

# DR. AMANDA LANIER

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## EDUCATION

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<b>Doctor of Philosophy in Applied Linguistics</b>	2013
Georgia State University, Atlanta, Georgia	
Dissertation: <i>Constructing Arabic as Heritage: Investment in Language, Literacy, and Identity among Young U.S. Learners</i> , supervised by Dr. Gayle Nelson	
<b>Master of Arts in Applied Linguistics</b>	2008
Georgia State University, Atlanta, Georgia	
<b>Certificate in Teaching English as a Foreign Language (TEFL)</b>	2002
Educational Services International	
<b>Bachelor of Arts in Theatre, 2001</b>	2001
Davidson College, Davidson, North Carolina	
Focus areas: Directing and Arts Management	

## PROFESSIONAL EXPERIENCE

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### Current Appointment at Michigan State University

<b>Program Director, Online Graduate Programs in Foreign Language Teaching</b>	Fall 2018-Present
<b>Assistant Professor, Foreign Language Teaching</b>	Fall 2013-Present

**College of Arts and Letters**  
**Center for Language Teaching Advancement**  
**Department of Linguistics, Languages, and Cultures (LiLaC) – Second Language Studies**

***Administration***

Responsible for Master of Arts and Graduate Certificate in FLT, professionally-oriented online programs for teachers of world and heritage languages, averaging 40-50 current students.

- Leadership and Strategic Planning for Master of Arts and Certificate (Online)
- Faculty Supervision – core and adjunct faculty hiring, coordination, evaluation, mentoring
- Advising – academic advisor for all current students in MA and Certificate
- Recruitment – prospective student campaigns, communication, lead management
- Marketing, Advertising, Outreach – exhibiting at conferences, designing and placing ads, strategy
- Admissions – manage procedures and chair Admissions committee (3 semesters per year)
- Curriculum Development – supervision of all 10 FLT courses
- Student Support – maintain SharePoint, Teams, OneNote, and resources
- Staff Functional Teams Coordination - Academic, Office Operations, Finance, HR
- Liaison with Unit, College, and Graduate School, including College Graduate Committee
- Comprehensive Exam/Final Portfolio – chair Evaluation Committee for graduating students
- Instructional Technology – procedures, alignment, training resources, etc.
- Budget and Financial Oversight – planning, purchases, records, projections, reporting
- Supervision and Mentoring of Graduate Assistants, Interns, and Fellowship recipients
- Evaluation and Documentation – program stability, operations, and outcomes
- University Compliance for FLT students – RCR, RVSM and other trainings, vaccination
- Research and Related Projects – research ethics training for students, coordination of projects
- Event Planning and Management – graduation, alumni reunion, virtual events
- Alumni Relations and Other Program Outreach

***Teaching and Service***

3-3 load (2013-2018), 3-2 load (2018-2020), 2-2 load (2020-present)

FLT courses are all offered in asynchronous online modality, with instructors responsible for course content and design, instructional technology design and management, and facilitation of sections.

- Instructor of record for at least 2 courses per semester
- Course designer and subject matter expert (SME)
- Instructional designer and management of technology (D2L, Teams, SharePoint, etc.)
- Evaluation and reporting of student progress and outcomes
- Mentoring and student support materials
- Committee roles (Admissions, Comprehensive Exam Evaluation) and other program support

## Professional Experience – Language Teaching and Teacher Education

**Language and Literacy Fellow, Georgia State University**

2009-2013

- Received \$25,000 stipend annually to support participation in interdisciplinary academic community and research on literacy in multilingual learners.

- Instructor, Georgia State University, Applied Linguistics & ESL Program** 2013
- Designed and taught graduate course as instructor of record, classroom modality with extensive use of learning management system as supplement.
- Instructor, Emory University Goizueta Business School Preparatory ESL Program** 2012
- Contributed to diagnostic assessment, collaborated on course planning, and taught courses in Language for Specific Purposes designed for incoming international MBA students.
- Graduate Teaching Assistant (Instructor of Record), Georgia State University** 2006-2012
- Applied Linguistics Program – instructor of record for undergraduate courses in Language Teaching Methods and Sociolinguistics.
  - English as a Second Language for Intensive English Program and matriculated undergraduate students: Instructor of record for Academic Writing for University Exams, Reading and Listening for Academic Purposes, Oral Communication for Academic Purposes, Extensive Reading
- Instructor and Teacher Trainer, Kontext Language School, Belgrade, Serbia** 2006
- Instructor of courses in General English, Business English, and test preparation; observed teachers and led teacher development workshops
- Lecturer, University of Ostrava, Czech Republic** 2004-2005
- Responsible for content and instruction for the majority of courses focusing on English language proficiency in programs for English Language Teaching, English for Business Purposes, and students fulfilling requirements for other programs as well as contributing to placement and evaluation; created and taught English Language Theatre Seminar; 10-11 courses per semester.
- Teacher, Fishnet Language School, Ostrava, Czech Republic** 2002-2006
- Taught evening courses for teens and adults and individual and group lessons in various businesses, including banking, consulting, and music production.

## Other Professional Experience – Testing, Translation, and Theater

### Educational Testing Service

Writing Section Rater, TOEFL iBT (Internet-Based Test) 2007- 2009

### Intensive English Program, Georgia State University

Written Examination Rater, GSTEP Writing Examination 2008-2013  
Oral Interview Examiner/Rater, GSTEP Oral Examination 2012

### Translator – Czech to English

Language Institute of Atlanta 2007-2008  
City of Rychvald, Czech Republic 2005

**Director, English Language Theatre of Ostrava – Ostrava, Czech Republic** 2004-2006

## COURSES DESIGNED AND TAUGHT

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*This list includes the courses taught at the institutions listed above from my own course designs, including content decisions, materials design, instructional design in D2L learning management system, facilitation, assessment, evaluation, and updates to content and procedures each semester.*

### **Graduate Courses in FLT Curriculum (Online Modality using D2L and MS Teams) – Designer and Instructor:**

Methods of Language Teaching (F13, F14, F15, Su16, F16, Su17, F17, F18, Su19, Su20, Su24)  
Program Development & Administration (S20, F20, S21, F21, S22, F22, S23, F23, S24, F24, S25)  
Foreign/Second Language Acquisition (S14, S15, S16, S17, Su17, S18, S19)  
Culture and Intercultural Competence (S14, S15, S16, S17, S18, S19, S20, S21, Su22)  
Language Concepts for Foreign Language Teachers (F18, F19)  
Sociolinguistics and Spoken Language (F16, F17, F18, F19)  
Literacy in a Foreign Language (F14, F15) and L2 Reading (S17, S19)  
Reflective Teaching and Teacher Inquiry (F13)  
Experiential Modules – course design and supervision of extensive final projects (F13-Present)  
Final Portfolios – course design, supervision of e-portfolio creation, evaluation (F13-Present)

### **Graduate and Undergraduate Courses for Other Units (Classroom Modality) – Designer and Instructor:**

Methods of Language Teaching – M.A. TESOL Program (F14)  
Methods of Second/Foreign Language Teaching – B.A. Level (F11, F16)  
Sociolinguistics – Georgia State University Applied Linguistics (Su13)  
Language in Society – B.A. level (Su13)

### **English as a Second or Foreign Language Courses (see employers above) – Designer and Instructor:**

University courses in ESL and EFL for students of language teaching and business  
University seminar in theater (acting and scene development) for bilingual actors  
General courses in English as a Foreign Language for private language schools  
Business English courses in language schools and corporate offices  
Test preparation courses for the Cambridge IELTS suite and Business English suite

## SERVICE TO UNIVERSITY AND PROFESSION

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### **University Service (beyond Program Director role)**

**Faculty Search Committee Chair** for Assistant Professor in MAFLT in 2019 and 2020 (hired 3 professors)

**CeLTA Strategic Planning** – team participant in Fall 2023 retreat and meetings throughout 2023-24

**College Graduate Committee** in College of Arts & Letters – 2018 to present

**Online Program Management Network** – member, faculty mentor, presenter – 2021 to present

**Linguistics, Languages, and Cultures (LiLaC)** Department Graduate Supervisors Committee

**Promotion and Tenure Review Committees** – 2017-18, 2018-19, 2022-23

**Graduate Assistant Supervisor and Mentor**, MAFLT-CeLTA and MAFLT-NLRC Assistants – 2020 to Present

**Internship in Language Teaching and Administration for MAFLT** – founder, hiring chair, supervisor - 2022-Present

**MSU Strategic Planning** – faculty informant – University Strategic Plan (2021) and College of Arts & Letters (2022)

**Digital Presence Fellow** – College of Arts & Letters (2019)

**Faculty Learning Community on Future of Online Graduate Programs** – Member of 2018-19, 2019-20, and 2020-21 cohorts; white paper working group coordinator and contributor, 2020-21

**Faculty Learning Community on Sustainable Second Language Writing**, Organizer and Presenter - 2019-20

**Selection Committee for Associate Director** of proposed MSU School of Languages & Literatures (2018)

**Faculty Advisor to Applied Scholarship Group**, MSU Second Language Studies Program (2019-20)

**Cooperating Teacher for EFL Practicum Course**, Intensive English Program, Georgia State University  
Four student teacher mentees in Fall 2007, Spring 2008, Fall 2008, and Spring 2009

**President of Graduate Student Association for Applied Linguistics & ESL**, Georgia State University - 2007-2008

## **Service to Professional Organizations**

**Joint National Committee for Languages (JNCL-NCLIS) – Language Advocacy Delegate, 2023, 2024, 2025** –  
Represent Michigan in meetings with U.S. legislators along with fellow language educators

**National Language Resource Center for Less-Commonly-Taught Languages - Title VI funded – 2022-2026**

**Project Lead – ViVID Professional Development** with Dr. Frederick Poole and Dr. Bruna Sommer Farias  
(see Projects section for details on selection of Fellows, content, design, presentations, etc.)

**MAFLT-NLRC Award for Innovations in Technology for LCTLs** – co-founder, selection committee

**American Council on the Teaching of Foreign Languages (ACTFL) – Special Interest Groups for Teacher Development, Heritage Languages, LCTLs, and Comprehension-Based Methods**

**Editorial Reviewer for:**

*The Routledge handbook of language program development and administration* (Brown, Crane, Dupuy, and Ene, Eds., 2025)

*Technology-mediated crisis response in language studies* (Goertler and Gleason, Eds., 2024)

**Proposal Reviewer for:**

American Council on the Teaching of Foreign Languages (ACTFL) - 2023  
American Association for Applied Linguistics (AAAL) - 2012, 2015, 2016, 2017  
Intercultural Rhetoric Conference (IRC) - 2010

**Article Reviewer for:**

*Modern Language Journal*

*CALL Journal*

*Language Teaching*

**Professional Conference Event Management – assistant to organizers for:**

American Association for Applied Linguistics (AAAL) 2013 in Dallas, Texas

American Association for Applied Linguistics (AAAL) 2010 in Atlanta, Georgia

Georgia TESOL (GATESOL) 2012 – Personal assistant to Conference Chair in Atlanta, Georgia

Intercultural Rhetoric Conference (IRC) 2010 in Atlanta, Georgia

## AWARDS AND HONORS

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**Anthony Papalia Award for Excellence in Teacher Education - Nominee**, American Council on the Teaching of Foreign Languages (ACTFL), 2024

**Henderson Plenary Session Finalist and Featured Presenter**, International Association for Language Learning and Technology (IALLT), 2023

**College of Arts & Letters - Leadership Fellow**, 2019-20

**AAAL Wilga Rivers Outstanding Dissertation Award**, American Association for Applied Linguistics, 2013

**National Heritage Language Resource Center (NHLRC) Research Institute Grant**, 2012

**Graduate Student Awards at Georgia State University:**

**Fellow in Language & Literacy Initiative** – included interdisciplinary seminars, research engagement, and stipend of \$25,000 awarded annually in 2009-10, 2010-11, 2011-12, 2012-13

**Outstanding Teaching Assistant Award**, Department of Applied Linguistics & ESL, 2013

**Academic Excellence Award**, Department of Applied Linguistics & ESL, 2008

**Professional Service Award**, Department of Applied Linguistics & ESL, 2008

**Theatre Awards during Undergraduate Studies:**

**Davidson College Departmental Award for Directing**, 2001

**Southeast Theatre Consortium** - Regional Finalist for Theatre Criticism, 2001

**Charlotte Theatre Awards**, Nominee for Best Actress in a Musical for *Cabaret*, 1999

## PUBLISHED WORKS

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### Dissertation

Lanier Temples, A. (2013). *Constructing Arabic as Heritage: Investment in Language, Literacy, and Identity among Young U.S. Learners*. Georgia State University. [https://scholarworks.gsu.edu/alesl\\_diss/25/](https://scholarworks.gsu.edu/alesl_diss/25/)

➔ Downloaded over 2000 times

### Articles, Book Chapters, and Reviews

Lanier, A. (2025, January). World-readiness as career-readiness: Attract investment through interdisciplinary approaches. *Language Magazine*, 27-32. <https://www.languagemagazine.com>

Lanier, A. (2023, November). World-readiness for a world in conflict: Prepare language learners for global challenges. *Language Magazine*, 43-48. <https://www.languagemagazine.com>

Sommer-Farias, B., Poole, F., & Lanier, A. (2023, Fall). Language teacher development via video-based inquiry. *The Language Educator*, 18(4), 34-38. <https://www.thelanguageeducator.org/actfl/library/>

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. (2015) Language and identity. In Bennett, J. (Ed.), *Sage Encyclopedia of Intercultural Competence* (p. 574-578). Sage.

Lanier Temples, A. (2015). Book review of Ortega, L. & Gonzalez-Lloret, M. (2014). *Technology-mediated task-based language teaching in Modern Language Journal*, 99(3), 629-631.

Lanier Temples, A. (2013). Book review of Macqueen, S. (2012). *The emergence of patterns in second language writing: A sociocognitive exploration of lexical trails in Modern Language Journal*, 97(4), 1010-1011.

Lanier Temples, A. (2013). Book review of Fogle, L. (2012). *Second language socialization and learner agency: Talk in three adoptive families in LinguistList* (24)963, n.p. <http://linguistlist.org/issues/24/24-963.html>

Lanier Temples, A. & Nelson, G.L. (2013). Engagement at a distance: Investigating interaction in online intercultural communication using corpus-based tools (Chapter 10). In D. D. Belcher & G. L. Nelson (Eds.), *Critical and corpus-based approaches to intercultural rhetoric* (p. 154-179). University of Michigan Press.

Nelson, G.L. & Lanier Temples, A. (2011). Identity construction as nexus of multimembership: Attempts at reconciliation through an online intercultural course. *Journal of Language, Identity, and Education*, 10(2), 63-82.

Lanier Temples, A. (2010). Heritage motivation, identity, and the desire to learn Arabic in U.S. early adolescents. *Journal of the National Council of Less Commonly Taught Languages*, 9, 103-123.

Lanier Temples, A. (2010). Book review of Han, Z. & Anderson, N.J. (Eds). (2009). *Second language reading research and instruction: Crossing the boundaries in Reading in a Foreign Language*, 22(2), 343-347.

## Digital Media | Websites Designed and Maintained

Professional Portfolio and Digital CV - <https://lanierlingvista.org>

Presentations, workshops, and publications; resources on language teaching, online learning, and program administration; reflective writing; etc.

MAFLT Program Site - [maflt.cal.msu.edu](http://maflt.cal.msu.edu)

Led design of current site and manage all content and design for continuous revisions – program descriptions, admissions guide, lead capture, resource sharing, and Program News

Experiential Module Showcase for MAFLT - [maflts Showcase.commons.msu.edu](http://maflts Showcase.commons.msu.edu)

Designer and site manager of repository for over 100 extensive projects created by MAFLT alumni

Instructor Resources for Less-Commonly-Taught Languages (LCTLs) - [lctlinstructors.commons.msu.edu](http://lctlinstructors.commons.msu.edu)

Designer and site manager of site providing resources for LCTLs in general and specifically Arabic, Chinese, Czech, Japanese, Hindi and Urdu, Polish, Russian, indigenous languages, and more

Distance Learning Up Close Site - [distancelearninglanguage.wordpress.com](http://distancelearninglanguage.wordpress.com)

Designer and site manager – resources for applying sociocultural learning theories in online courses

Model MAFLT Portfolio Site - [sites.google.com/msu.edu/maflt-model-portfolio](http://sites.google.com/msu.edu/maflt-model-portfolio)

Designer of template site and all training materials for creating MAFLT final portfolios

➔ Also supervisor and evaluator of more than 100 Final Portfolio websites for MAFLT graduate students – details and gallery on MAFLT website: [maflt.cal.msu.edu/portfolios](http://maflt.cal.msu.edu/portfolios)

Websites created for presentations and workshops – links provided with event info and titles below and shared on portfolio/CV website ([lanierlingvista.org](http://lanierlingvista.org))

## PRESENTATIONS AND WORKSHOPS

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### Conference Presentations

Lanier, A. (March 2025, forthcoming). Say you won't go: Rehearsing strategies to retain language teachers. Southeastern Conference on Language Teaching (SCOLT) in Nashville, Tennessee.

Lanier, A. (March 2025, forthcoming). Proficiency, prosperity, and peace: Interdisciplinary strategies for promoting biliteracy in critical and heritage languages. Alia Foundation Biliteracy Conference in Dearborn, Michigan.

Sommer Farias, B., Poole, F., & Lanier, A. (November 2024). Peer mentoring through video-based observations: Frameworks and strategies. American Council on the Teaching of Foreign Languages in Philadelphia, Pennsylvania. <https://maflt.cal.msu.edu/pd-posts/2024/maflt-faculty-at-actfl-2024>

Lanier, A. (October 2024). Smart Programs Plan Together: Your Take-Home Guide to Teacher-Led Strategic Planning. Michigan World Language Association (MIWLA) in Lansing, Michigan. <https://maflt.cal.msu.edu/pd-posts/2024/miwla-fill-your-plate>

Rooney, H. & Lanier, A. (October 2024). Unlocking Lesson Planning: How to Use Interchangeable Blocks and Routines to Plan for Proficiency. Michigan World Language Association (MIWLA) in Lansing, Michigan. <https://maflt.cal.msu.edu/pd-posts/2024/miwla-fill-your-plate>



- Lanier, A., & Nunley, M. (March 2024). Investigate, interact, engage: Assessing intercultural competence in practice. Southeastern Conference on Language Teaching (SCOLT) in Atlanta, Georgia.  
[lanierlingvista.org/language-teaching/icc-in-flt](https://lanierlingvista.org/language-teaching/icc-in-flt)
- Lanier, A. (November 2023). Less common, not inconsequential: Building on what less-commonly-taught languages (LCTLs) really share. American Council on the Teaching of Foreign Languages (ACTFL).  
[lanierlingvista.org/workshops-webinars/less-common-not-inconsequential-actfl-2023](https://lanierlingvista.org/workshops-webinars/less-common-not-inconsequential-actfl-2023)
- Lanier, A. (October 2023). Visible, vital, virtual, real: Envision interdisciplinary projects that promote your program. Michigan World Language Association (MIWLA).  
[lanierlingvista.org/workshops-webinars/visible-vital-virtual-real](https://lanierlingvista.org/workshops-webinars/visible-vital-virtual-real)
- Rutemeyer, M.E., & Lanier, A. (October 2023). No one else understands what we're talking about: Autonomy and collaboration for teacher development. Michigan World Language Association (MIWLA).  
[lanierlingvista.org/research-projects/autonomy-and-collaboration-in-language-programs](https://lanierlingvista.org/research-projects/autonomy-and-collaboration-in-language-programs)
- Lanier, A. (June 2023). Teacher isolation is real, but are virtual networks the answer? International Association for Language Learning and Technology (IALLT). Finalist for Henderson Plenary Session.  
[maflt.cal.msu.edu/pd-posts/2023/iallt-2023-teacher-isolation-virtual-networks](https://maflt.cal.msu.edu/pd-posts/2023/iallt-2023-teacher-isolation-virtual-networks)
- Lanier, A., Sommer Farias, B., & Poole, F. (April 2023). Expanding LCTL teachers' development via virtual video-based inquiry. National Council of Less-Commonly Taught Languages (NCOLCTL). Materials here:  
[maflt.cal.msu.edu/pd-posts/2023/ncolctl-2023-expanding-lctl-teacher-development-via-vivid/](https://maflt.cal.msu.edu/pd-posts/2023/ncolctl-2023-expanding-lctl-teacher-development-via-vivid/)
- Lanier, A., Brown, B., Henderson, T., & Schmidt, T. (October, 2022). Make virtual community a reality: Strategies for teacher networking. Michigan World Language Association (MIWLA). Materials here:  
[maflt.cal.msu.edu/pd-posts/2022/miwa2022-make-virtual-community-reality/](https://maflt.cal.msu.edu/pd-posts/2022/miwa2022-make-virtual-community-reality/)
- Danks, J. & Lanier, A. (March, 2022). Department of one: How isolated language teachers cope and collaborate. Central States Conference on Teaching Foreign Languages (CSCTFL). Materials here:  
[sites.google.com/msu.edu/department-of-one-csctfl2022](https://sites.google.com/msu.edu/department-of-one-csctfl2022)
- Lanier, A. (March, 2022). Advocacy Meetup: Maximizing the power of language programs. Central States Conference on Teaching Foreign Languages (CSCTFL). Materials here:  
[maflt.cal.msu.edu/pd-posts/2022/advocacy-for-flt/](https://maflt.cal.msu.edu/pd-posts/2022/advocacy-for-flt/)
- Poole, F., Sommer Farias, B., & Lanier, A. (February, 2022). Using GatherTown to re-imagine interaction in virtual and hybrid language learning. Paper at Midwest Association for Language Learning and Technology (MWALLT). Virtual event. [maflt.cal.msu.edu/pd-posts/2022/gathertown-interaction-mwallt2022](https://maflt.cal.msu.edu/pd-posts/2022/gathertown-interaction-mwallt2022)
- Brown, B., Himata Paris, Y., Whiting-Kipper, T., and Lanier, A. (November, 2021). Ecology and vitality of language programs: Advocating for Japanese language teaching. Paper at American Council for the Teaching of Foreign Languages (ACTFL) Virtual Convention & Expo.  
Slides and resources: [sites.google.com/msu.edu/ecology-vitality-actfl2021](https://sites.google.com/msu.edu/ecology-vitality-actfl2021)
- Lanier, A., Makles, A., Mayes, C., & Rutkowski, M. (November, 2019). Learner autonomy and authentic texts. Paper at American Council for the Teaching of Foreign Languages (ACTFL) in Washington, D.C.  
Slides and resources: [sites.google.com/msu.edu/comprehensible-authentic-flt](https://sites.google.com/msu.edu/comprehensible-authentic-flt)
- Emery, R., Langley, B., & Lanier, A. (November, 2019). Reaching intercultural competence with story-based methods. Paper at American Council for the Teaching of Foreign Languages (ACTFL) in Washington, D.C.  
Slides and resources: [sites.google.com/msu.edu/comprehensible-icc-actfl-2019](https://sites.google.com/msu.edu/comprehensible-icc-actfl-2019)

- Lanier, A. (March, 2019). Examining the case for comprehensible input as an approach: Evidence from reflexive teachers. Paper at the American Association for Applied Linguistics (AAAL) in Atlanta, GA.  
Relevant materials: [lanierlingvista.org/current-projects/examining-ci-and-its-impact/](http://lanierlingvista.org/current-projects/examining-ci-and-its-impact/)
- Lanier, A. & Andrews, A. (March, 2019). Comprehensible input vs standardized testing: what can learners achieve? Paper at the Southeast Conference on Language Teaching (SCOLT) in Myrtle Beach, SC.
- Morgan, Y., & Lanier, A. (April, 2018). Promoting intercultural competence before, during, and after language immersion. Paper accepted for presentation at the National Council for Less-Commonly-Taught Languages in Herndon, VA.
- Lanier, A. (March, 2017). Deceptively familiar and unexpectedly complex: Exploring culture as a conceptual tool in online teacher development. Paper presented at American Association of Applied Linguistics Conference 2017 in Portland, OR.
- Lanier Temples, A. (November, 2016). Developing a novice speaking assessment for an intensive language program: A can-do case study. Paper presented at American Council on the Teaching of Foreign Languages 2016 in Boston, MA.
- Spasova, S., & Lanier Temples, A. (May, 2016). Surfing the RuNet: Promoting digital literacy in learners of Russian as a foreign language. Paper presented at Computer-Assisted Language Instruction Consortium (CALICO) 2016 in East Lansing, MI.
- De Felice, D., & Lanier Temples, A. (October, 2014). Developing 21st century skills in foreign language teachers. Session presented at Michigan World Language Association Conference 2014 in Lansing, MI.
- De Felice, D., Lanier Temples, A., & Winke, P. (April, 2014). What about me? In-service professional development and the LCTL teacher. Poster presented at National Council of Less-Commonly-Taught Languages Conference 2014 in Chicago, IL.
- Lanier Temples, A. (April, 2014). Negotiating investment in a critical and heritage language: Between national and family language policy. Paper presented at National Council of Less-Commonly-Taught Languages Conference 2014 in Chicago, IL.
- Lanier Temples, A. (March, 2014). To Read, to Recite, to Really Know: Religious Identity and Biliteracy in Arabic as a Heritage Language. Paper presented at American Association of Applied Linguistics Conference 2014 in Portland, OR.
- Lanier Temples, A. (November, 2013). Motivation and Investment in Learners of Arabic: Across Contexts, Over Time. Paper presented at American Council for the Teaching of Foreign Languages Conference 2013 in Orlando, FL.
- Lanier Temples, A. (May, 2013). Meeting the Needs of U.S. Heritage Learners of Less Commonly-Taught Languages. Discussion session at Language Teacher Education Conference in Washington, DC.
- Lanier Temples, A. (April, 2013). Crossing Orthographies in a Less-Commonly-Taught Language: Seeking Sociocognitive Approaches to Emergent Biliteracy. Language and Literacy Day at Georgia State University, Atlanta, GA.
- Lanier Temples, A. (March, 2013). Constructing Arabic as Heritage: Investment in Language, Literacy, and Identity among Young U.S. Learners. Paper presented at American Association for Applied Linguistics Conference in Dallas, TX.

- Lanier Temples, A. (November, 2012). Critical, Heritage, World Language: Investment in Young Learners of Arabic. Research roundtable presented at American Council on the Teaching of Foreign Languages 2012 Convention in Philadelphia, PA.
- Lanier Temples, A. (October, 2012). Leveling Out, Leveling Up: Teaching and Analyzing Intercultural Competence in ELT Classrooms. Workshop presented at Georgia TESOL Conference in Atlanta, GA.
- Lanier Temples, A. (August, 2012). I Can Read but I Don't Understand: Examining the Oral-Literate Divide in Young Learners of Arabic. Paper presented at Intercultural Rhetoric Conference in Indianapolis, IN.
- Lanier Temples, A. (June, 2012). Investigating Emergent Biliteracy in Young Learners of Arabic: At the Intersection of Cognitive and Social Worlds. Electronic poster to be presented at the National Heritage Language Resource Center Institute 2012 in Los Angeles, CA.
- Lanier Temples, A. (April, 2012). "I can read but I don't understand: Identity, investment, and literacy in young learners of Arabic as a foreign language. Poster presented at Language & Literacy Day 2012, GSU, Atlanta, GA.
- Lanier Temples, A. (February, 2012). Investment in Arabic Language Learners at a U.S. Middle School: Where National and Family Language Policy Intersect. Paper presented at TESOL/Applied Linguistics Graduate Students Conference in Asheville, NC.
- Lanier Temples, A. (April, 2011). Literacy, motivation, and identity in heritage and non-heritage learners of Arabic in a U.S. public school. Poster presented at Language & Literacy Day 2011, GSU, Atlanta, GA.
- Lanier Temples, A. & Nelson, G.L. (March, 2011). Engagement at a distance: A corpus-based investigation of stance in online intercultural communication. Paper presented at American Association for Applied Linguistics in Chicago, IL.
- Lanier Temples, A. & Yigitoglu, N. (October, 2010). Language learners as intercultural explorers: Introducing ethnographic methods in language courses. Paper presented at Georgia TESOL Conference in Atlanta, GA.
- Lanier Temples, A. (June, 2010). Engagement at a distance: Investigating cross-cultural differences in interactive online discourse. Paper presented at Intercultural Rhetoric Conference in Atlanta, GA.
- Lanier Temples, A. (April, 2010). Not just heritage learners: Transnational identity in adolescent Arabic students. Paper presented at National Council of Less Commonly Taught Languages Conference in Madison, WI.
- Lanier Temples, A. (April, 2010). Local investment in a global language: Learning Arabic in a U.S. middle school. Paper presented at Second Language Acquisition Graduate Student Symposium in Madison, WI.
- Yigitoglu, N. & Lanier Temples, A. (April, 2010). Approaches to intercultural exploration in GTA courses: Two cases of developing student ethnographers. Paper presented at GTA Conference sponsored by GSU Center for Teaching and Learning in Atlanta, GA.
- Lanier Temples, A. (March, 2010). "I really want to learn my language": Arabic for heritage and non-heritage learners in a Georgia public school. Paper presented at Conference on Literacy, Urban Education and Social Studies in Atlanta, GA.
- Nelson, G.L. & Lanier Temples, A. (April, 2010). Identity Construction as Multimembership: Attempts at Reconciliation. Paper presented at American Association for Applied Linguistics in Atlanta, GA.
- Lanier Temples, A. (September, 2009). IEP students as ethnographers: An exploratory approach to critical pedagogy. Paper presented at Southeast Regional TESOL Conference in Atlanta, GA.

Lanier, A. and King, A. (April, 2008). How can international graduate students negotiate legitimacy? Paper presented at the Graduate Forum of the International TESOL Conference in New York, NY.

Lindemann, S., Andrews, G., Hirano, E., Irani, S., Lanier, A., Lukyanchenko, A. (March, 2008). How particular segmental phonetic features (don't) affect attitudes towards nonnative speech. Poster presented at the American Association for Applied Linguistics Conference, Washington, DC.

## Invited Talks and Workshops for Professional Organizations

**Assessment and Evaluation Language Resource Center at Georgetown University**, December 2024 – STARTALK Technology Professional Development Series Webinar: “Teaching Intercultural Competence with Technology-Infused Tasks”

[lanierlingvista.org/principles-practices/tech-infused-culture-tasks-georgetown-startalk-2024](https://lanierlingvista.org/principles-practices/tech-infused-culture-tasks-georgetown-startalk-2024)

**ACTFL Teacher Recruitment and Retention Task Force**, June 2024 – Virtual Session: “FLOW and FLOAT: Recruitment and Retention Strategies for World Language Educators” (request slides)

**Extempore Extravaganza Virtual Conference**, July 2023 – Virtual Webinar: “Assessing Intercultural Competence with Group Reflections”

[maflt.cal.msu.edu/pd-posts/2023/extempore-extravaganza-lanier-assessing-icc](https://maflt.cal.msu.edu/pd-posts/2023/extempore-extravaganza-lanier-assessing-icc)

**ACTFL Special Interest Group for Less-Commonly-Taught Languages**, June 2023 – Virtual Webinar: “Professional Development for LCTL Instructors” with Dr. Bruna Sommer-Farias

[maflt.cal.msu.edu/vivid-pd-presentations](https://maflt.cal.msu.edu/vivid-pd-presentations)

**Davidson College**, March 2023 – Davidson, North Carolina

Invited talk: “Bringing Down the Walls: Why Multilingualism is Essential to a World-Ready Liberal Arts Education” (request slides)

**Davidson College**, March 2023 – Davidson, North Carolina

Half-day Workshop: “Intercultural, Interconnected, and Inclusive: Strategies for Integrating Language and Culture to Promote Global Competence”

Resources on **Integrating Language and Culture**: [wakelet.com/wake/qHvc8WwiO7fpLYIzmp\\_F](https://wakelet.com/wake/qHvc8WwiO7fpLYIzmp_F)

**Voces Digital Professional Development Series**, January 2023 – Virtual

Webinar: “Comprehensible Grammar and Other Oxymorons Language Teachers Can Embrace”

[maflt.cal.msu.edu/pd-posts/2023/comprehensible-grammar-webinar](https://maflt.cal.msu.edu/pd-posts/2023/comprehensible-grammar-webinar)

**Extempore Extravaganza Virtual Conference**, July 2022

Webinar: “Opening the Silos: How to Coordinate Planning and PD across Languages” (webinar)

[maflt.cal.msu.edu/pd-posts/2022/opening-language-silos](https://maflt.cal.msu.edu/pd-posts/2022/opening-language-silos)

**Panhandle Language Teacher Association Conference**, February 2022 – Virtual

Plenary session: “Managing Change in World Language Programs” (request slides)

**Appleby International School**, Toronto, Canada, September 2021 – Virtual

Workshop: “Intercultural Lessons for Inclusive Language Teaching”

**ACTFL SIG (Special Interest Group) for Comprehension-Based Communicative Language Teaching**, July 2021

Webinar: “Comprehensible Input and Intercultural Competence” with MAFLT alumnus Bill Langley

**CALICO (Computer-Assisted Language Instruction Consortium) Conference**, May 2019 - Montreal, Canada  
Pre-conference workshop: “Discovering Grammar: Language Awareness and Analysis”  
Website: <http://bit.ly/discovergrammar-calico19>

**CULTR Language Resource Center**, June 2016 - Atlanta, Georgia  
“Teaching Heritage Language Learners: Needs and Networks” (6 modules over 3 days, my design)  
Website: <https://sites.google.com/view/lanier-teachinghills/home>

**Federal Service Language Academy**, University of North Georgia, June 2013 and June 2014 – Dahlonega, GA  
Foreign Language Intensive Teacher Education (FLITE) - Hybrid workshop for instructor onboarding

**American Association for Applied Linguistics (AAAL)**, Graduate Student Forum Invited Panelist at annual conference, March 2013 – Dallas, Texas

## Invited Talks and Workshops for Campus Units

### As Organizer and Presenter:

MAFLT Meetup Virtual Event Series – monthly sessions in 2021-22, bimonthly in 2022-23  
<https://maflt.cal.msu.edu/pd-posts/2023/virtual-meetups-spring2023/>  
<https://maflt.cal.msu.edu/events/2022/meetups-fall2022/>

### As Workshop Presenter:

Lanier, A. (January, 2025). Webinar: “Planning for Sustainable Growth in Spartan Online Programs – Part 2.” MSU Center for Teaching and Learning Innovation.

Lanier, A. (November, 2024). Webinar: “Planning for Sustainable Growth in Spartan Online Programs – Part 1.” MSU Center for Teaching and Learning Innovation.

Lanier, A. (September, 2022). Teaching across modalities in a digital world: Connecting effectively in face-to-face, hybrid, blended, or online learning. MSU Graduate School TA Learning Community.

Lanier, A. (November, 2021). Apprenticing into the academy: How TAs actually learn to teach in university communities of practice. MSU Graduate School TA Learning Community.

Lanier, A. (February, 2021). Creating community in online learning contexts. MSU College of Arts and Letters.

Lanier, A. (October, 2019). Interaction in Online Communities of Practice. Presented to the Future of Online Graduate Programs Faculty Learning Community. Materials available at:  
<https://distancelearninglanguage.wordpress.com/distance-learning/>.

Lanier, A. with MAFLT Student Panel. (February, 2019). Tales from the Language Teaching “Trenches”: Conversations with Educators around the U.S. MSU CeLTA Professional Development series. Video available on MAFLT Showcase page: <http://maflt.cal.msu.edu/showcase/>

Uştuk, Ö. & Lanier, A. (February, 2019). Beyond Plays and Role Plays: Drama Techniques for Enhancing Interpersonal and Intercultural Communication. MSU CeLTA Professional Development Series.

Kronenberg, F. & Lanier, A. (February, 2019). Language Shock and Language Socialization: Developing Skills Here that Support Learning There. MSU Education Abroad Workshop Series.

Lanier, A. (November, 2015). Reflective teaching for language instructors. MSU CeLTA Professional Development series.

- Lanier, A. (November, 2014). From culture to intercultural competence in foreign language teaching. MSU CeLTA Professional Development series.
- Lanier, A. (September, 2014). Teacher feedback hacks: Responding to student work with personalized text, audio, and video feedback. CeLTA Teaching with Technology Lunch & Learn series.
- Lanier, A. & Baker, A. (March, 2014). CeLTA Professional Development series Michigan State University. Desire2Learn (LMS) for language practice and assessment and Desire2Learn (LMS) for groupwork and collaboration.
- Lanier, A. (September, 2010; November, 2010; November, 2012). Qualitative Data Analysis in Atlas.ti: Why and How? PhD student version and M.A. student version. Department of Applied Linguistics & ESL, Georgia State University.
- Lanier, A. (March, 2009). Navigating seas of data with Atlas.ti. AL 8972 Identity Seminar, PhD level. Department of Applied Linguistics & ESL, Georgia State University.

**As Guest Speaker or Panelist:**

- Guest speaker in LLT 861 Advanced Topics in Second Language Acquisition. (October, 2013; October, 2014; November, 2015; November, 2017; November, 2018; October, 2020).
- Guest speaker for GSU Linguistics Society. (March, 2012). Qualitative analysis and the qualitative dissertation in applied linguistics: Investment in young learners of Arabic as a case in point. Department of Applied Linguistics & ESL, Georgia State University.
- Guest speaker in AL 8955 Academic Socialization. (September, 2011). PhD Milestones: QP, Comp Exams, and Beyond. Department of Applied Linguistics & ESL, Georgia State University.
- Guest speaker, panel on TEFL Experience, in AL 3051 Methods of Teaching English as a Foreign Language. (Spring 2007, Fall 2009, Summer 2010). Department of Applied Linguistics & ESL, Georgia State University.
- Guest speaker for GSU Linguistics Society (undergraduate association). (March, 2010). The language teacher as language learner: Immersing yourself in the local language while teaching abroad. Department of Applied Linguistics & ESL, Georgia State University.
- Guest presenter in AL 8330 Intercultural Communication with Nur Yigitoglu. (March, 2010). Approaches to intercultural exploration in GTA courses: Two cases of developing student ethnographers. Department of Applied Linguistics & ESL, Georgia State University.
- Guest lecturer in AL 4151 Culture and Language Learning. (February 2010 and May 2010). How I survived four years in the Czech Republic and even laughed (title references Slavenka Drakulic's 1993 memoir). Department of Applied Linguistics & ESL, Georgia State University.
- Guest lecturer in AL 2102 Languages of the World. (January 2010 and June 2010). *Chcete mluvit česky*: So you want to speak Czech (or at least understand how it works). Department of Applied Linguistics & ESL, Georgia State University.

## RESEARCH AND PROFESSIONAL DEVELOPMENT

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### Recent Research Projects - Primary Investigator

***The Program Diaries: Exploring Foreign Language Teacher Collaboration in Context*** 2020-Present

Primary Investigator – Multi-year project in collaboration with students in FLT 817 Program Development and Administration. Various sub-themes and outcomes. See presentations on *Managing Change in Language Programs*, *Departments of One: How Isolated Language Teachers Connect and Collaborate*, *Ecology and Vitality of Japanese Foreign Language Programs*, and *Opening the Silos: Coordinating Planning and PD across Languages*. Current focus is on the autonomy-community dialectic in language programs, particularly in times of major change.

***Video Annotation, Virtual Community, and Peer Mentoring in the ViVID Project*** 2022-Present

Co-Primary Investigator with Dr. Bruna Sommer Farias and Dr. Frederick Poole – Needs analysis and analysis of the impact of professional development experiences among instructors of less-commonly-taught languages (LCTLs) who are Fellows in the ViVID Project (see next section), involving interviews, video annotation data, etc.

***World Language Teacher Retention Survey*** 2022-Present

Primary Investigator in collaboration with two Student Investigators, Teryn Henderson and Megan Hinesley, to examine the problem of increasing teacher attrition through a survey of world language teachers who have left the field. Survey to be distributed in 2023.

***Virtual Community and Student Support in an Online Graduate Program*** 2022-2023

Supervising students Betty Brown, Tammy Schmidt, Teryn Henderson, and others and collaborating with Luca Giupponi on program evaluation and autoethnographic reflections. Examining student experience, perceived needs, and goals in relation to MAFLT onboarding, advising, mentoring, course participation, and opportunities for synchronous and asynchronous interaction.

### Professional Development Projects (beyond MAFLT courses)

***The ViVID Project: Video-Based Virtual Interaction for Instructors of Less-Commonly-Taught Languages*** 2022-Present  
National LCTL Resource Center

Project Lead and contributor to instructional design, materials design, community management, recruitment, reporting, and dissemination of results. Federally funded under Title VI grant.

***Foreign Language Excellence Exchange (FLEX) Virtual Conference*** Semiannually, 2020 to Present

Organizer and Chair of virtual conference for language teachers, organized in conjunction with graduate students in FLT 817 Program Development and Administration. Twice annually.

***Academic Writing Meta Course for FLT Students*** 2021-23

Designer and Project Manager - Collaborative project with PhD and MA students to develop subject-specific training for participants in FLT courses.

***Qualitative Data Analysis for Language Teachers*** 2014-Present

Designed and continue to maintain training materials in computer-assisted qualitative data analysis for world language teachers, for use in multiple MAFLT courses.

*Critical Language Teacher Development*, University of North Georgia 2013

Research project on teaching and learning of critical languages and teacher onboarding for instructors in Summer Intensive Language Program at UNG in Dahlonega, Georgia

*University of Baghdad-Georgia State University Linkages Project* 2013

Teacher trainer and materials designer for international collaborative project connecting educators in Iraq and the U.S., led by Dr. Gayle Nelson.

## SKILLS

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### Languages Studied

- English (native speaker)
- Various histories of learning and proficiency in:
  - French (Intermediate range) – formal instruction in high school and college
  - Czech (Intermediate range) – instruction and self-directed learning in Czechia
  - Serbian (BCS) (Intermediate range) – instruction and self-directed learning in Serbia
  - Arabic (Novice range) – instruction, tutoring, and study of sociolinguistics and pedagogy of Arabic
  - Portuguese, Russian, Spanish (Novice range) – self-directed learning and receptive skills

### Technology

- Microsoft Office: Word, Excel, PowerPoint, OneNote, Forms – designated a Spartan365 Champion
- Microsoft Communication and Sharing Tools: Outlook, Teams, SharePoint
- Learning Management Systems (LMS) – primarily D2L – instructor, course designer, trainer
- MSU database systems for admissions and advising
- Qualitative data analysis software (CAQDAS) – primarily Atlas.ti
- Corpus analysis software and methods
- Video production and editing – primarily TechSmith Camtasia, Kaltura MediaSpace
- Web design – primarily WordPress and Google Sites; can use HTML and CSS
- Graphic design – various apps
- Virtual meeting software and facilitation of meetings – primarily Zoom, Teams, GatherTown
- Project management software – Asana, Trello, Microsoft Power Automate
- Google Suite – Drive, Docs, Sheets, Slides, Sites, Forms, etc.
- Survey design and analysis – Qualtrics, Microsoft Forms
- Email marketing design and campaigns (Campaign Monitor)
- Social Media platforms and management (Facebook, X [Twitter], YouTube, LinkedIn)
- Web-based applications for education, including: PollEverywhere, Padlet, Wakelet, Flip, H5P Tools, Reverso, VoyantTools, Extempore, and others widely used by language teachers



## PROFESSIONAL AFFILIATIONS

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- AAAL (American Association for Applied Linguistics)
- ACTFL (American Council on the Teaching of Foreign Languages)
- IALLT (International Association for Language Learning & Technology)
- NCOLCTL (National Council of Less Commonly Taught Languages)
- CSCTFL (Central States Council on the Teaching of Foreign Languages) – Advisory Council
- SCOLT (Southern Conference on Language Teaching) - Patron
- Coalition for Community-Based Heritage Language Schools (CBHLS)
- TESOL (Teachers of English to Speakers of Other Languages)
- MIWLA (Michigan World Language Association)
- MWALLT (Midwest Association for Language Learning and Technology)
- JNCL-NCLIS (Joint National Commission for Languages-National Council for Languages and International Studies)