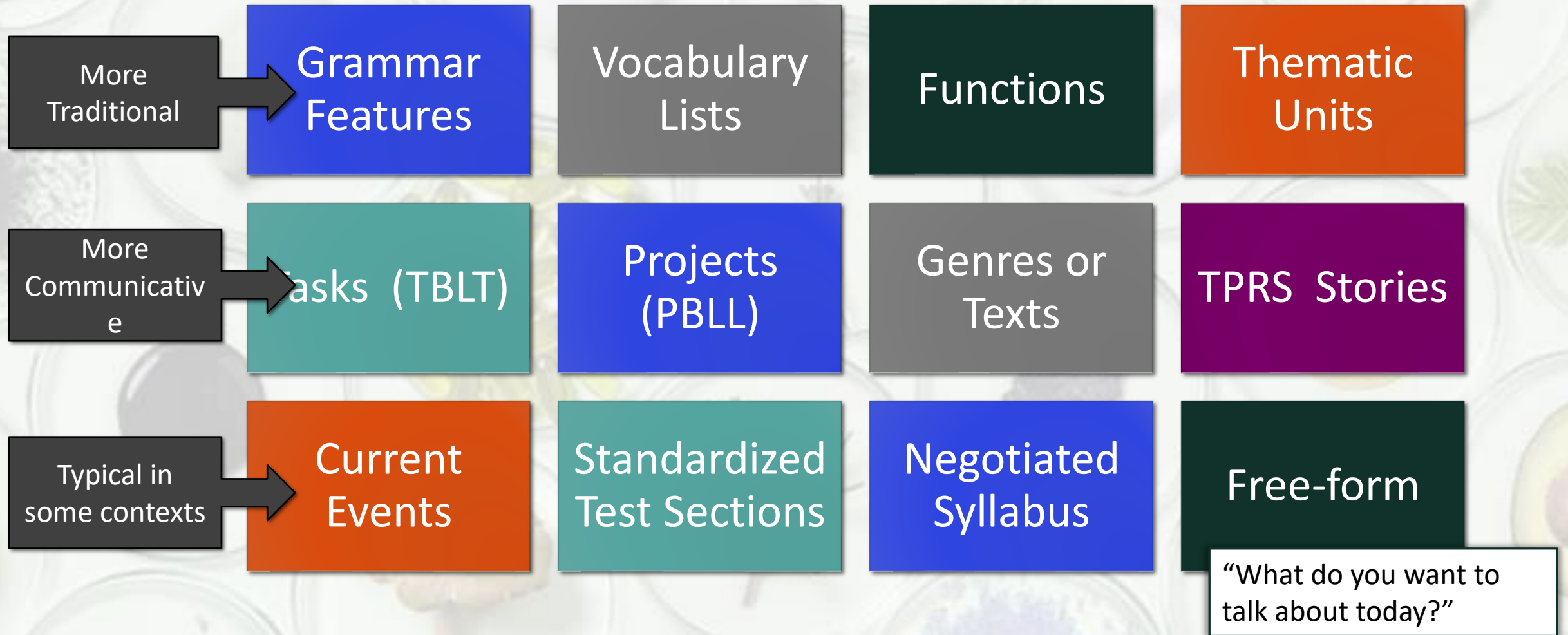
WHAT WILL Ss HAVE TO SHOW FOR IT?

A top-down view of numerous glass petri dishes arranged on a light green surface. Each dish contains a different natural substance, including dried herbs, oils, powders, and gels. The colors range from dark browns and blacks to bright yellows, purples, and greens. The dishes are arranged in a somewhat grid-like pattern, with some overlapping.

Curriculum Design

From FLT 817 Program Development & Admin

Building Blocks of a Course



Lesson, Unit, Curriculum

Thematic Design Mindset	Ask Yourself...
Communicatively Purposeful	Do the units build learners' proficiency in using the language?
Culturally Focused	Do the units develop learners' intercultural competence?
Intrinsically Interesting	Are the units relevant and meaningful to learners?
Cognitively Engaging	Do the units require critical thinking skills?
Standards-Based	Do the units reflect the World-Readiness Standards for Learning Languages?

In what order do you decide?

Guiding Question(s)

Performance Objectives

Linguistic Functions and Proficiency

Summative Assessment (IPA)

Keys to the Classroom (Clementi & Terrill, 2017, as cited in Ritz, 2021)

Thematic Units

community of dynamic world language professionals in a supportive, collegial environment.

Registration: <https://tinyurl.com/SWLP2021-StrandA>

STRAND B

Thematic Unit Design for the World Language Class

Team Leaders: Jenée Fawson, Zoey Liu, Mireille McNabb

Prerequisite: Strand A or equivalent

Whether you use a textbook as a central or secondary resource to the curriculum, or have already moved beyond the textbook, Strand B will support you in sustainably developing more purposeful proficiency-focused thematic units that tailor learning to your school's context and students. Explore the many examples of language-rich unit design in California's new World Language Standards & Framework; then experiment incorporating new high-leverage practices into your backward planning that push your instructional practices to grow. Expand upon what you acquired in Strand A by ensuring that each of your lessons aligns with your unit-level goals and integrates social justice themes, social emotional learning, UN sustainable development goals, and ACTFL's core practices for immersive and transformative student learning.

Registration: <https://tinyurl.com/SWLP2021-StrandB>

STRAND C

Best Practices in Assessment for the World Language Class

Team Leaders: Stefanie Fan, Jamin Lynch

California World Language Project
<https://cwlp.stanford.edu/swlp>

"beyond the book"

*"purposeful
proficiency-focused
thematic units"*

*"high-leverage practices...
backward planning"*

*"integrates social-justice themes,
social emotional learning...
immersive and transformative"*