

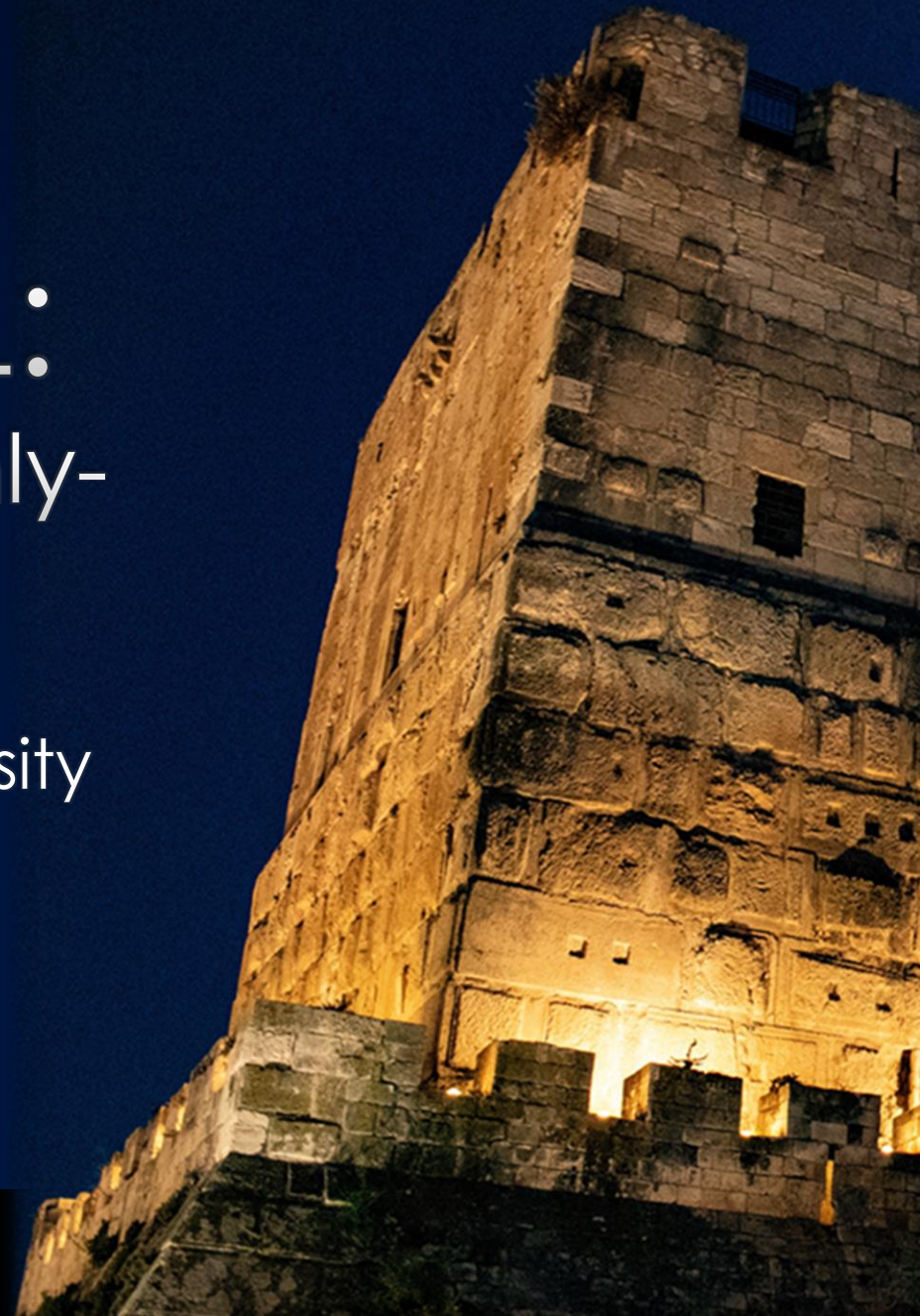
# LESS COMMON, NOT INCONSEQUENTIAL: Building on What Less-Commonly- Taught Languages Really Share

**Dr. Amanda Lanier** | Michigan State University

[LanierLingvista.org](https://LanierLingvista.org) > [Latest Posts](#)

Also see: [maflt.cal.msu.edu/lctl-instructors](https://maflt.cal.msu.edu/lctl-instructors)

ACTFL 2023 | Saturday 5:30-6:15pm





[padlet.com/LanierPedPad/lctl\\_pd\\_actfl23](https://padlet.com/LanierPedPad/lctl_pd_actfl23)

# WHAT LCTLs HAVE IN COMMON



# LESS-COMMONLY TAUGHT LANGUAGES IN THE U.S.

## Commonly Taught Languages

Spanish

French

German

## Less-Commonly Taught Languages

Chinese

Japanese

Italian

Russian

Arabic

Latin

Portuguese

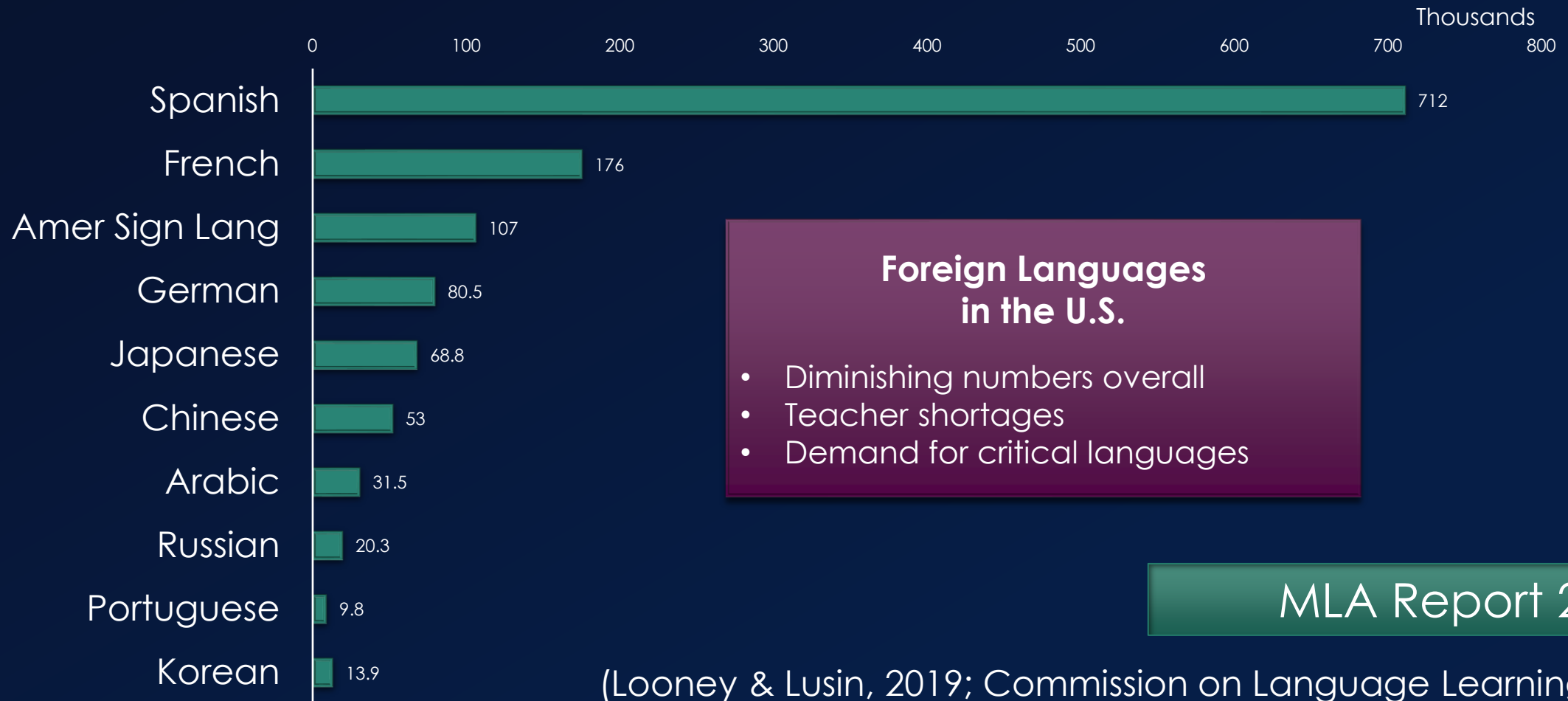
Korean

Hindi/Urdu

Indonesian

And many more...

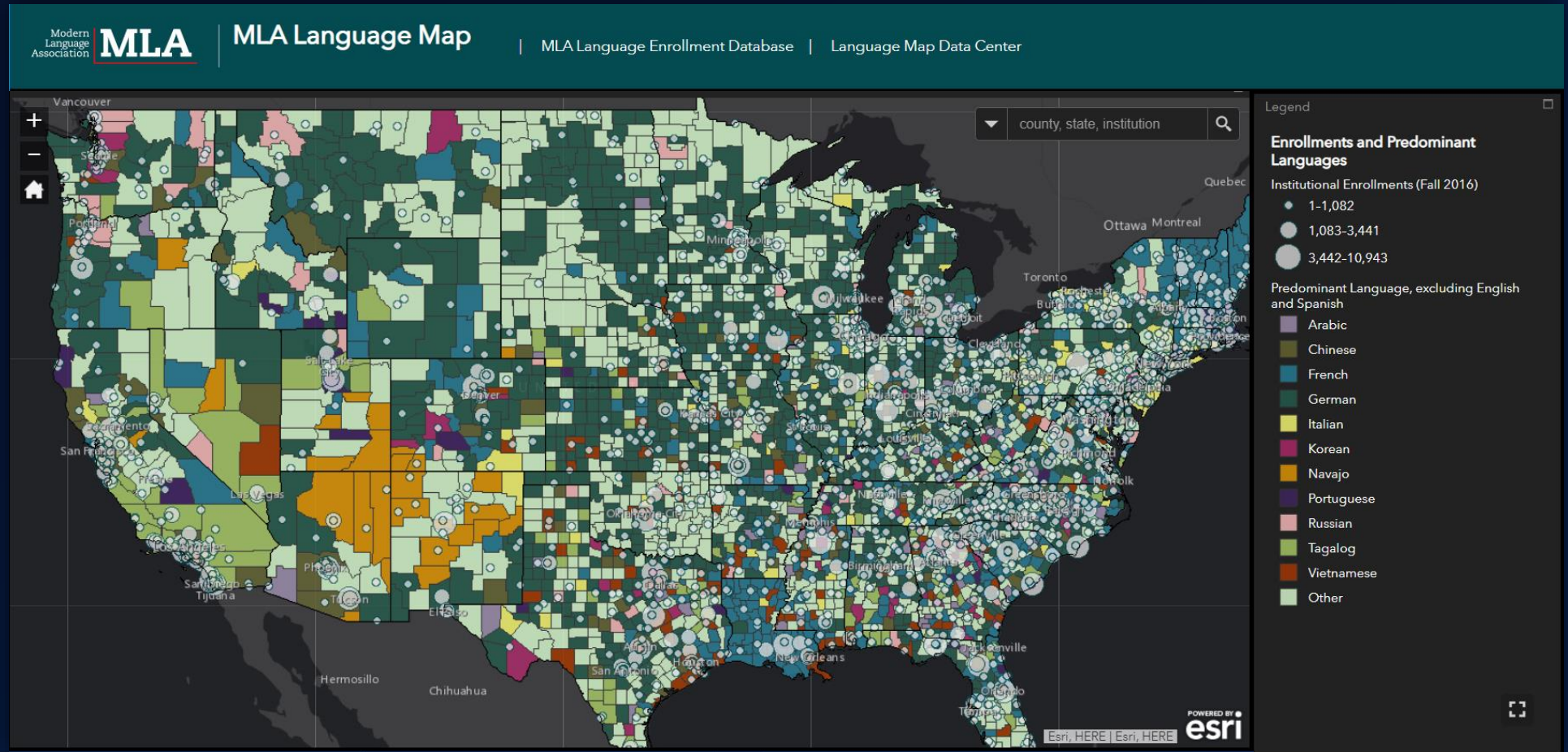
# LESS-COMMONLY TAUGHT LANGUAGES IN THE U.S.



(Looney & Lusin, 2019; Commission on Language Learning, 2017)

# LESS-COMMONLY TAUGHT LANGUAGES IN THE U.S.

Low  
Enrollments  
but Many  
Speakers



Go to <https://www.mla.org/Resources/Research/MLA-Language-Map>, scroll down, and click the map



[padlet.com/LanierPedPad/lctl\\_pd\\_actfl23](https://padlet.com/LanierPedPad/lctl_pd_actfl23)

# WHAT DO LCTLs HAVE IN COMMON?

Low Enrollments  
Relative to Other Languages

Most LCTLs  
in the U.S.



# WHAT LCTLs HAVE IN COMMON

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?

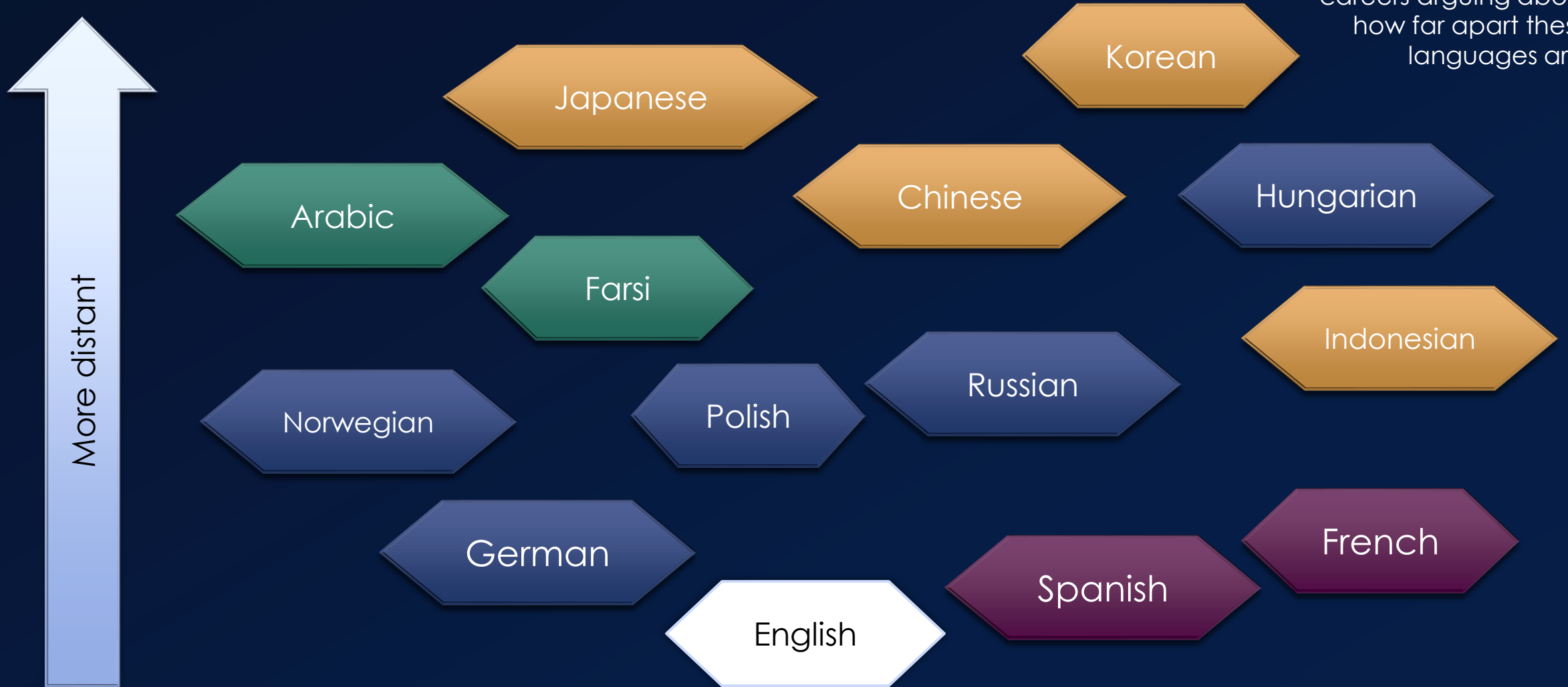
Enrollments

Difficulty  
Linguistic Distance

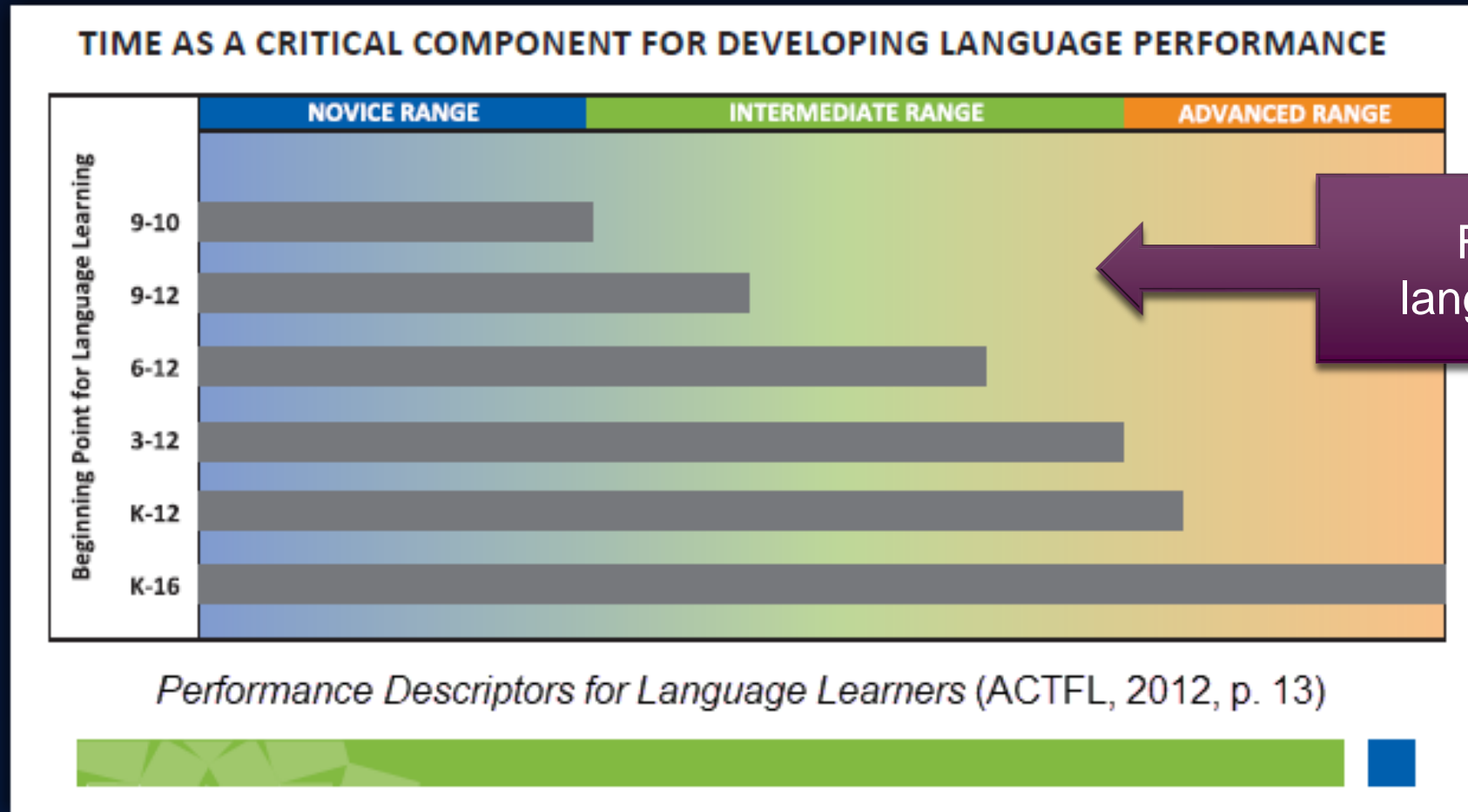
Most LCTLs  
in the U.S.

# LCTL COMMONALITIES > DIFFICULTY?

Very approximate!  
Linguists can spend entire careers arguing about how far apart these languages are.



# LCTL COMMONALITIES > DIFFICULTY?



For all languages?

# WHAT DO LCTLs HAVE IN COMMON?

Enrollments

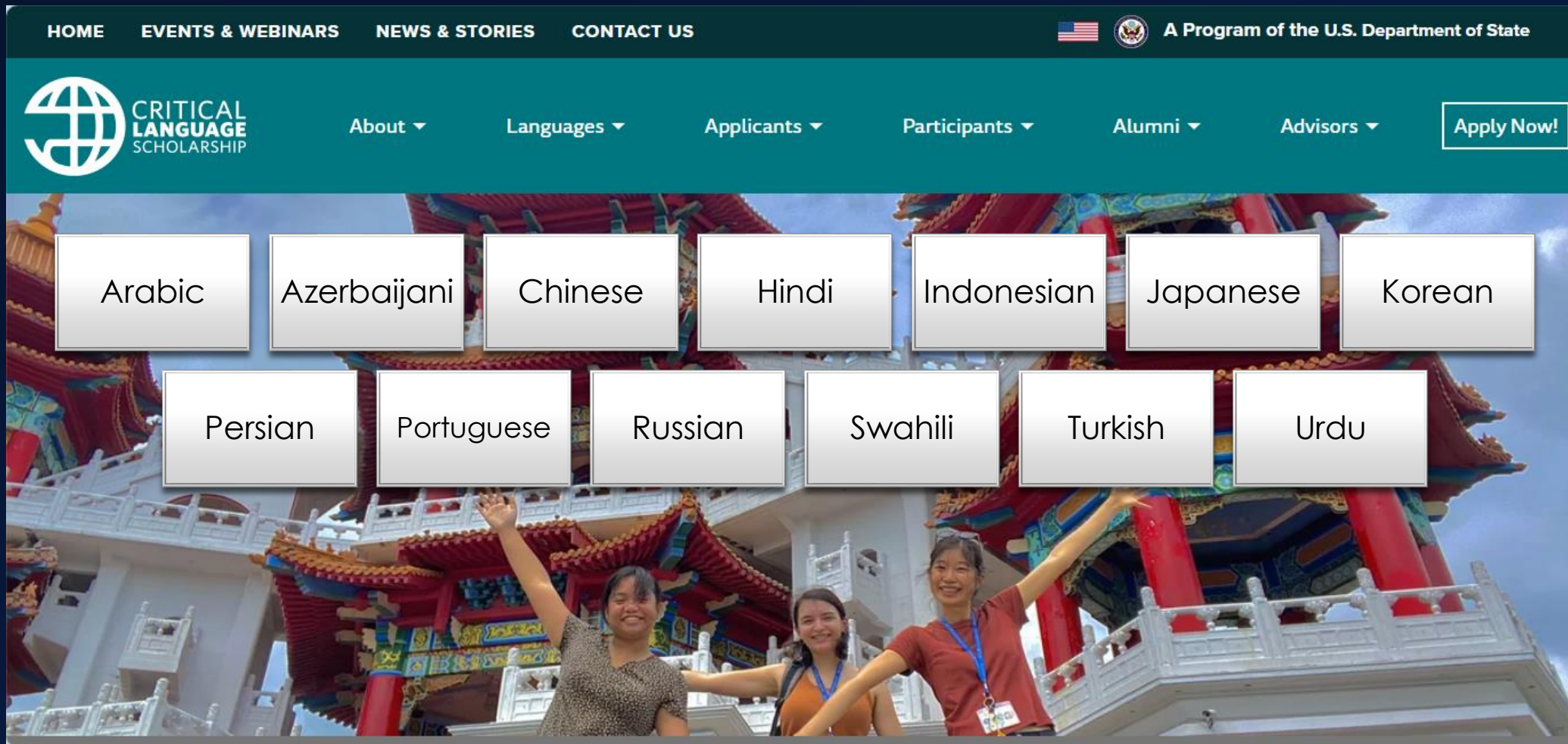
Linguistic Distance

Most LCTLs  
in the U.S.

Critical Languages

—

# LCTL COMMONALITIES > CRITICAL LANGUAGES



Also see: [Department of Defense Strategic Languages List](#)

# WHAT DO LCTLs HAVE IN COMMON?

Enrollments

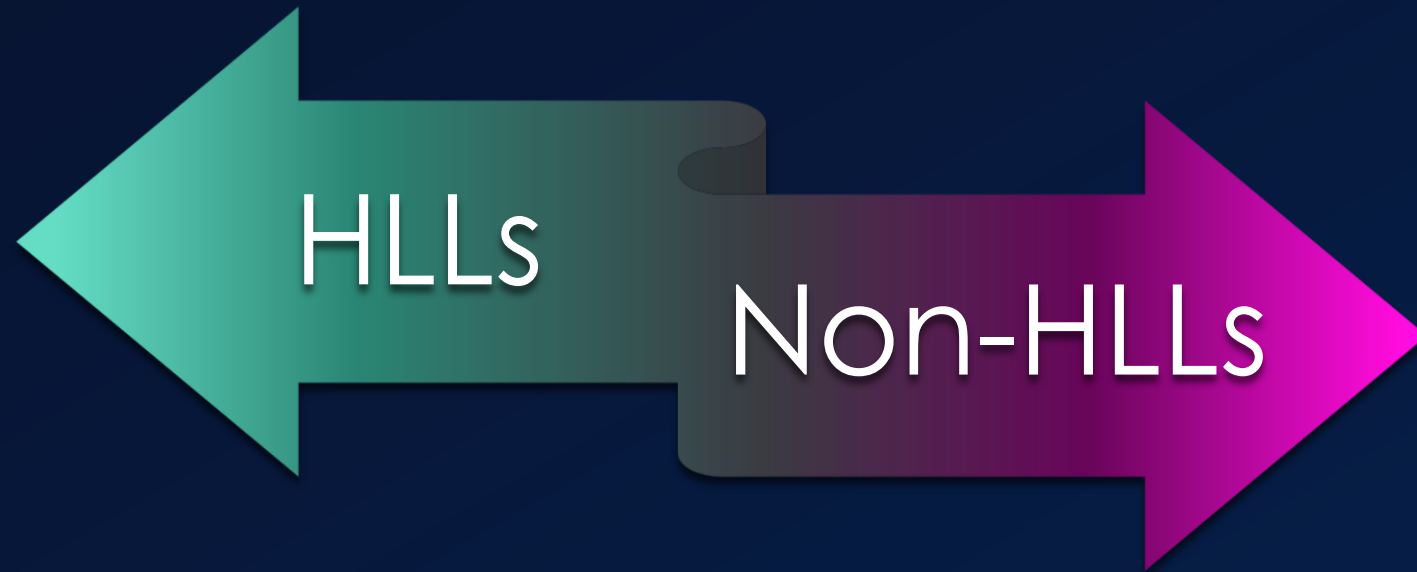
Linguistic Distance

Most LCTLs  
in the U.S.

Heritage Learners

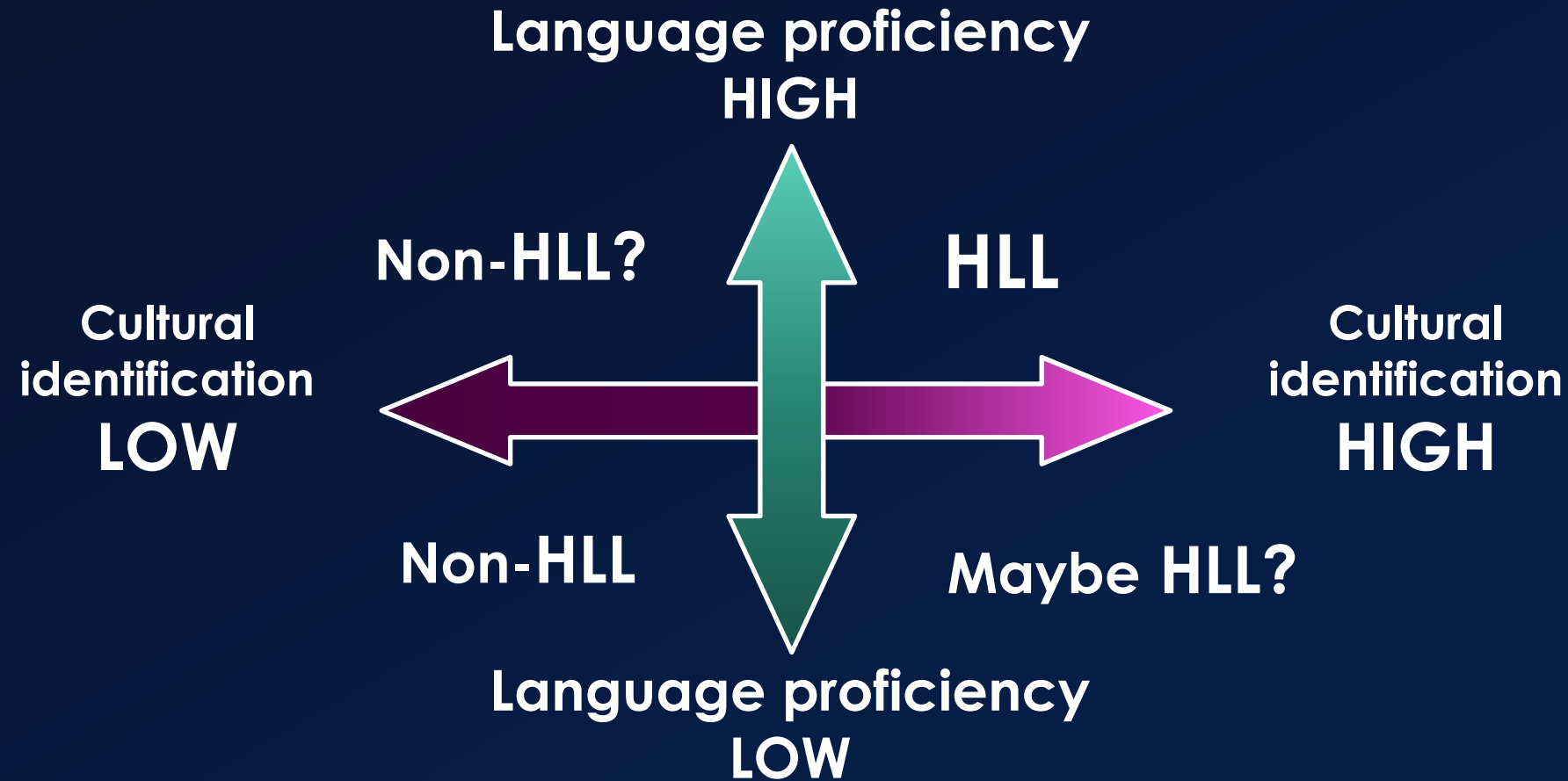
Critical Languages

# LCTL COMMONALITIES > HERITAGE LEARNERS





# LCTL COMMONALITIES > HERITAGE LEARNERS



Adapted from "Reconceptualization of heritage and non-heritage learners of LCTLs" (Lee, 2005)

# LCTL COMMONALITIES > CRITICAL AND HERITAGE

*Like many LCTLs with relatively large numbers of learners in the U.S., Arabic is both a prominent **heritage language** and designated as a **critical language**.*

*As a **critical language**, proficiency in Arabic is considered desirable for geopolitical reasons, so that speakers can contribute to U.S. **diplomacy, security, and trade**.*

*As a **heritage language**, proficiency in Arabic is the means for learners to **communicate with their immediate or extended family members, a lynchpin for constructing and maintaining cultural identity**, and, for some parents, viewed as a **sacred obligation**.*

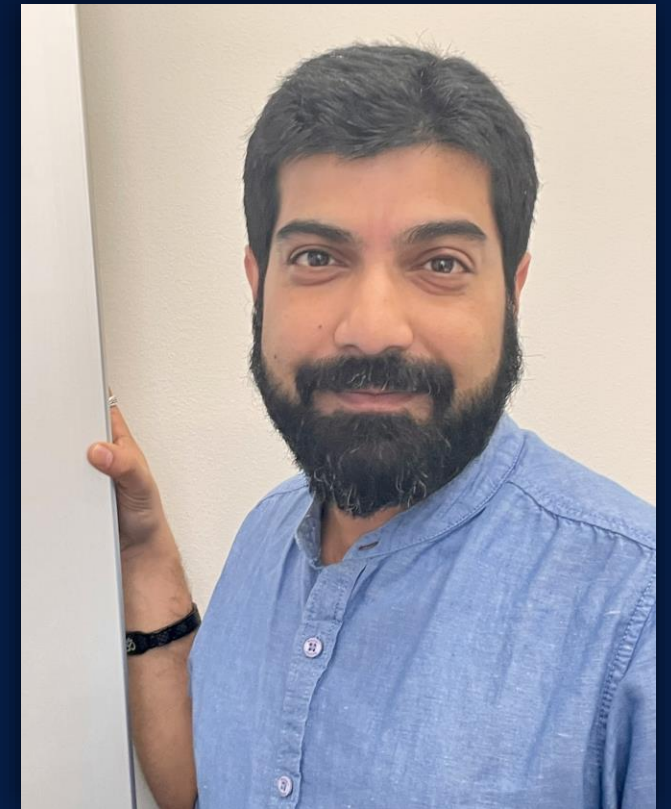
*Those two views of the value of language learning are not entirely incompatible, but they do imply very different goals for language learning.*

*“World Readiness for a World in Conflict”  
Lanier (2023) in *Language Magazine**

# LCTL COMMONALITIES > CRITICAL AND HERITAGE

## Differentiating for Learner Backgrounds

“I have a mixed group of learners in my classes. How do I place them in different levels? How do I find out their different needs? How do I address their different needs to keep them motivated? How do I address different skills and proficiency levels that heritage and non-heritage learners bring to class?”



# IMPLICATIONS FOR LCTL INSTRUCTOR PROFESSIONAL DEVELOPMENT



# WHAT DO LCTLs HAVE IN COMMON?

Enrollments

Linguistic Distance

Most LCTLs  
in the U.S.

Heritage Learners

Critical Languages



NATIONAL LESS COMMONLY TAUGHT  
LANGUAGES RESOURCE CENTER



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

Article in Fall 2023  
*The Language Educator*


MENTORING NEW AND FUTURE TEACHERS

Fall 2023

## Language Teacher Development Via Video-Based Inquiry

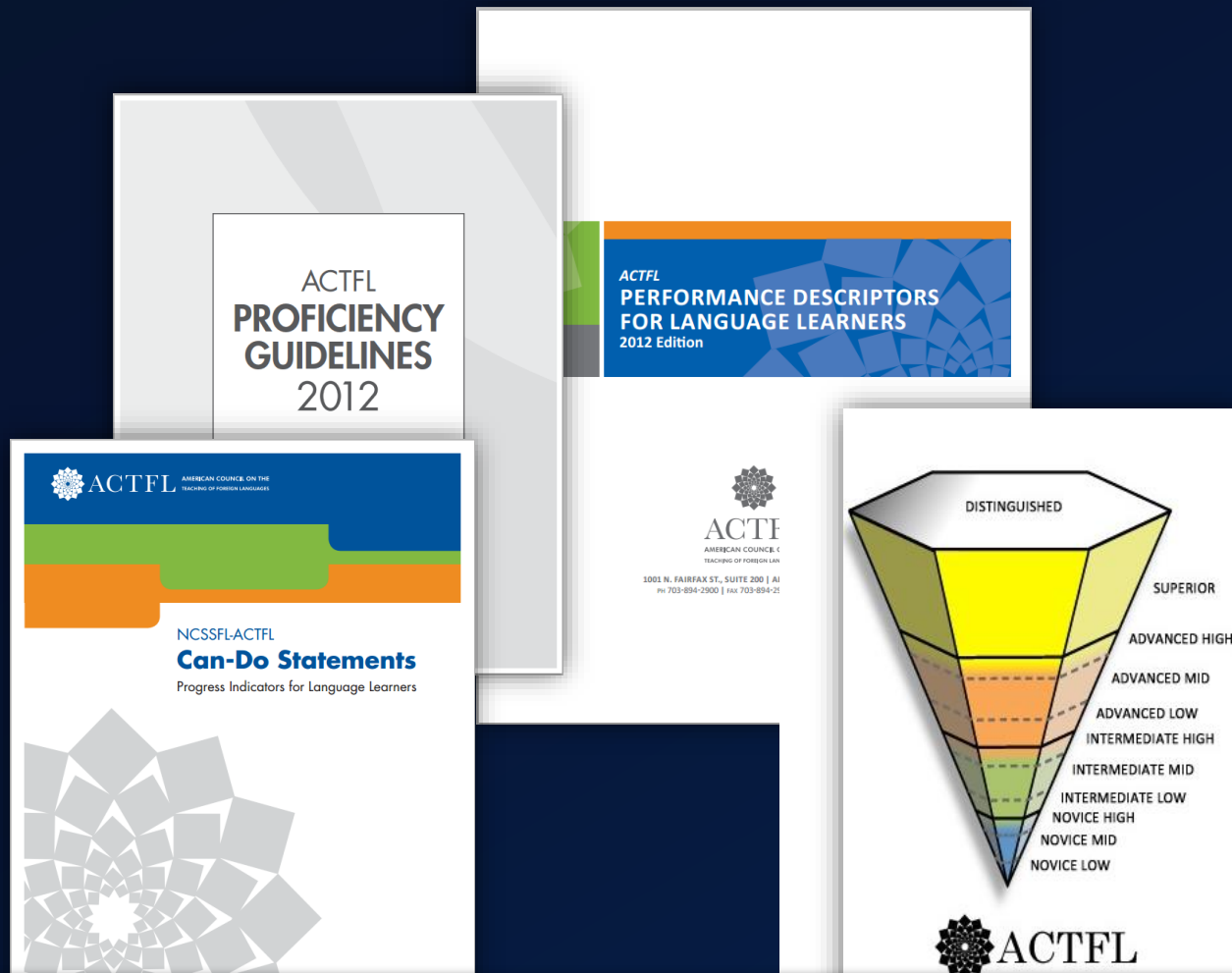
BY BRUNA SOMMER-FARIAS, FREDERICK POOLE, AND AMANDA LANIER

Online Bonus Content



Rana began her career as a language teacher when she started teaching English in her home country. She had earned a certification in TESOL (Teaching English to Speakers of Other Languages), and her training included an abundance of both theoretical resources and pedagogical materials that were adapted to various levels of proficiency. After a few years, she moved to the United States and was offered the opportunity to teach her own language. Rana found herself in a completely new environment, facing questions that her

# IMPLICATIONS FOR LCTL INSTRUCTOR PD



## ACTFL Standards for Proficiency-Based Instruction

- Emphasis is on PROFICIENCY not PERFORMANCE
- Define competencies and learning targets related to real-world use of language
- Already designed for any language
- Relevant across states and contexts
- Aligned with standardized assessments

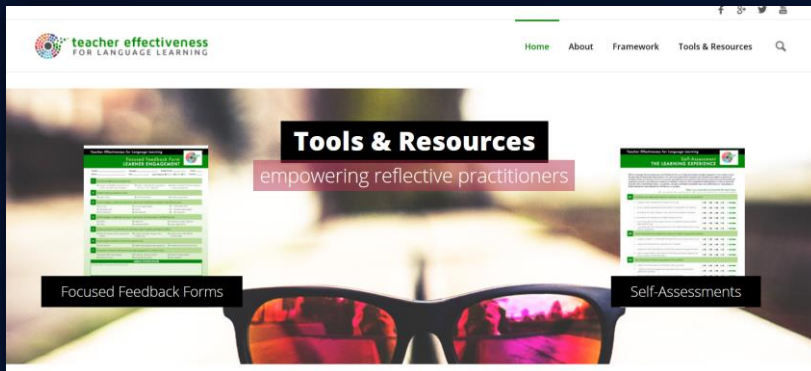
<https://www.actfl.org/publications/guidelines-and-manuals>

# FRAMEWORKS AND FOUNDATIONS FOR LCTL PD

## TELL Project

## Teacher Effectiveness for Language Learning

### TELL Framework



Environment

The Learning Experience

Collaboration

Planning

Performance & Feedback

Professionalism

Learning Tools

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



# VIVID PROFESSIONAL DEVELOPMENT | NLRC

## Learning Management System

The screenshot displays the user interface of the VIVID Project NLRC Learning Management System. At the top, the breadcrumb navigation shows 'ViVID Project | National LCTL Resource Cent...'. The user's name, 'Amanda Lanier', is visible in the top right corner. Below the navigation bar is a row of icons for 'Course Home', 'Announcements', 'Content', 'Assignments', 'Discussions', 'Classlist', 'Help', and 'Course Admin'. The main content area features a large green banner with the text 'ViVID Project NLRC'. Below the banner are three prominent buttons: 'Launch Content' (purple), 'NLRC Home' (teal), and 'ViVID LCTL Resources' (orange). Each button is accompanied by a descriptive text block: 'Click here to pick up where you left off on your last visit!', 'Visit the home page of the National LCTL Resource Center.', and 'Access collections of links and resources for LCTL instructors.' respectively.

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.

# IMPLICATIONS FOR LCTL INSTRUCTOR PD

## ViVID Project

### 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

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

# IMPLICATIONS FOR LCTL INSTRUCTOR PD



## ViVID Design: How and Why?

Peer  
Observation

Get more input to help you grow, provided by fellow teachers who can relate to your needs and efforts

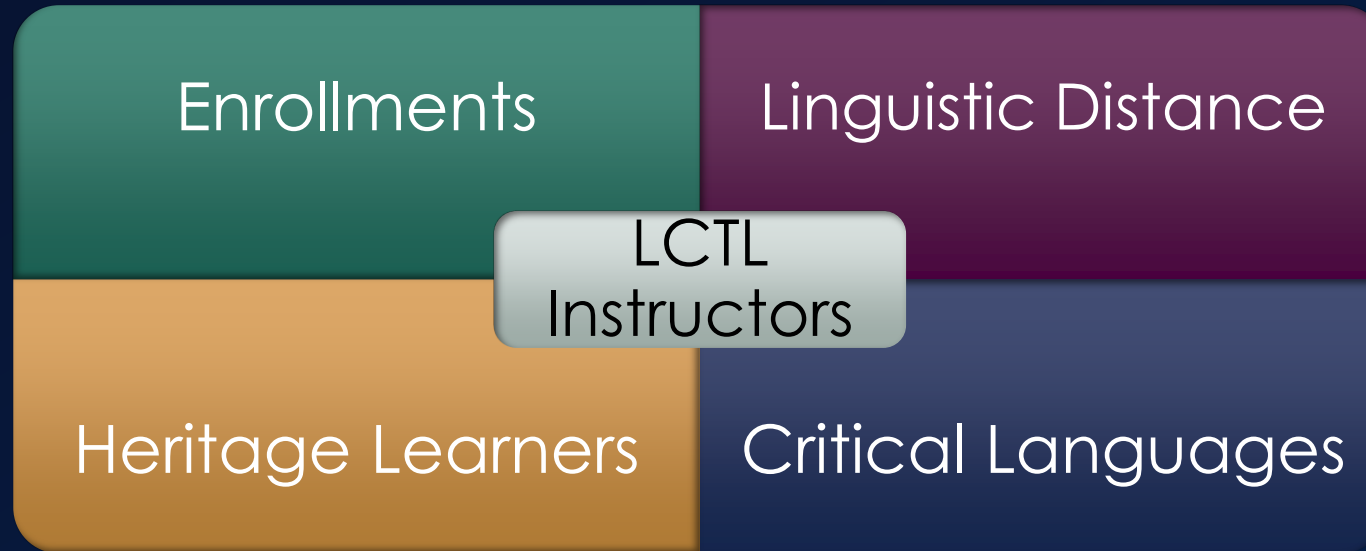
Virtual  
Participation

Engage with the materials and the group from any location and at convenient times

Video  
Annotation

Demonstrate your teaching and get detailed feedback when an in-person classroom visit would be impossible

# IMPLICATIONS FOR LCTL INSTRUCTOR PD

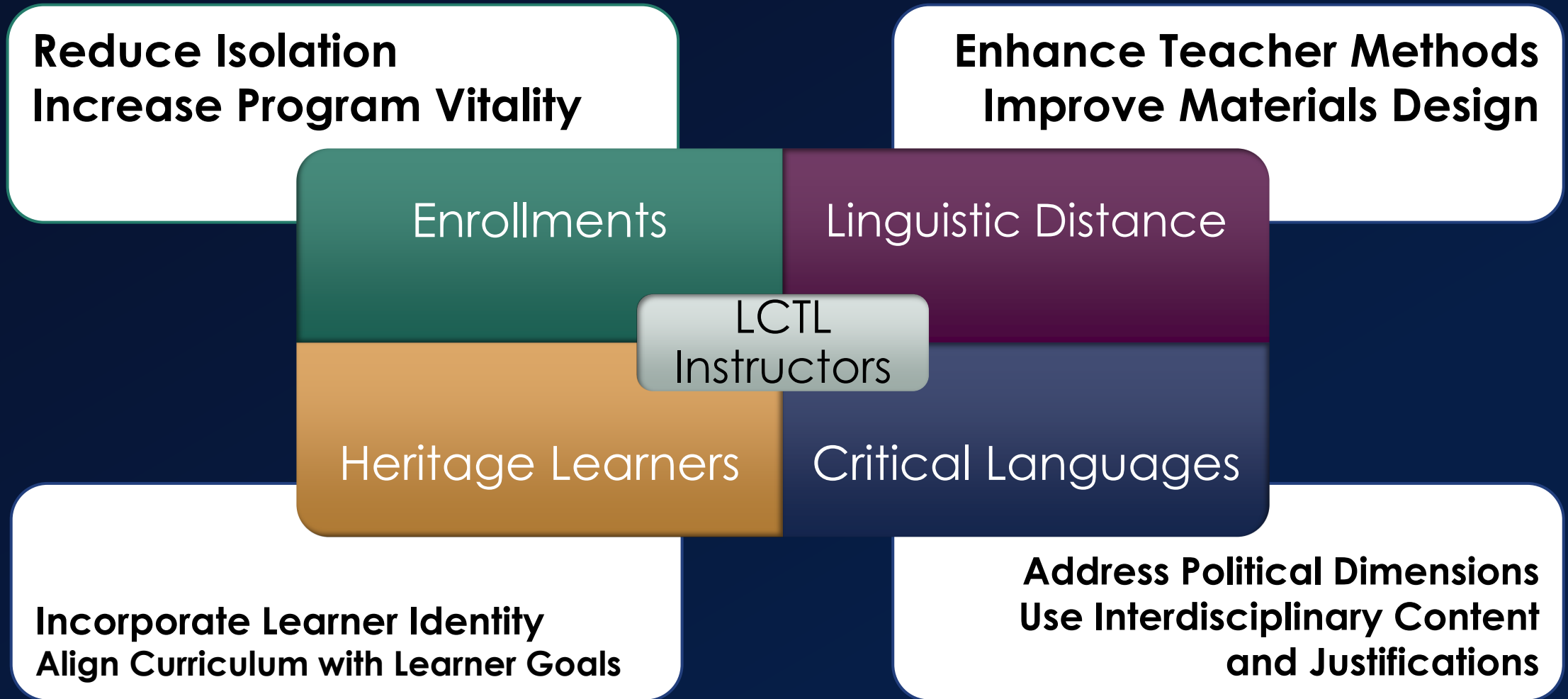


Respond  
to the Poll



What PD content would you prioritize?

# IMPLICATIONS FOR LCTL INSTRUCTOR PD



:Padlet

Amanda Lanier • 8m

# LCTL Teacher Development ACTFL 2023 - Implications & Next Steps

ACTFL 2023 session on Saturday, November 18, 5:30-6:15 Central.

**Enrollments >**  
**Program Size,**  
**Teacher Isolation**

**Reduce Isolation**



Add comment

**Increase Program Vitality**



Add comment

**Linguistic Distance >**  
**Methods and**  
**Materials**

**Enhance Teacher Skills**



Add comment

**Improve Materials Design**



Add comment

**Critical Languages >**  
**Content and**  
**Opportunities**

**Address Political**  
**Dimensions**



Add comment

**Use Interdisciplinary**  
**Content and Justifications**



Add comment

**Heritage Languages >**  
**Identity and Goals**

**Incorporate Learner**  
**Identity**



Add comment

**Align Curriculum with**  
**Learner Goals**



Add comment

[padlet.com/LanierPedPad/lctl\\_pd\\_actfl23\\_next](https://padlet.com/LanierPedPad/lctl_pd_actfl23_next)

# THANK YOU FOR PARTICIPATING!



**Dr. Amanda Lanier - Michigan State University**

[LanierLingvista.org](http://LanierLingvista.org) > [amanda@lanierlingvista.org](mailto:amanda@lanierlingvista.org)

<https://maflt.cal.msu.edu/program-director>

# RESOURCES > USEFUL LINKS

**ACTFL – American Council for Foreign Language Teaching – Guidelines & Manuals**

<https://www.actfl.org/publications/guidelines-and-manuals>

**American Councils for International Education**

<https://www.americancouncils.org/language-research-fle-state-language-us>

**Language Connects Foundation**

<https://www.languageconnectsfoundation.org>

**LCTL Instructors Site and Group | Humanities Commons**

<https://lctlinstructors.commonsmsu.edu>

**Modern Language Association of America**

<https://www.mla.org/Resources>

**National LCTL Resource Center**

<https://nlrc.msu.edu/vivid-project>

**PEARLL > TELL Project (Teacher Effectiveness for Language Learning)**

<https://www.tellproject.org/>

**Global Competence – California Global Education Project**

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





# RESOURCES > BOOKS, ARTICLES, AND REPORTS

American Councils for International Education. (2017). *The national K-12 foreign language enrollment survey report*.  
<https://www.americancouncils.org/language-research-fle-state-language-us>

Brecht, R. D. (2007). National language education policy in the nation's interest: Why? How? Who is responsible for what? *Modern Language Journal*, 91(2), 264–265.

De Felice, D., Lanier, A. & Winke, P. (2019). Serving the less-commonly-trained teacher: Perspectives from Arabic instructors. *The Qualitative Report*, 24(9), 2309-2327. <https://nsuworks.nova.edu/tqr/vol24/iss9/15/>

Lanier Temples, A. (2013). *Constructing Arabic as heritage: Investment in language, literacy, and identity among young U.S. learners*. [Doctoral dissertation, Georgia State University]. <https://www.proquest.com/llba/docview/1520313933/813E9D2E4A7A4878PQ/3>

Lee, J. S. (2005). Through the learners' eyes: Reconceptualizing the heritage and non-heritage learner of the less-commonly taught languages. *Foreign Language Annals*, 38(4), 554–567.

Looney, D., & Lusin, N. (2019). *Enrollments in languages other than English in U.S. institutions of higher education, Summer 2016 and Fall 2016: Final report*. Modern Language Association of America. <https://www.mla.org/Resources>

NCSSFL-ACTFL. (2017). *The Can-Do Statements*. <https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

Ritz, C. (2021). *Leading your world language program: Strategies for design and supervision, even if you don't speak the language!* Routledge.

Rivers, W. P., & Brecht, R. D. (2018). America's languages: The future of language advocacy. *Foreign Language Annals*, 51(1), 24–34.  
<https://doi.org/10.1111/flan.12320>

Sommer-Farias, B., Poole, F., and Lanier, A. (Fall 2023). Language teacher development through virtual video-based inquiry. *The Language Educator*.  
[https://www.thelanguageeducator.org/actfl/library/item/fall\\_2023/4142590/](https://www.thelanguageeducator.org/actfl/library/item/fall_2023/4142590/)

ARABIC

YORUBA

KOREAN

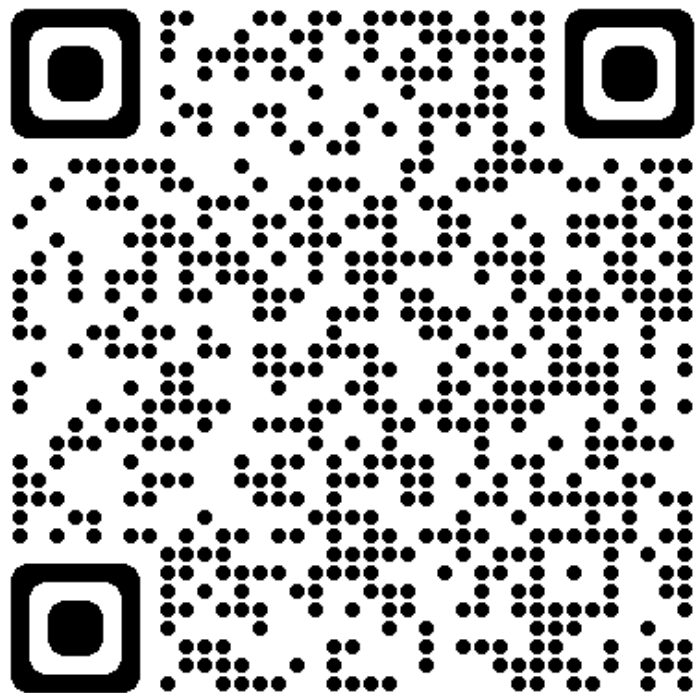
VIETNAMESE

RUSSIAN

HINDI

CHINESE

*Get Updates and  
Apply for Opportunities*



Are you a  
**LCTL**  
instructor?

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

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

POLISH

TURKISH

ROMANIAN

NORWEGIAN

MALAGASY

AND MORE!

PERSIAN

SWAHILI

HEBREW

UZBEK

PORTUGUESE

THAI

INDONESIAN

CZECH

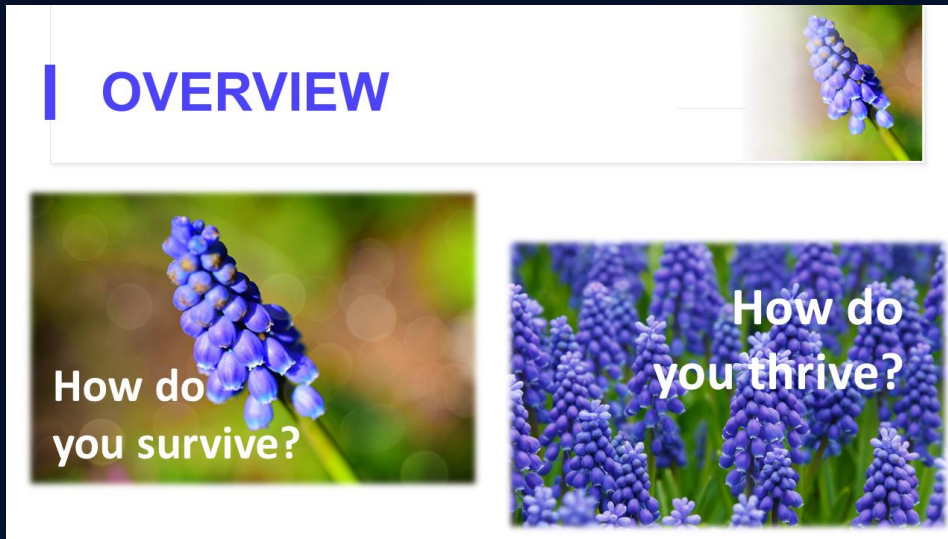


ADDITIONAL RESOURCES

## RECENT PRESENTATIONS

### DEPARTMENT OF ONE: HOW ISOLATED TEACHERS CONNECT AND COLLABORATE

- **Presentation at CSCTFL 2022**
- With Jaime Danks  
(Spanish teacher in Minnesota)



[sites.google.com/msu.edu/department-of-one-csctfl2022](https://sites.google.com/msu.edu/department-of-one-csctfl2022)

### ECOLOGY AND VITALITY OF LANGUAGE PROGRAMS: ADVOCATING FOR JAPANESE FLT



### Presentation at **ACTFL 2021**

With Betty Brown,  
Yoshiko Himata  
Paris, and Tracie  
Whiting Kipper

(Japanese  
teachers in  
Arkansas, Virginia,  
and Missouri)

## RECENT PRESENTATIONS



### OPENING THE SILOS: HOW TO COORDINATE PLANNING AND PD ACROSS LANGUAGES

Amanda Lanier and Grant Castner  
Extempore PD Extravaganza 2022

## Opening the Silos: How to Coordinate Planning and PD across Languages



- <https://maflt.cal.msu.edu/pd-posts/2022/opening-language-silos/>

# RECENT PRESENTATIONS



**nlrc** NATIONAL LESS COMMONLY TAUGHT LANGUAGES RESOURCE CENTER

# VIVID

Virtual Video-Based Inquiry for Development of Teachers of Less-Commonly-Taught Languages

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

Supported by the National LCTL Resource Center and Graduate Programs in Foreign Language Teaching at Michigan State University



MASTER OF ARTS AND CERTIFICATE MAFLT.CAL.MSU.EDU



**NCOLCTL**

Home | Conference | Publications | Grants and Awards

APRIL 20-23, 2023

## LCTLs: REACH ALL TEACH ALL

Our Session: SUNDAY

Expanding LCTL Teacher Development via Virtual Video-Based Inquiry

Presented by the VIVID Facilitators: Dr. Amanda Lanier, Dr. Bruna Sommer-Farias

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



## 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)



MICHIGAN STATE UNIVERSITY

# VIVID

Virtual Video-Based Inquiry for Development of Teachers of Less-Commonly-Taught Languages

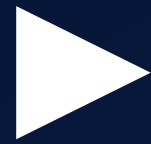
MASTER OF ARTS AND CERTIFICATE

**FLT** Innovative. International. Intentionally online.



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

Virtual



Video-Based

Inquiry

for Instructor

Development

# LCTL COMMONALITIES > DIFFICULTY?

Years of Study

## Foreign Service Institute – Intensive Study for Adults

**Expected time to ACTFL Superior**  
(about 25 hours per week)

Category 1	Category 2	Category 3	Category 4		Category 5
23-24 weeks (575-600 hours)	30 weeks (750 hours)	36 weeks (900 hours)	44 weeks (1100 hours)		88 weeks (2200 hours)
Afrikaans Danish Dutch French Italian Norwegian Portuguese Romanian Spanish Swedish	German	Indonesian Malaysian Swahili	Amharic Armenian Azerbaijani Bengali Burmese Croatian Czech *Estonian Greek Hebrew Hindi *Hungarian Icelandic Khmer	*Mongolian Nepali Pashto Persian (Dari, Farsi, Tajik) Polish Russian Sinhala Slovenian Tagalog *Thai Turkish Urdu *Vietnamese	Arabic Cantonese (Chinese) Mandarin (Chinese) *Japanese Korean

Advanced in 4-5 years?

Advanced in 12-15 years?

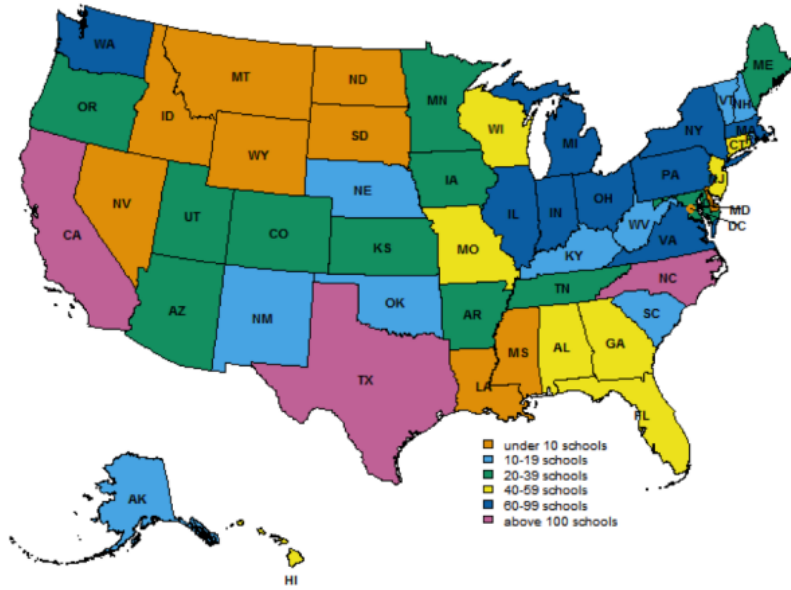
As found at <http://www.effectivelanguagelearning.com/language-guide/language-difficulty>



# LESS-COMMONLY TAUGHT LANGUAGES IN THE U.S.

## The National K-12 Foreign Language Enrollment Survey Report

Figure 1. Distribution of High School LCTL Programs by State



\*Data Reported in High School Survey

American Councils for International Education (2017)

<https://www.americancouncils.org/sites/default/files/FLE-report-June17.pdf>



Table 1  
Number of DLI Programs in US Public Schools  
by Language

Language	Number of DLI Programs	Language	Number of DLI Programs
Spanish	2936	Polish	5
Chinese	312	Haitian Creole	3
French	182	Urdu	2
Japanese	37	Yup'ik	2
German	31	Greek	
Portuguese	27	Lak'hóta	
Hawaiian	27	Lushootseed	
Korean	23	Makah	
Russian	17	Diné	
Italian	7	ASL	
Hmong	7	Bengali	
Vietnamese	6	Cherokee	
Armenian	6	Yiddish	1
Arabic	5		

### IMMERSION (DLI) PROGRAMS

Language	Number of DLI Programs
Spanish	5
Haitian Creole	3
Urdu	2

Over 3600  
Immersion Programs

Almost 500  
teach LCTLs

# LCTL COMMONALITIES > LINGUISTIC DISTANCE

## Writing Systems

Logographic

Chinese

Japanese  
*kanji*

Syllabic

Cherokee

Japanese  
*hiragana*

Alphabetic

English

Russian

Consonantal

Hebrew

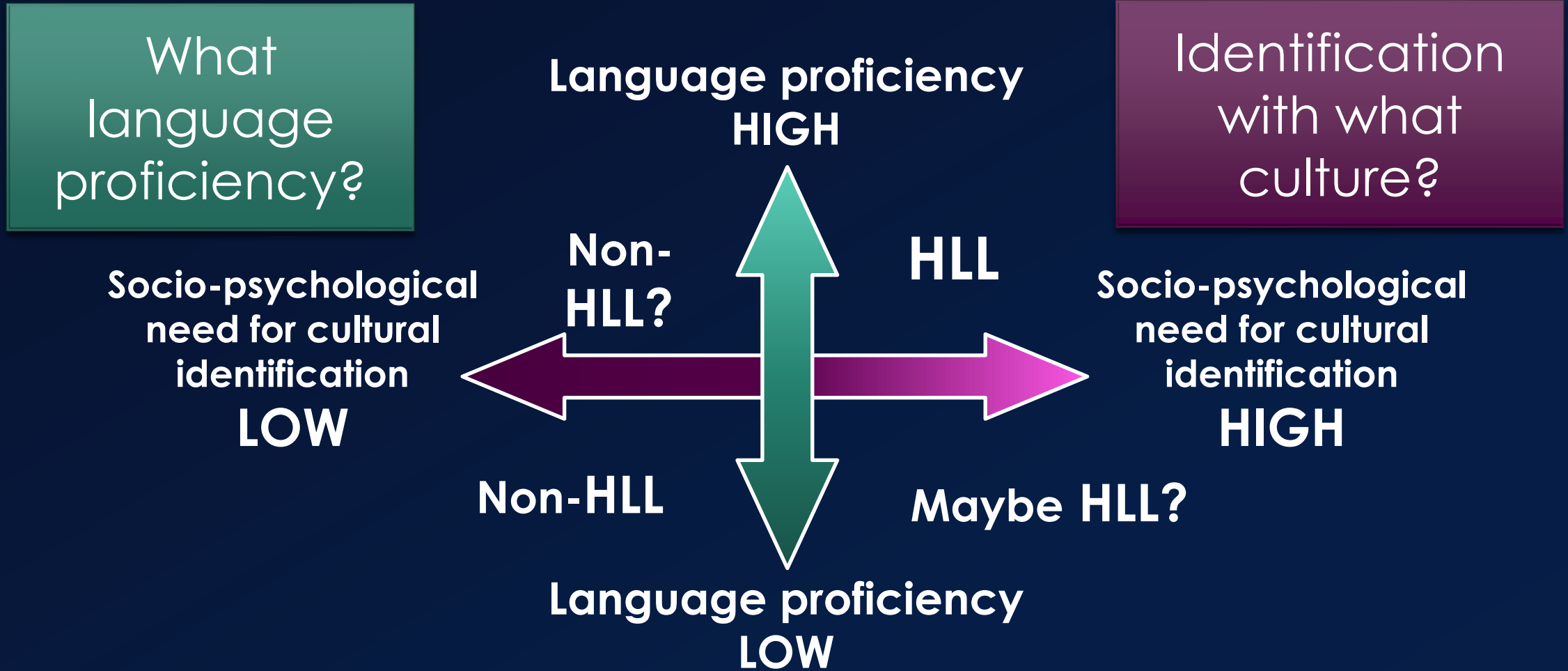
Arabic

# LCTL COMMONALITIES > CRITICAL LANGUAGES

## Department of Defense Strategic Languages List

AMHARIC	ARABIC	BURMESE	CHINESE	FRENCH	GEORGIAN	GERMAN	HAUSA	HEBREW
HINDI	INDONESIAN	ITALIAN	JAPANESE	KOREAN	KURDISH	MALAY	PERSIAN- AFGHAN (DARI)	PERSIAN- IRANIAN (FARSI)
POLISH	PORTUGUESE	PUNJABI	PUSHTU- AFGHAN	ROMANIAN	RUSSIAN	SOMALI	SPANISH	SWAHILI
	TAGALOG	THAI	TURKISH	UKRAINIAN	URDU	VIETNAMESE		

# LCTL COMMONALITIES > CRITICAL AND HERITAGE



Adapted from "Reconceptualization of heritage and non-heritage learners of LCTLs" (Lee, 2005)

# IMPLICATIONS FOR LCTL INSTRUCTOR PD

## Challenges for LCTL Teacher Development

Lack of LCTL-Oriented PD Options

Minimal Supervision and Feedback in Local Contexts

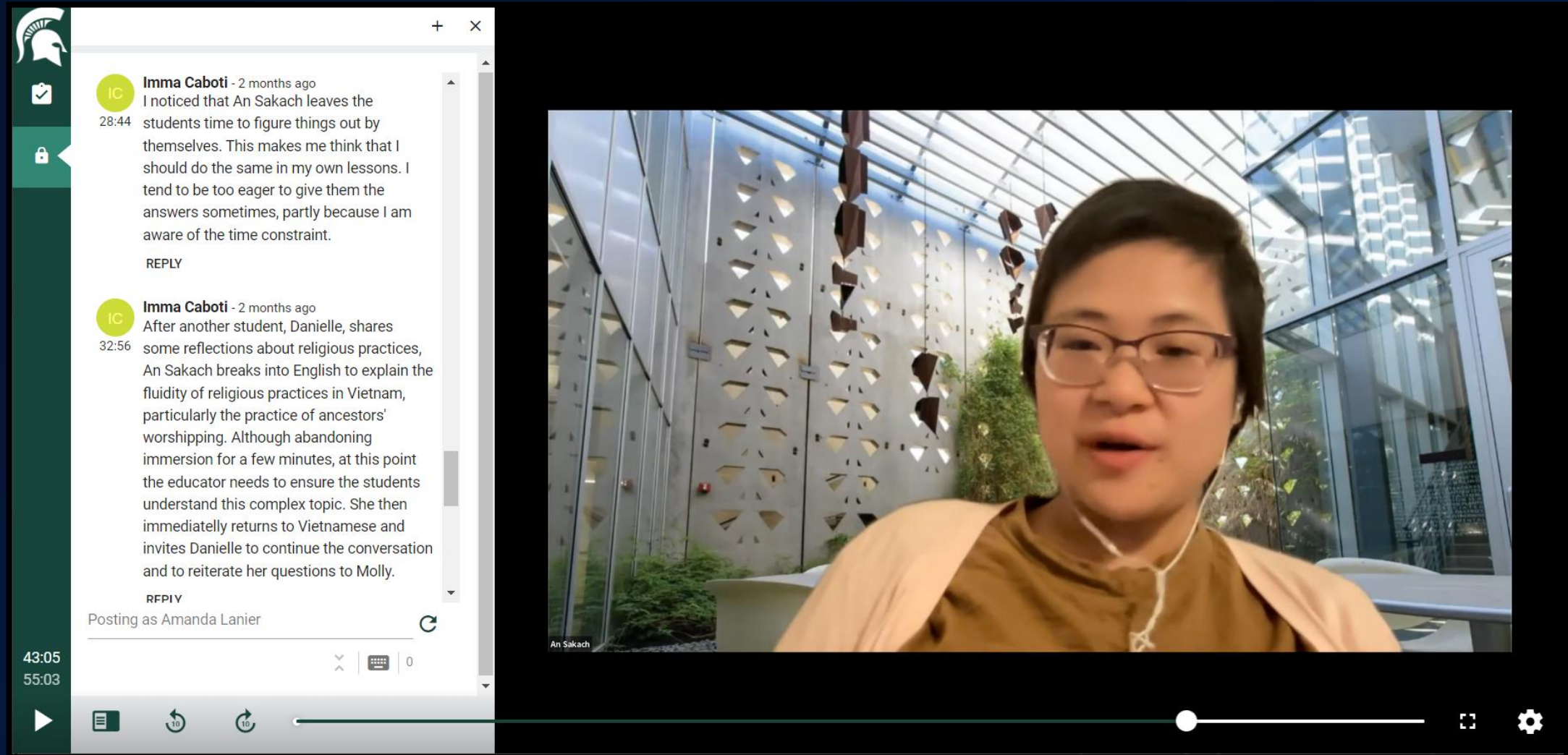
Teaching Already Demands a Lot of Time and Effort

Locations across the U.S. - Geographic Distance and Isolation

Wide Variation in Participants' Prior Training – Novice to Expert

Multilingual Participants with Varying Target Languages

# VIVID PROFESSIONAL DEVELOPMENT | NLRC



The image shows a video player interface. On the left, a social media post is displayed. The post is from Imma Caboti, dated 2 months ago, and contains two paragraphs of text. The first paragraph discusses An Sakach's teaching style, and the second paragraph describes a classroom interaction. Below the text is a 'REPLY' button. The video player shows a woman with glasses, An Sakach, speaking in a modern building with large windows and decorative wall panels. The video player includes a progress bar at the bottom, a play button, and a settings icon.

**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.  
REPLY

Posting as Amanda Lanier

43:05  
55:03

An Sakach



MICHIGAN STATE  
UNIVERSITY

COLLEGE OF ARTS & LETTERS

# Foreign Language Teaching

[tinyurl.com/connect2maflt](https://tinyurl.com/connect2maflt)

## Graduate Programs

*Intentionally online since 2012*

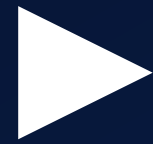


#SpartanExperience @MSU\_MAFLT



- [nlrc.msu.edu/vivid-project](https://nlrc.msu.edu/vivid-project)

Virtual



Video-Based

Inquiry

for Instructor

Development



# VIVID PROJECT FACILITATORS = MAFLT CORE FACULTY



**Dr. Amanda Lanier**



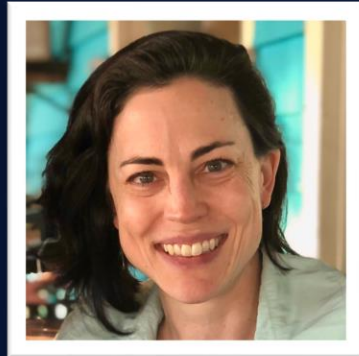
**Dr. Frederick Poole**



**Dr. Bruna Sommer-Farias**

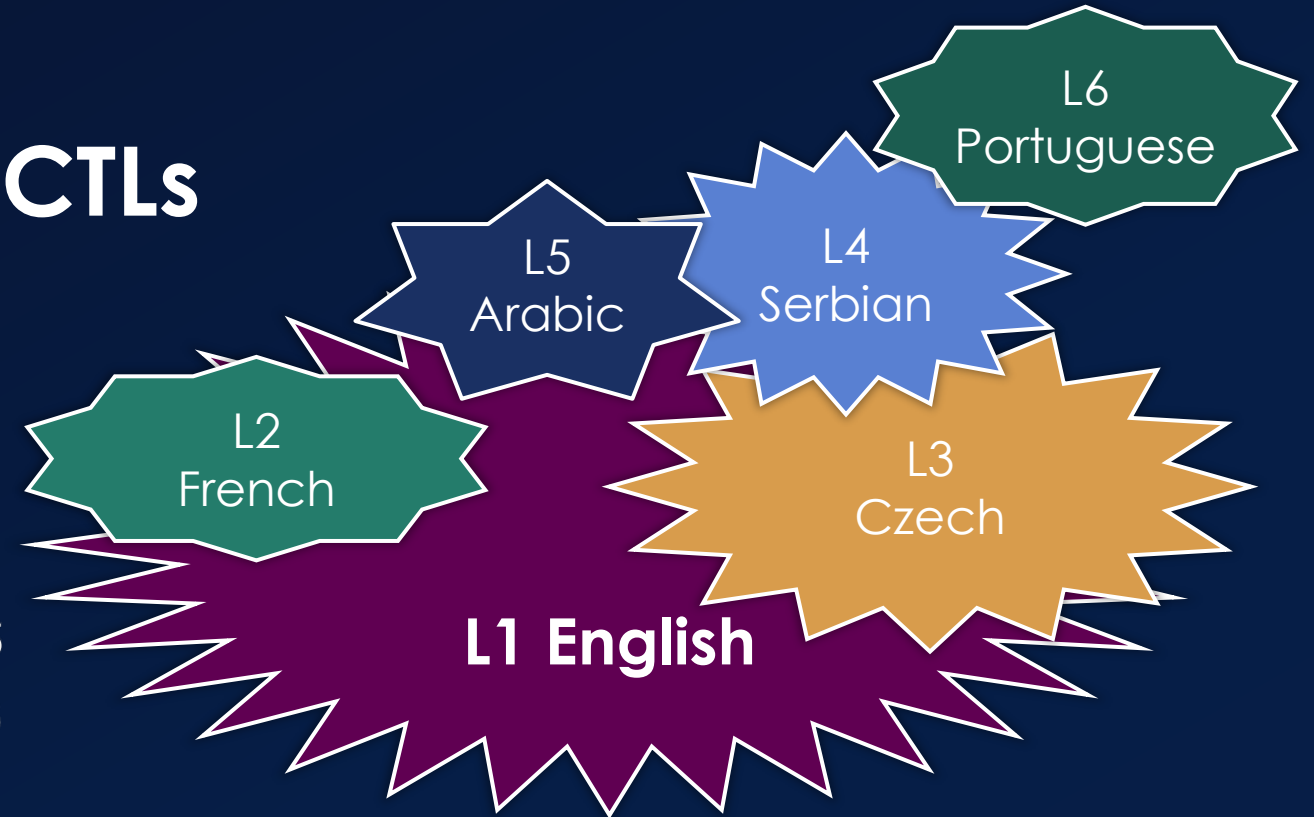
<https://maflt.cal.msu.edu/faculty>

# PROFESSIONAL DEVELOPMENT FOR LCTL INSTRUCTORS



## My LCTLs

- Language learner since 1993
- Language teacher since 2002
- Language teacher educator since 2005
- Graduate program instructor since 2013
- Program director since 2018



# PROFESSIONAL DEVELOPMENT FOR LCTL INSTRUCTORS

## Courses in the MSU MAFLT Curriculum



**Special Topics**  
Offerings vary  
by semester



<https://maflt.cal.msu.edu/courses>