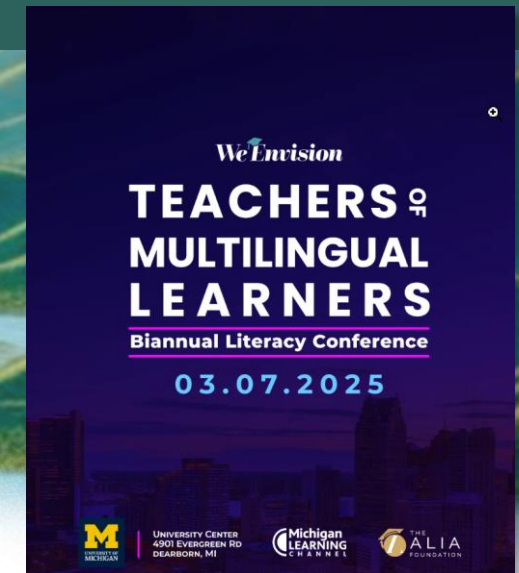


# NAVIGATE A PATH TO LIFELONG MULTILINGUALISM: HOW TO STRENGTHEN INVESTMENT ACROSS LANGUAGES AND OVER TIME

DR. AMANDA LANIER | [LANIERLINGVISTA.ORG](http://LANIERLINGVISTA.ORG)  
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# NAVIGATE A PATH TO LIFELONG MULTILINGUALISM

**HOW TO STRENGTHEN INVESTMENT  
ACROSS LANGUAGES AND OVER TIME**

## DESCRIPTION

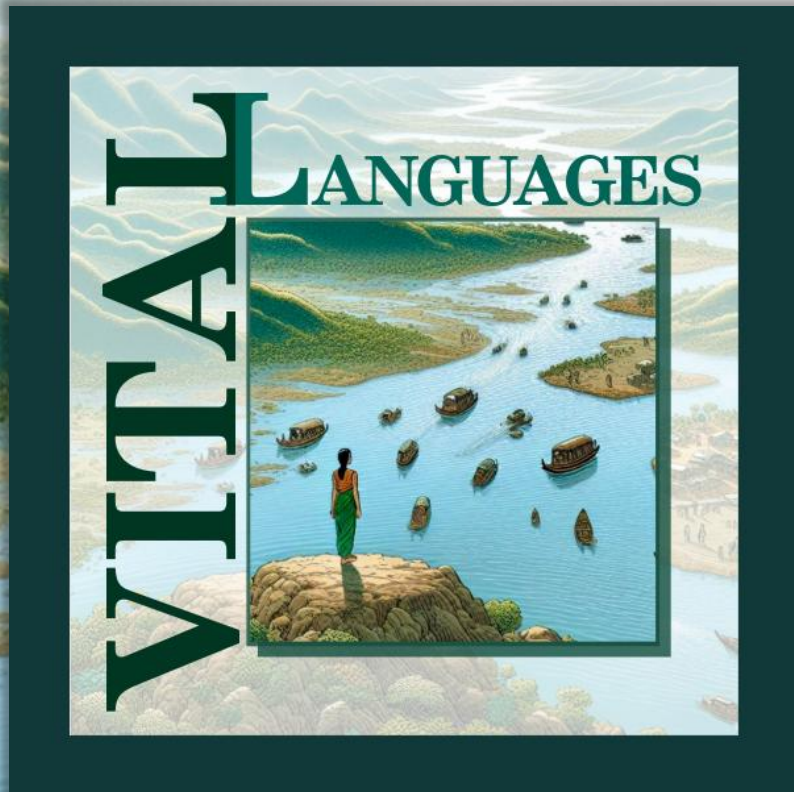
More than 20% of students in the U.S. public schools speak a language other than English at home, but few of them receive the support they need to develop all of their linguistic assets. This session aims to dismantle misconceptions that can burden multilingual learners on their journeys toward proficiency and biliteracy and then build a set of strategies for helping them navigate a path to career readiness and meaningful credentials including the Seal of Biliteracy.





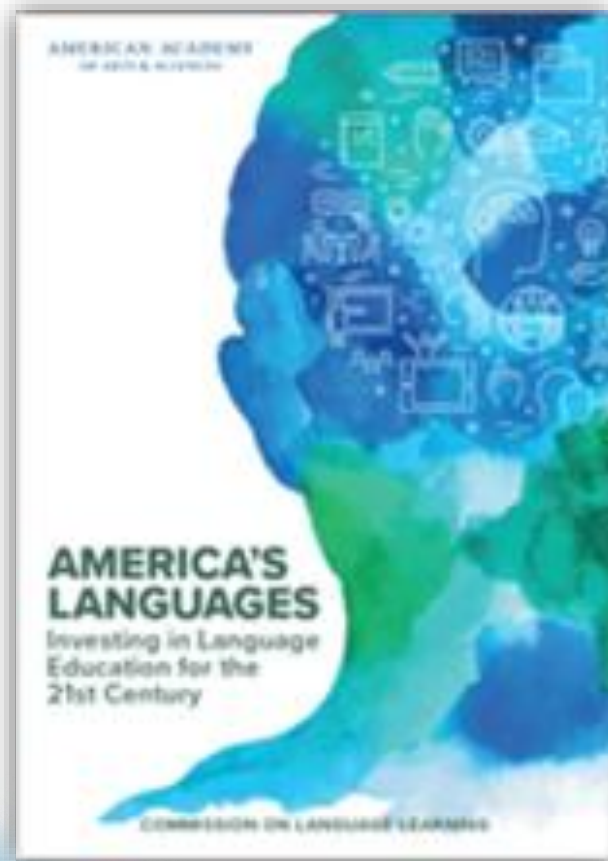
# DR. AMANDA LANIER

## PRESENTER BIO



Amanda is the Program Director of Michigan State University's fully online Master of Arts in Foreign Language Teaching ([maflt.cal.msu.edu](http://maflt.cal.msu.edu)). In addition to training and mentoring an international community of language teachers through the MAFLT Program, she designs and delivers professional development for the Title VI-funded National Less-Commonly-Taught Language Resource Center ([nlrc.msu.edu](http://nlrc.msu.edu)) and other organizations; presents at conferences across the U.S. on topics related to teacher development, technology, and intercultural competence; and advocates for multilingualism through the Joint National Committee for Languages ([languagepolicy.org](http://languagepolicy.org)). She completed her doctorate in Applied Linguistics & ESL at Georgia State University, where she researched identity, culture, literacy, and motivation in young learners of Arabic while serving as a Language & Literacy Fellow for four years. She is studying her sixth language and is also trained as an actor, director, and musician. Dr. Lanier shares resources for language educators and presentation materials on her website at: [lanierlingvista.org](http://lanierlingvista.org).

# “Proficiency in English is Not Sufficient”



## *America's Languages: Investing in Language Education for the 21<sup>st</sup> Century (2017)*

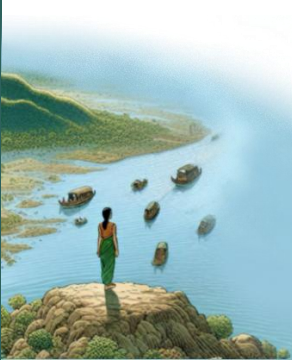
*There is an emerging consensus among leaders in business and politics, teachers, scientists, and community members that proficiency in English is not sufficient to meet the nation's needs in a shrinking world, nor the needs of individual citizens who interact with other peoples and cultures more than at any other time in history. (p. viii)*

# Is the Field in Crisis?

*I think the biggest challenge... is the lack of prestige and importance given to the field. Foreign languages are not deemed as important as other subjects, especially math and science. I think if society as a whole were to look at foreign language as a tool that can help students succeed in any career field, then I think it would gain some prestige.*

*I often wrestle with the question of how long I intend to stay in the field myself... Considering my passion and true belief in its transformative capabilities, this, at least personally, speaks to how sad it is to see how deeply the crisis runs.*

*Many language programs at a school and district level are continually put on the back burner and treated like the red-headed stepchild of the family unit, which further damages our potential to grow and support our learners.*



## Barriers to Biliteracy | Submit idea, or upvote if you agree.

6

Not identifying with a culture. Not wanting to be identified with a certain culture.

2 0



Shame to speak a certain language at various stages in life.

2 0



Now, others speak French and I stand there like an I d I o

1 0



Teacher meanness in refusing to use a language that I already knew. She wouldn't answer me. I never learned French.

1 0



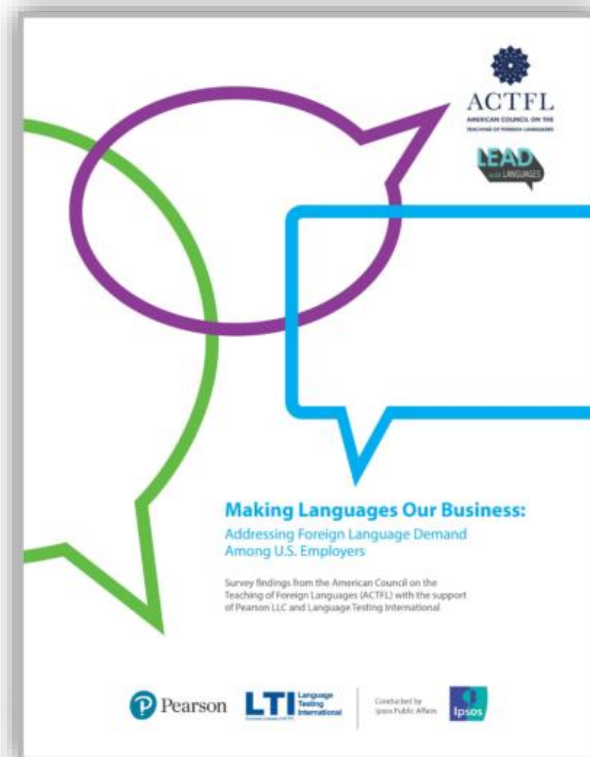
Travel. The joy you find when you can speak with a cousin in another country.





# All Teachers Can Be Teacher Leaders

Advocacy can be part of your everyday practices – you don't have to go to DC!



Respond with  
leadership, not fear



# Language Advocacy Days 2025

Welcome to

2025 LANGUAGE  
ADVOCACY  
DAYS  
#LAD25  
Mar. 3 & 4



WASHINGTON, D.C.

MARCH 3rd & 4th, 2025

[www.languagepolicy.org/lad](http://www.languagepolicy.org/lad)

## Support reintroduction of proposals for:

- World LEAP Act – primary FL programs (DoE)
- BEST Act | Bilingual Education Seal and Teaching → for Seal of Biliteracy
- Sen. Paul Simon Study Abroad Act
- Language Education Data Enhancement Act and AREA

## Funding appropriation for existing programs:

- WLARA | World Language Advancement and Readiness Grants (DoD funded)
- NALRC | Native American Language Resource Center
- Title III funding for Dual Language and Immersion
- Title VI HEA/Fulbright-Hays support for Language Resource Centers and overseas educational programs

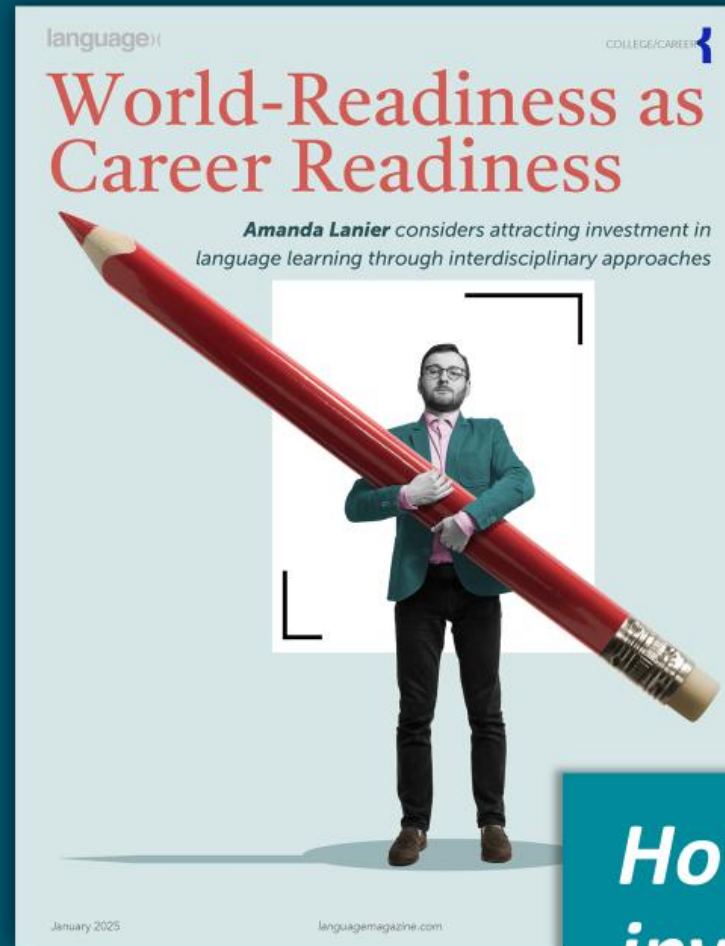
## Join the America's Languages Caucus

Along with: Rep. Jen Kiggans (R-VA), Rep. Jimmy Panetta (D-CA), Sen. Shelley Moore Capito (R-WV), Sen. Brian Schatz (D-HI)



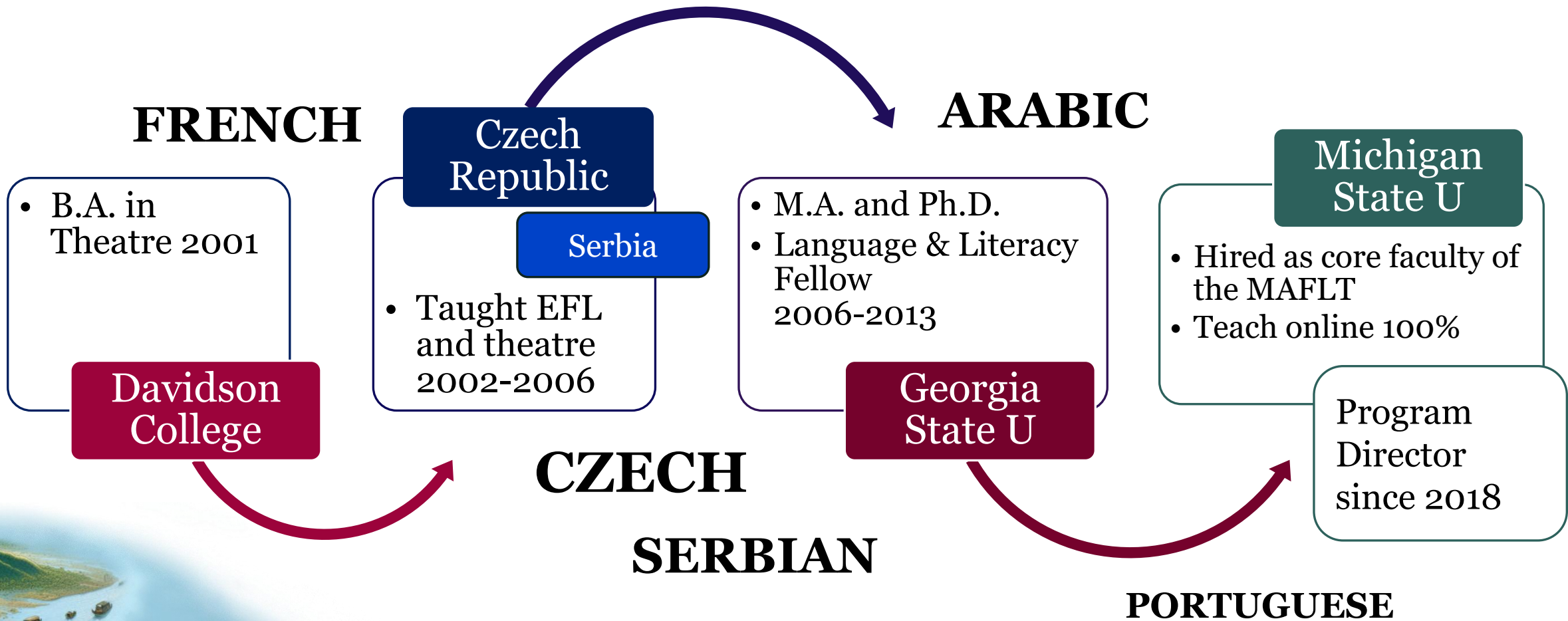
# Language Magazine

January 2025



*How to attract investment in multilingualism*

# My Professional Journey

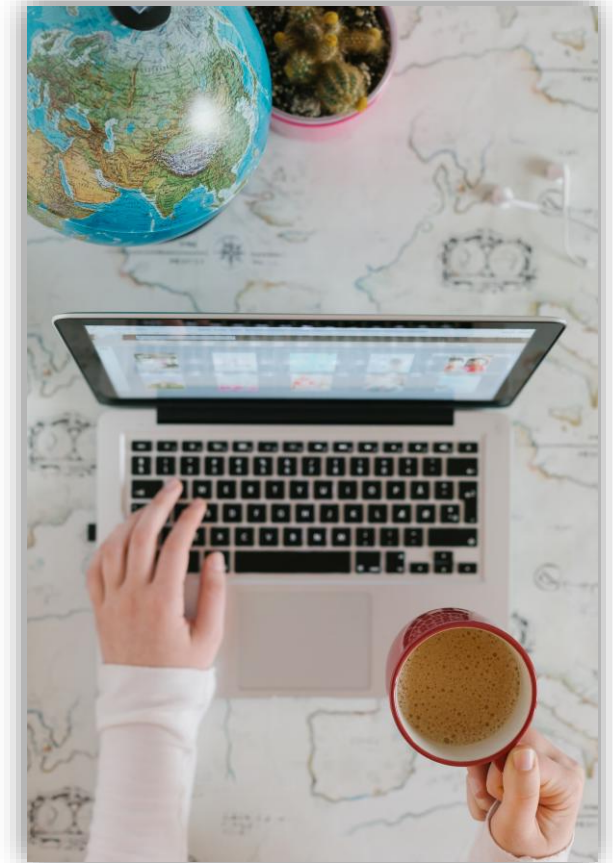




# KEEP CALM AND KEEP LEARNING ONLINE

MASTERS IN  
**FOREIGN LANGUAGE TEACHING  
ONLINE**

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





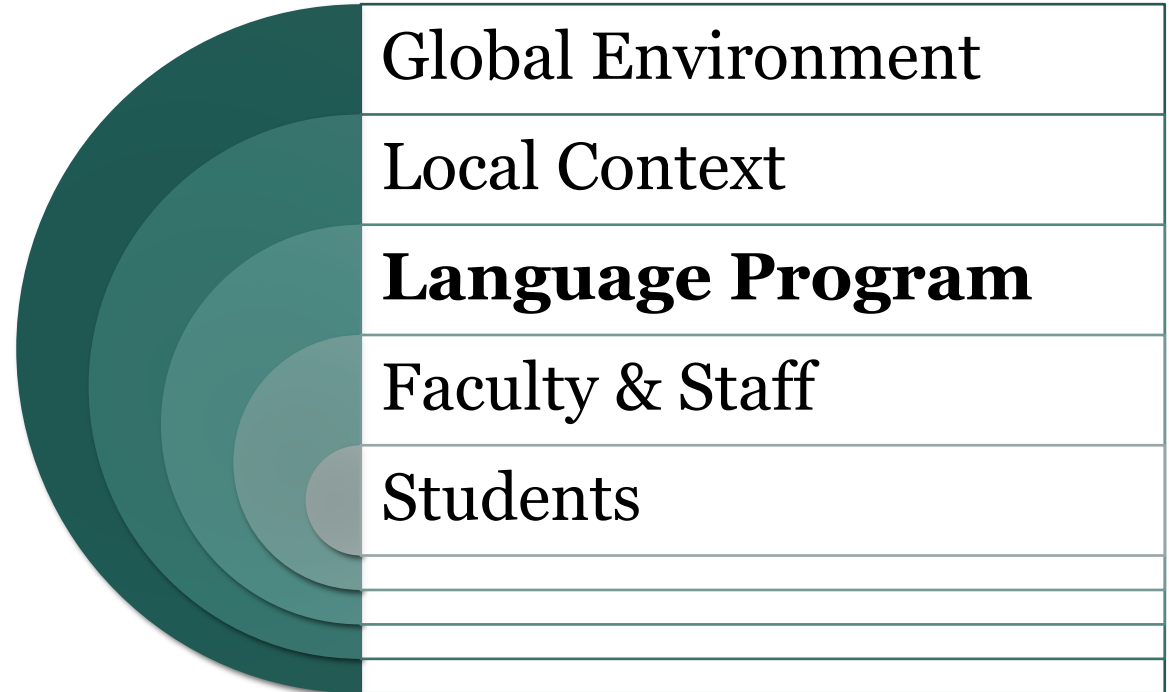
# Language Program Ecology

Pennington & Hoekje (2010)

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



[pixabay.com](https://pixabay.com)



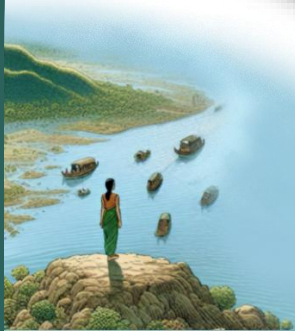
Global Environment

Local Context

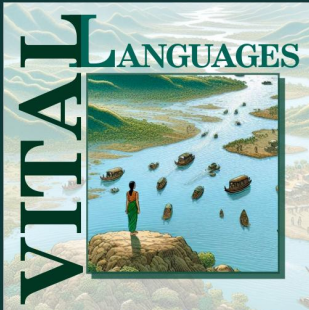
**Language Program**

Faculty & Staff

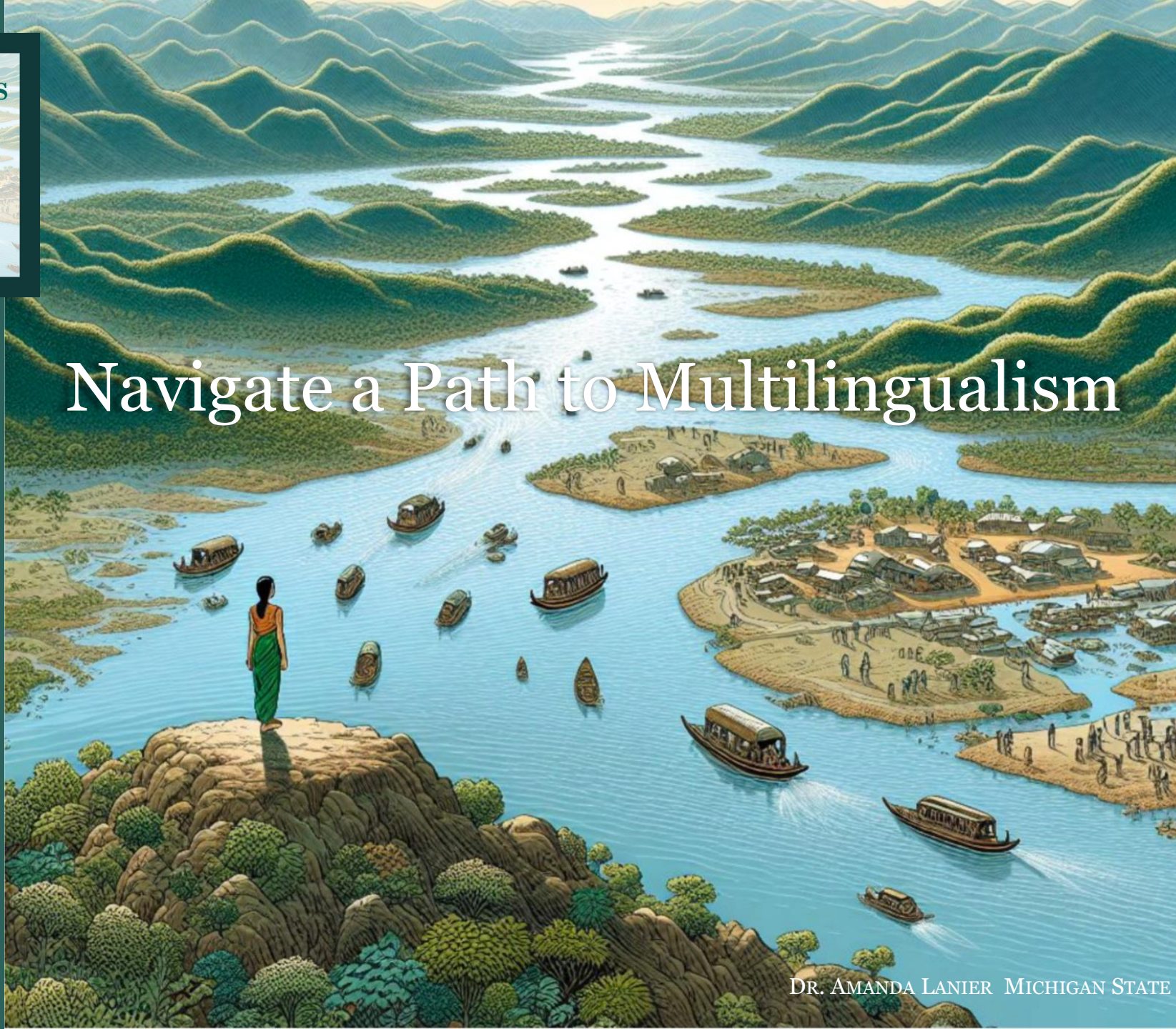
Students







# Navigate a Path to Multilingualism





# The CARGO Model for Program Strategy



Curriculum  
and  
Collaboration



Allies  
and  
Advocacy



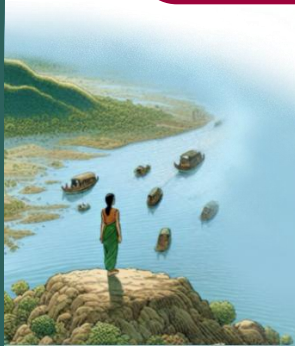
Recruitment  
and  
Retention



Goals  
and  
Gains



Opportunities  
and  
Outreach





# Make Sustainable Changes as a Team

**Stabilize the load**

Stable

Unstable

C

A

R

G

O

**Get the crew on board**



**THEN you can move forward!**

# Curriculum and Collaboration



- Are you using a communicative approach?
- Are you working together to plan and create materials?
- Are you assessing them in consistent ways?

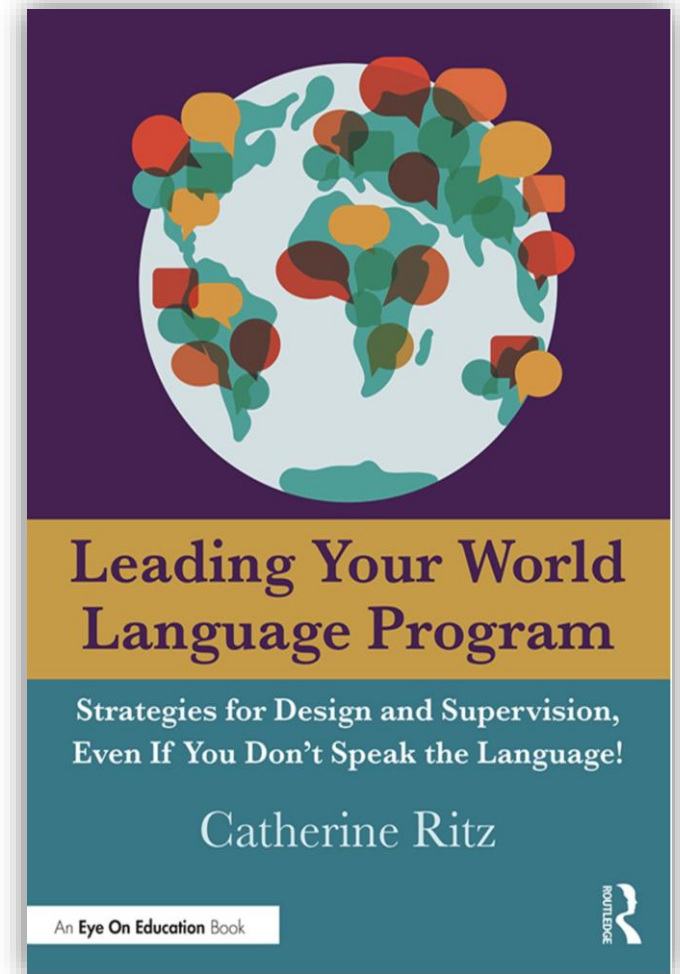


# Cultivate the Opportunity to Communicate

*With your help, the ineffectual methods of the past will be replaced with real language learning.*

*All of our students should have the opportunity to graduate from our schools with the ability to communicate in another language.*

(Ritz, 2021, p. 11)



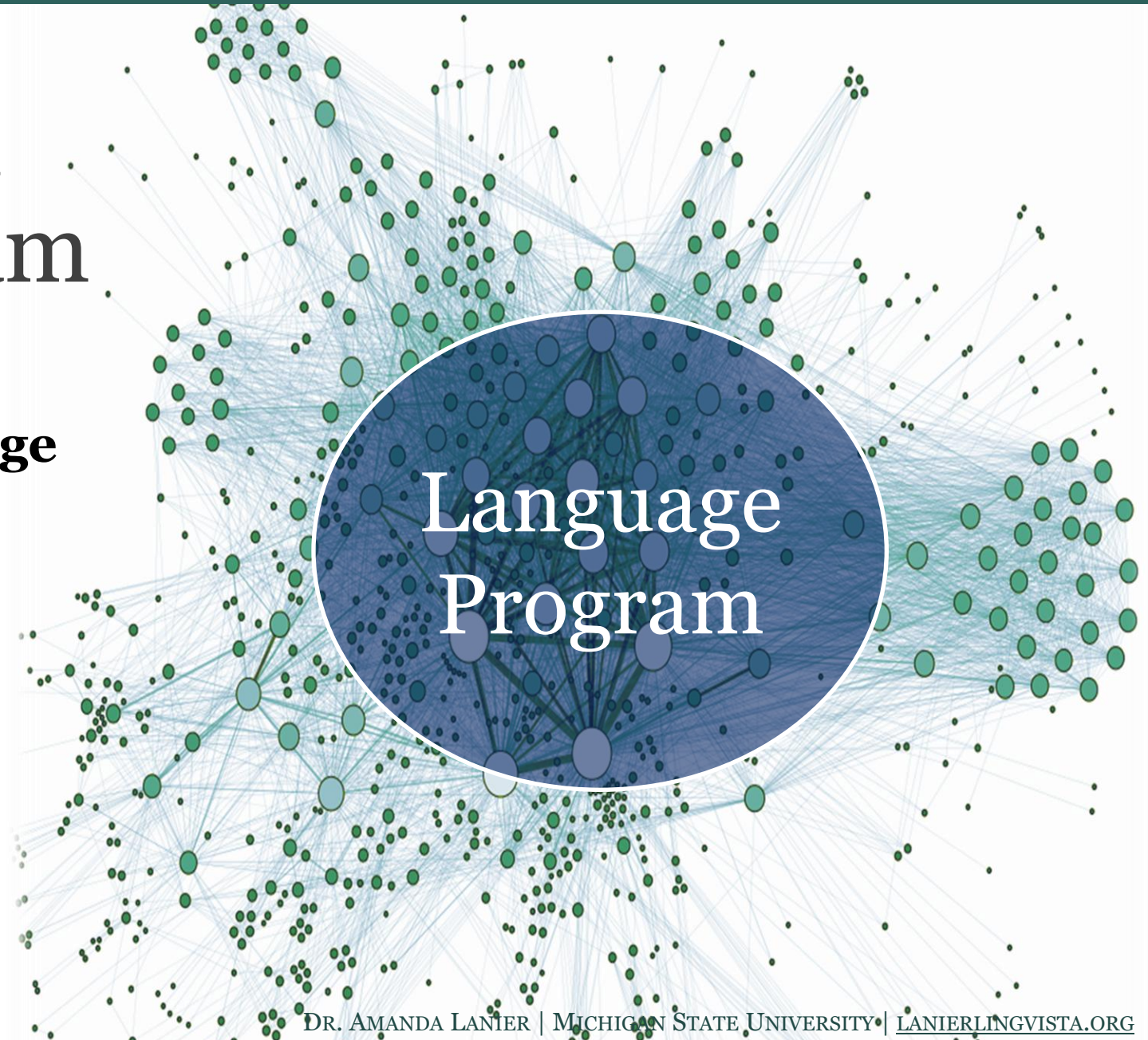


# Components of a Language Program

**What goes on in a language program?**

**Who contributes to it?**

**Who benefits from it?**

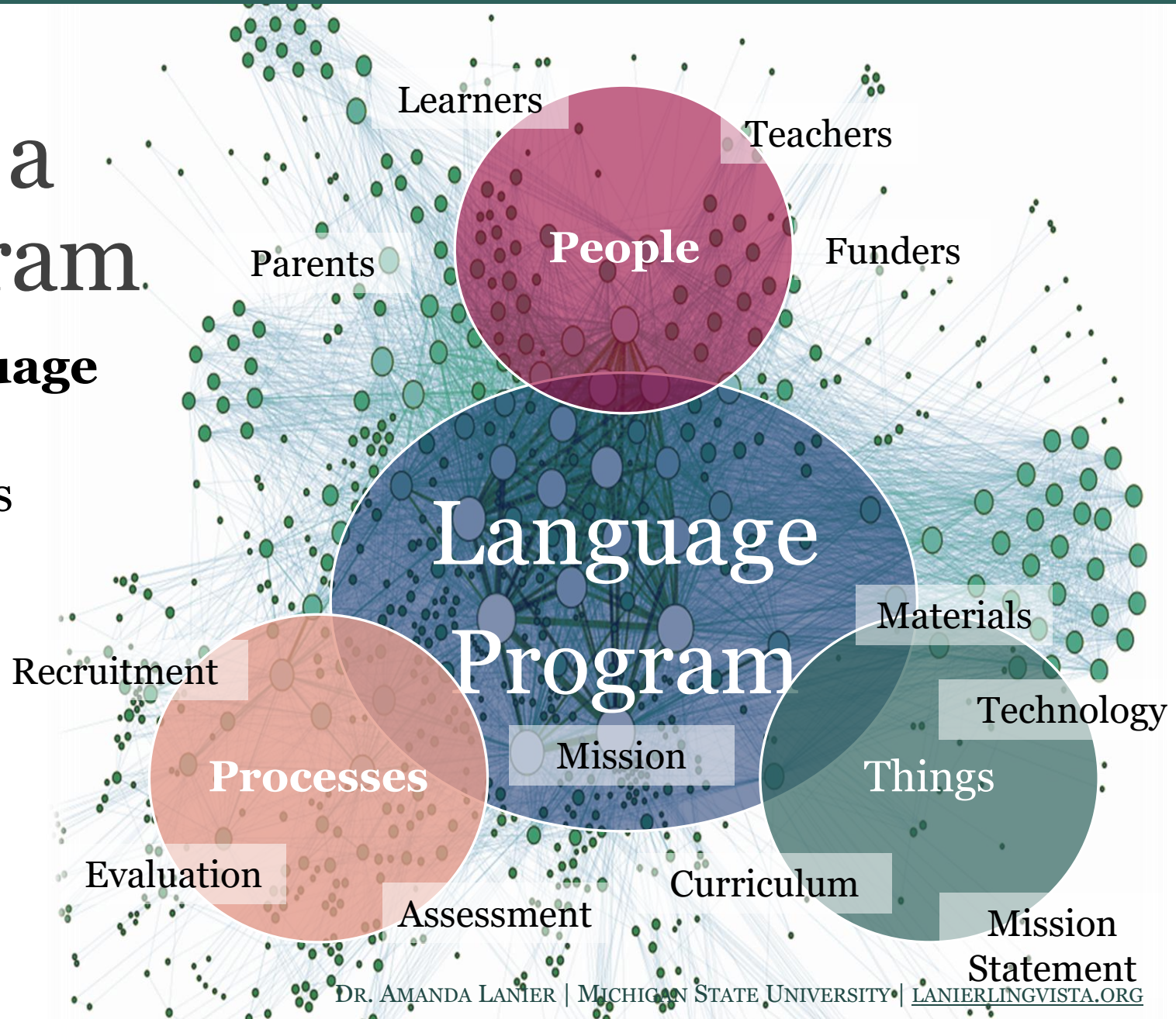




# Components of a Language Program.

## What goes on in a language program?

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



# Allies and Advocacy



- Do you have plenty of allies within your school? Administrators, guidance counselors?
- Who are your allies beyond your school? Parents, alumni, professional organizations?
- Are you cultivating more of them?



# Program Allies

Who are your most important allies?

Are they supporting all of your world languages?

SCHOOL BOARD

LEGISLATORS

SCHOOL COMMUNITY

ADMINISTRATORS

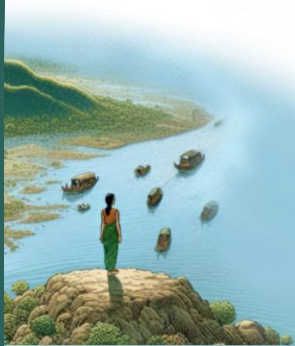
TEACHERS  
OF OTHER CONTENT

COUNSELORS  
AND OTHER STAFF

STUDENTS

PARENTS

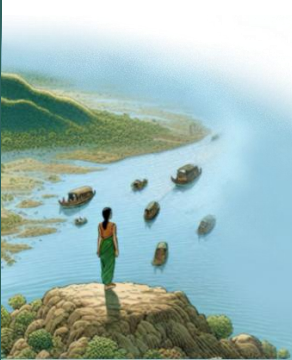
POTENTIAL STUDENTS?



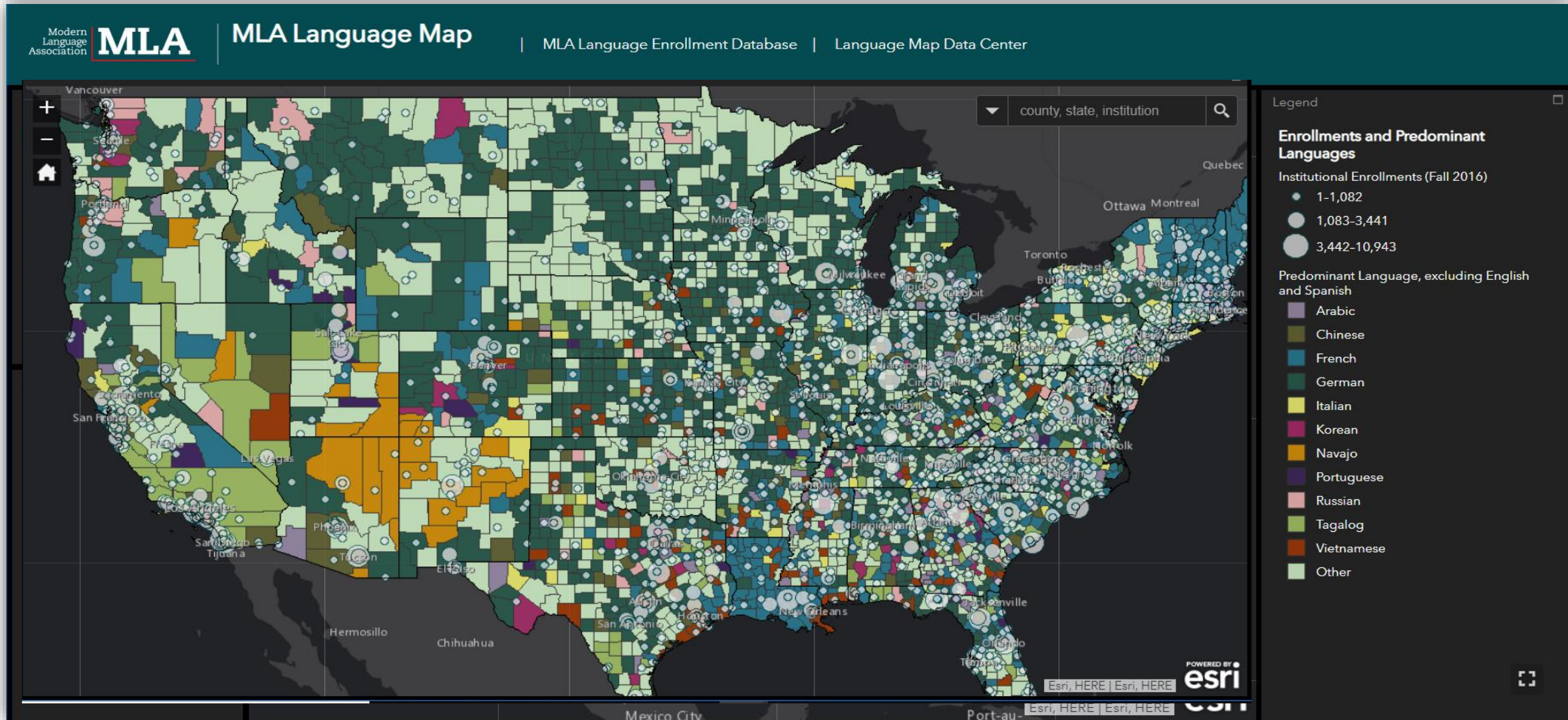
# Recruitment and Retention



- How are you reaching potential students?
- How are you encouraging them to continue studying the language?
- Do you need to address institutional barriers?



# Languages Spoken and Taught in the U.S.





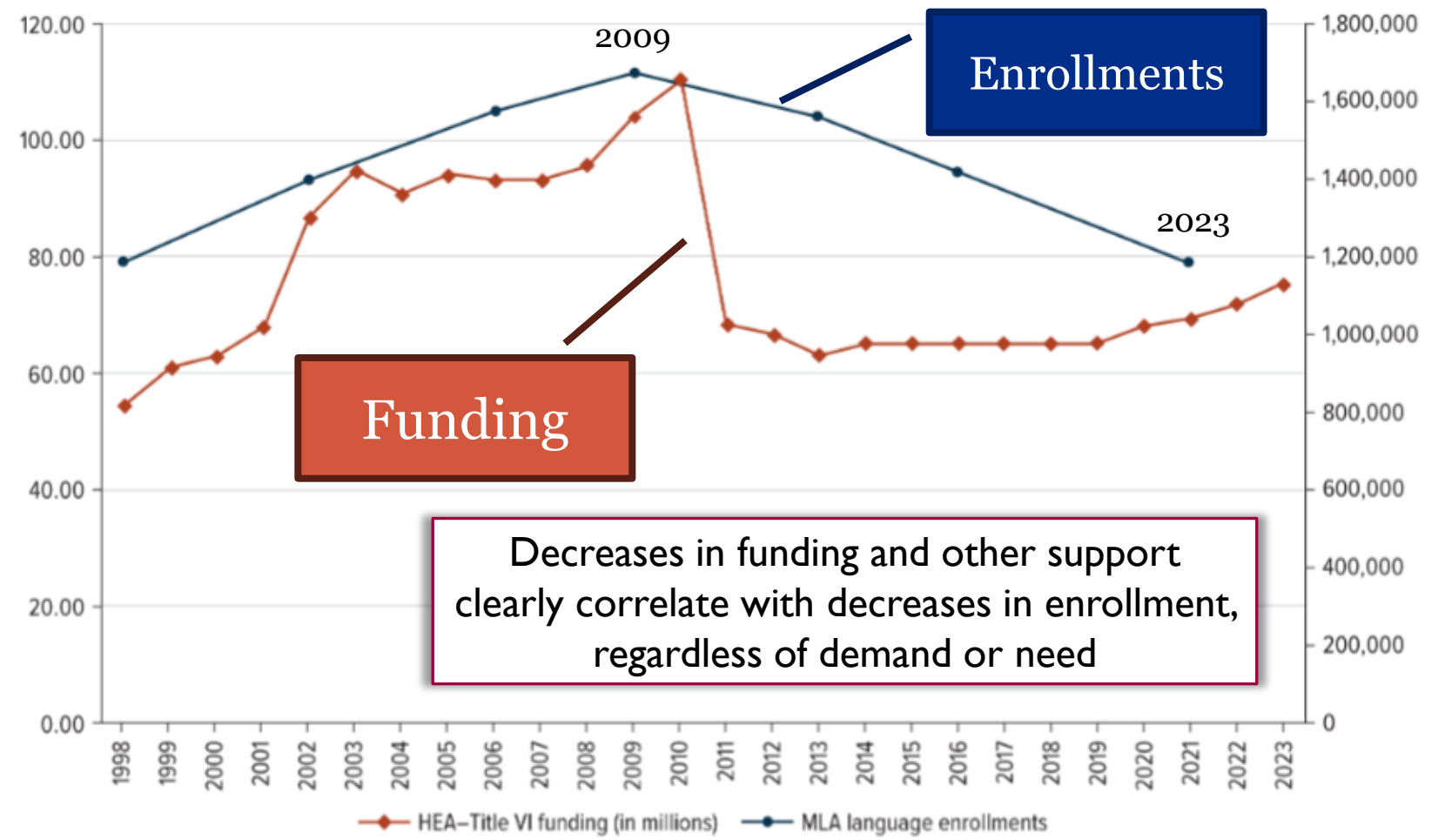
# Language Enrollments Over Time vs. HEA Title VI Funding

## Modern Language Association Enrollment Report

(Lusin, et al., 2023)

Fig. 6

HEA–Title VI Funding and MLA Language Enrollments, 1998–2023



# Languages in the U.S. by Frequency

## Commonly Taught Languages

Spanish

French

German

## Less-Commonly Taught Languages

Chinese

Japanese

Italian

Russian

Arabic

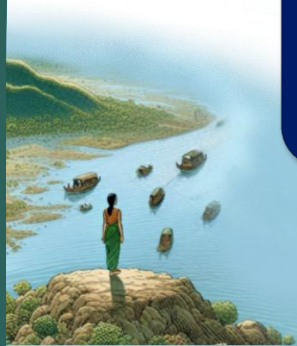
Latin

Portuguese

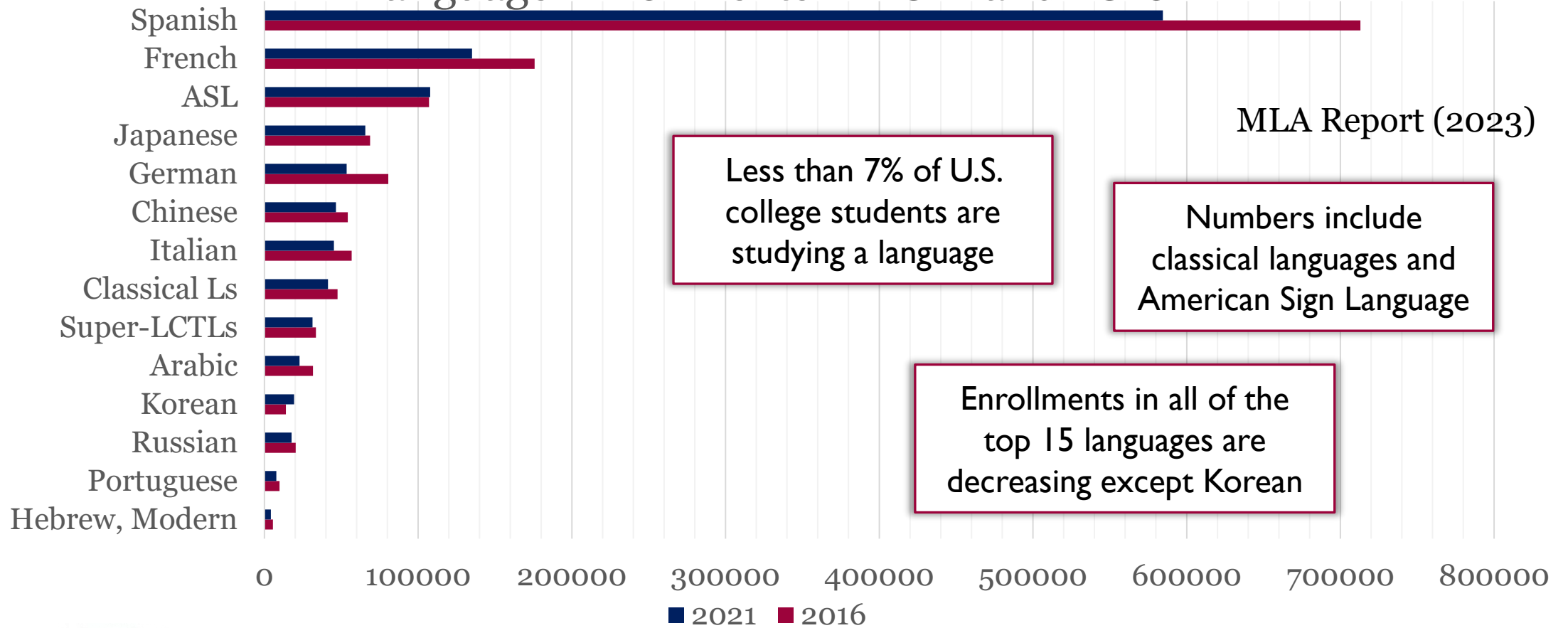
Korean

Hindi/Urdu

Indonesian



## Language Enrollments in 2021 and 2016



# Languages in U.S. Higher Ed



# Less-Commonly-Taught Languages

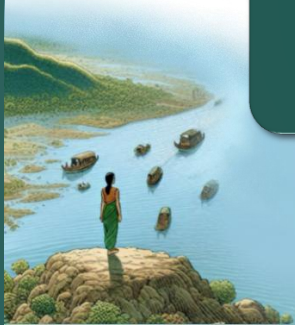
When LCTLs are offered, there are specific reasons:

- Critical languages
- Heritage languages
- Local traditions
- International appeal

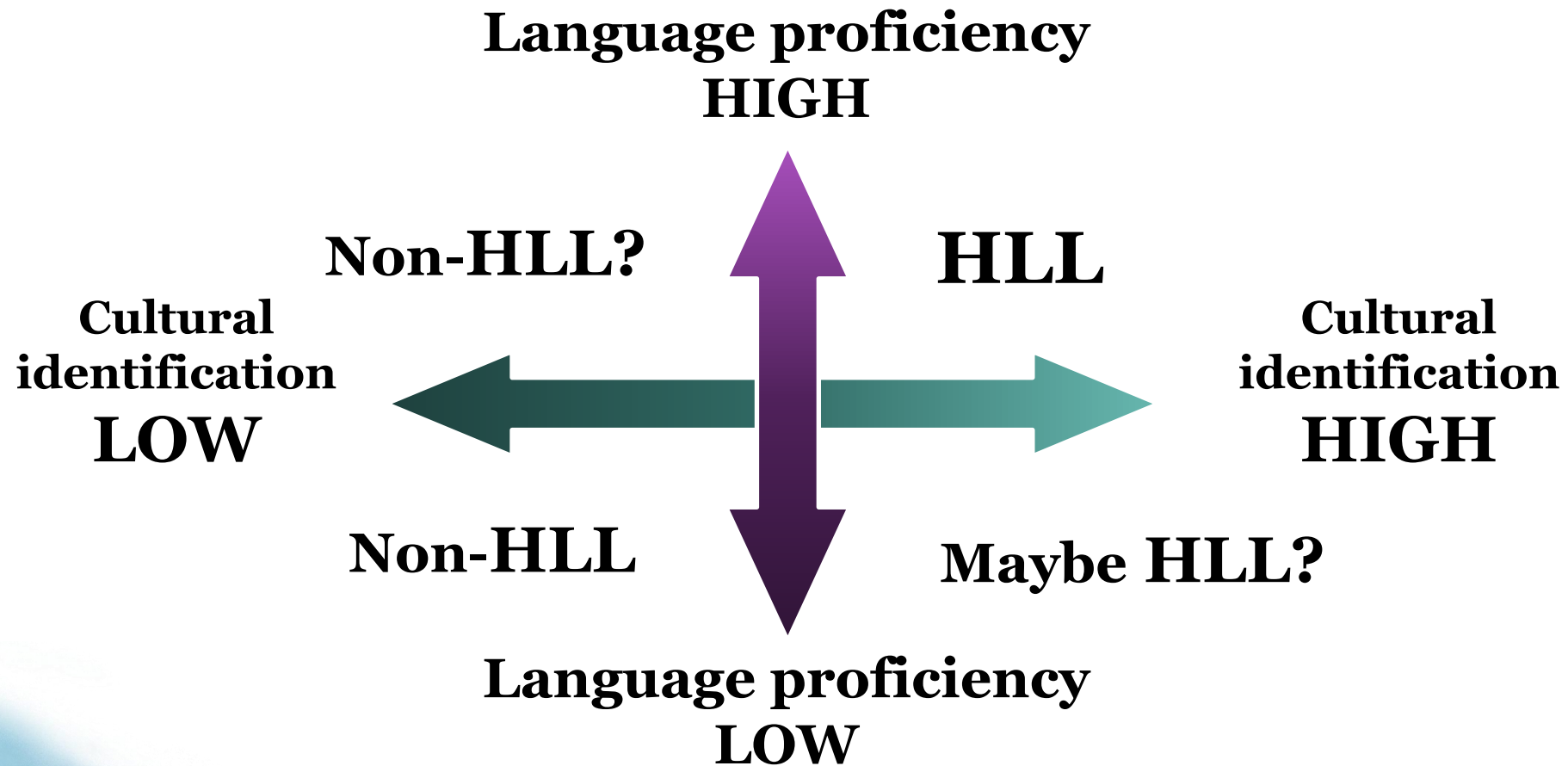


Source: Language Connects Foundation (Lead With Languages)

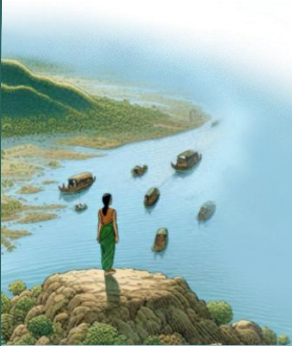
# Traditional Views of Heritage Learners



# Heritage Learner Proficiency and Culture

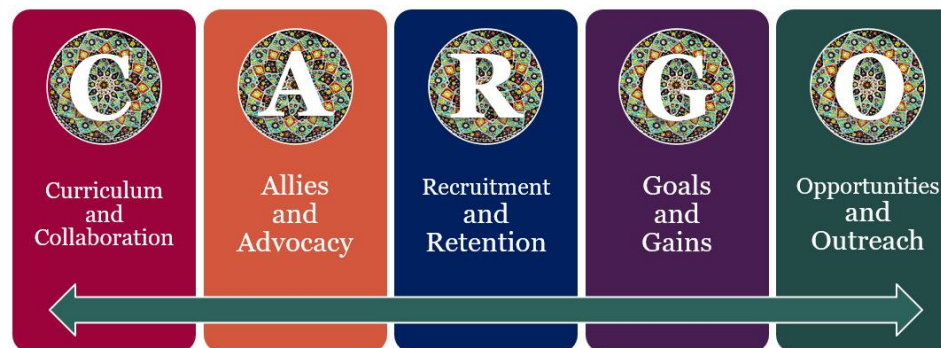


Adapted from “Reconceptualization of heritage and non-heritage learners of LCTLs” (Lee, 2005)





# Goals and Gains

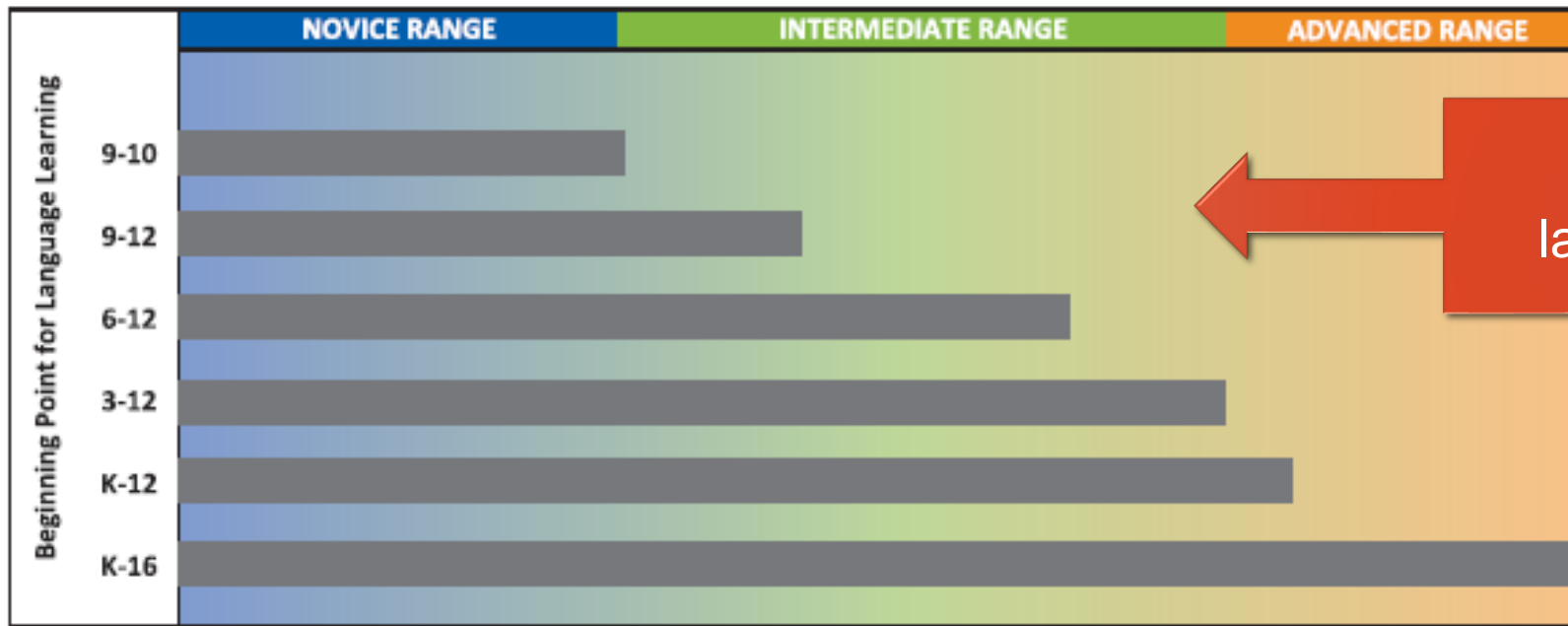


- What are the expected outcomes of your program?
- How are you assessing those outcomes?
- Are learners achieving those outcomes?
- If they are, does everyone know that?

Teach for proficiency AND persistence AND cross-cultural awareness and skills.

# Journey to Proficiency

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE

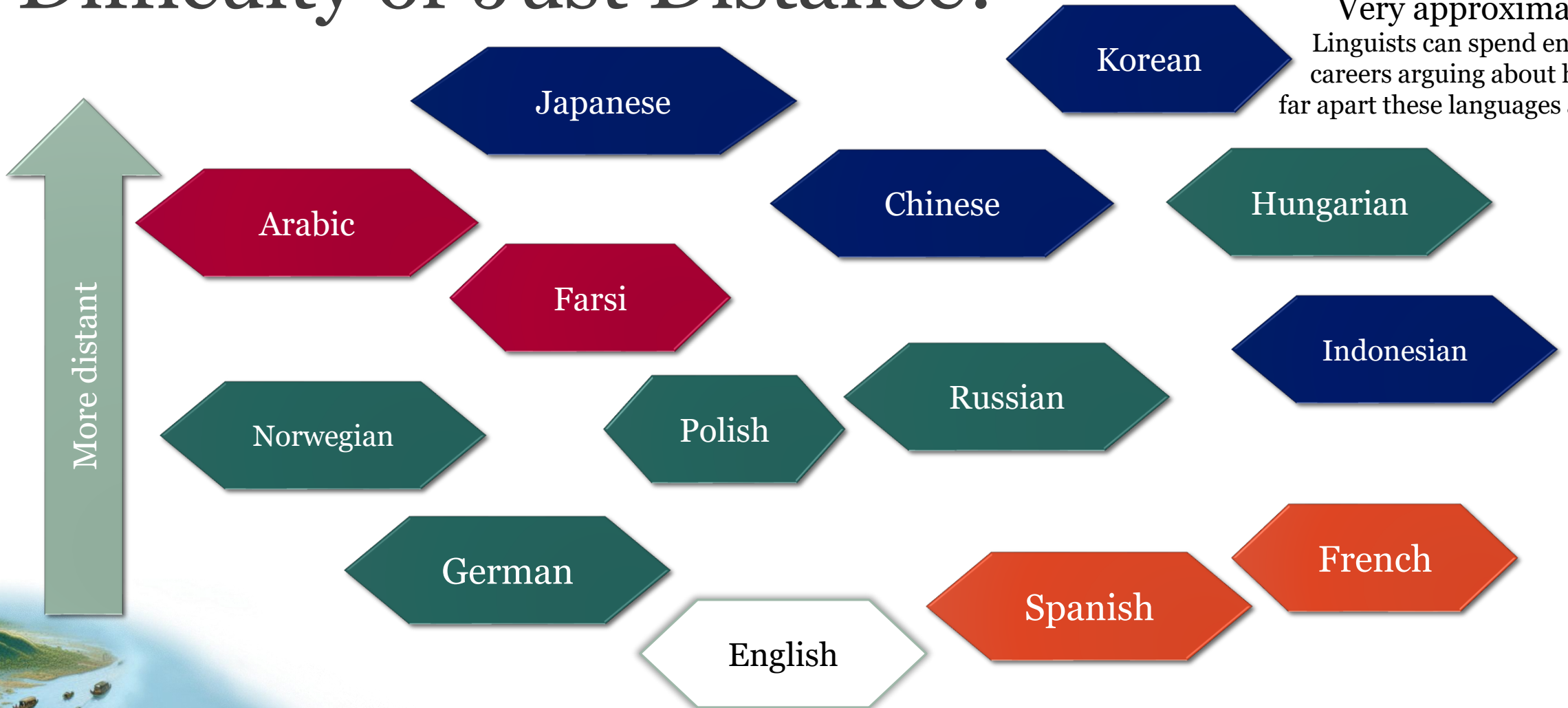


For all languages?

*Performance Descriptors for Language Learners (ACTFL, 2012, p. 13)*

# Difficulty or Just Distance?

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





# Time to Proficiency with Intensive Study

## Foreign Service Institute – Intensive Study for Adults

### Expected time to ACTFL Superior

(about 25 hours per week)

How does that pace compare to learners in typical university programs?

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 Lithuanian	*Mongolian Nepali Pashto Persian (Dari, Farsi, Tajik) Polish Russian Sinhala Slovenian Tagalog *Thai Turkish Urdu *Vietnamese Zulu	Arabic Cantonese (Chinese) Mandarin (Chinese) *Japanese Korean

Advanced in 4-5 years?

Advanced in 12-15 years?



# Beyond Proficiency: Intercultural Skills

## Cultural Skill

- Explain a guideline that you would give related to a country you know well

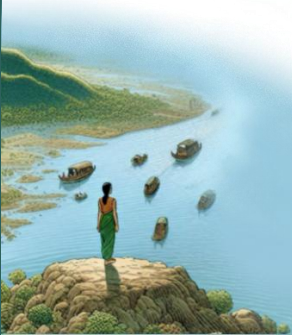
## Intercultural Skill

- Describe a skill that you could apply in a new country

# Opportunities and Outreach



- Are learners expressing their own meanings in the classroom?
- When and how can learners use the language beyond the classroom?
- Is language learning increasing their world-readiness?
- Do they know where proficiency can take them?





Top **5** Departments With Greatest Foreign Language Skills Need



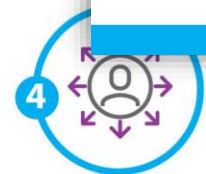
1 Customer service



2 Sales



3 Marketing



4 Management



5 IT

What Foreign Languages Mean for U.S. Employers

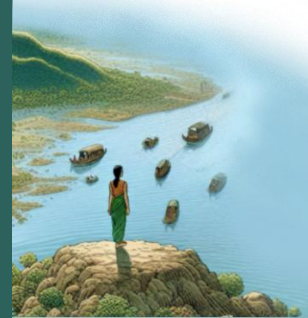
**9 out of 10**   
rely on employees with language skills other than English

**56%**   
say their foreign language demand will increase in the next five years

## Making Languages Our Business

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

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



## What Foreign Languages Mean for U.S. Employers

**9** out of **10**   
rely on employees with  
language skills other than English

**56%**   
say their foreign language demand  
will increase in the next five years

## Making Languages Our Business

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

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

# Credentials for Language Assets



## Seal of Biliteracy

Recognizes *Both* Languages as Assets

- Active in all 50 states as of 2024
- Established in 2018 for MI public schools
- Earned by 1,880 MI students in 44 languages last year
- Only active in 17% of MI districts
- SoBL and relevant assessments are recognized by many colleges for credit

See [Michigan.gov](https://www.michigan.gov) > Seal of Biliteracy  
 or [www.sealofbiliteracy.com/faq](http://www.sealofbiliteracy.com/faq)

Test Finder  
[theglobalseal.com](http://theglobalseal.com)

Global Seal of Biliteracy Test Finder

Use one or more of the three filters below to find a test that best suits your needs.

Fluency Level Languages Test Scale

Tests	AAPL Form B
STAMP 4S & 3S	
STAMP WS	
Avant Arabic Proficiency Test (APT)	
Advanced Placement (AP) Exam	
International Baccalaureate (Higher Level)	
<b>AAPL Form B</b>	<p><b>Test Scale:</b> ACTFL</p> <p><b>Languages:</b> Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish</p> <p><b>Cost:</b> \$20 per student. L/S = \$10 W = \$5 R/L = \$5</p> <p><b>Functional Fluency:</b> 4 or higher on all 4 parts (Intermediate - Mid)</p> <p><b>Working Fluency:</b> A-1 on all 4 parts (Advanced - Low)</p>
ALIRA (Latin)	
OPI or OPIc and WPT	
ALTA Language Assessment	
Euskaraen Gaitasun Agiria	
Standardised Test in Bulgarian as a Foreign Language	
The Czech Language Certificate Exam	
Prove i Dansk	
Edicatief Startbekwaam (STRT)	



# Verify Your Proficiency

## GLOBAL SEAL OF BILITERACY

### Test Finder

Global Seal of Biliteracy Test Finder

Use one or more of the three filters below to find a test that best suits your needs.

Fluency Level Languages Test Scale

**Tests**

- STAMP 4S & 3S
- STAMP WS
- Avant Arabic Proficiency Test (APT)
- Advanced Placement (AP) Exam
- International Baccalaureate (Higher Level)
- AAPPL Form B**
- ALIRA (Latin)
- OPI or OPIc and WPT
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- Standardised Test in Bulgarian as a Foreign Language
- The Czech Language Certificate Exam
- Prove i Dansk
- Edicatief Startbekwaam (STRT)

**AAPPL Form B**

**Test Scale:** ACTFL

**Languages:** Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Portuguese (European), Spanish

**Cost:** \$20 per student. L/S = \$10 W = \$5 R/L = \$5

**Functional Fluency:** 4 or higher on all 4 parts (Intermediate - Mid)

**Working Fluency:** A-1 on all 4 parts (Advanced - Low)

## LANGUAGE TESTING INTERNATIONAL

### OPI and AAPPL

LTI Language Testing International  
EXCLUSIVE LICENSEE OF ACTFL

Order a Test Tests For Organizations About LTI Sign In Contact Us

1 Choose Language: Persian Farsi 2 Choose Test 3 Schedule 4 Sign In 5 Checkout 6 Confirm

Choose and Schedule a test:

**I am an individual looking to advance my career.**

The test options below are for individuals looking to advance their careers by certifying their language skills and for those who are ordering tests through their organization.

**I am looking to test for teacher certification or as part of my school program.**

The test options below are for teachers and teacher certification candidates, students testing for their academic programs, and for students testing for personal use.

**I am looking to certify my Speaking, Writing, Listening, or Reading skills.**

شۇ ئېلىپ بارىڭۇ

**Choose Test**  
[Learn More](#)

**I am a teacher candidate looking to test for teacher certification.**

شۇ ئېلىپ بارىڭۇ

**Choose Test**  
[Learn More](#)

**I am a Government Contractor or Employee and my program has ILR requirements.**

**I am a student or teacher and need to take an ACTFL assessment as a requirement for my academic program.**

# The CARGO Model for Program Strategy



Curriculum  
and  
Collaboration



Allies  
and  
Advocacy



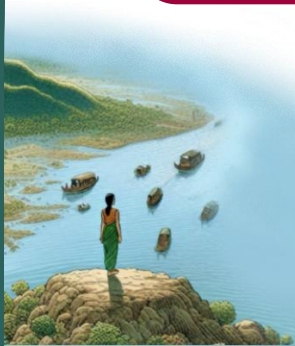
Recruitment  
and  
Retention



Goals  
and  
Gains

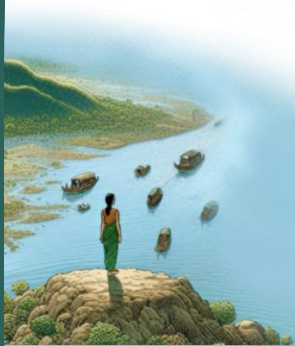


Opportunities  
and  
Outreach



# Strategy Example

# World Languages Day





# What Resources Do You Need?



**Materials**



**People**



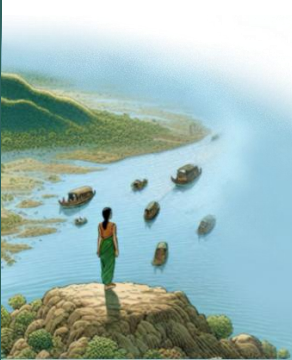
**Time**



**Funding**

# Strategic Plan

# Seal of Biliteracy



GLOBAL SEAL OF BILITERACY

LEARN MORE RESOURCES SHOP OUR STORY APPLY

*the Global Seal of Biliteracy is*  
**Your Language Passport**  
*to Opportunity*

## Global Seal of Biliteracy

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

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



Seal of Biliteracy > What are the action items? | Add ideas and/or vote.



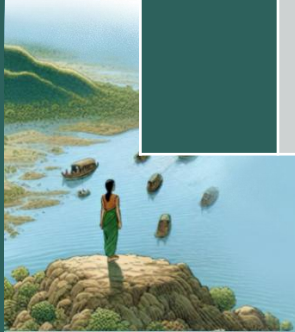
[https://PollEv.com/discourses/  
OQPGzNtyf2Uni2Lp7jru5/respond](https://PollEv.com/discourses/OQPGzNtyf2Uni2Lp7jru5/respond)

Start the presentation to see live content. For screen share software, share the entire screen. Get help at [pollev.com/app](https://pollev.com/app)

# Action Plan

Overall Goal: \_\_\_\_\_

	<b>Action Items</b> How will you make this happen? Describe an achievable goal for each component.	<b>Early Win</b> Lower Resource / Higher Urgency	<b>Long Haul</b> Higher Importance / Higher Resource
<b>1</b>			
<b>2</b>			
<b>3</b>			



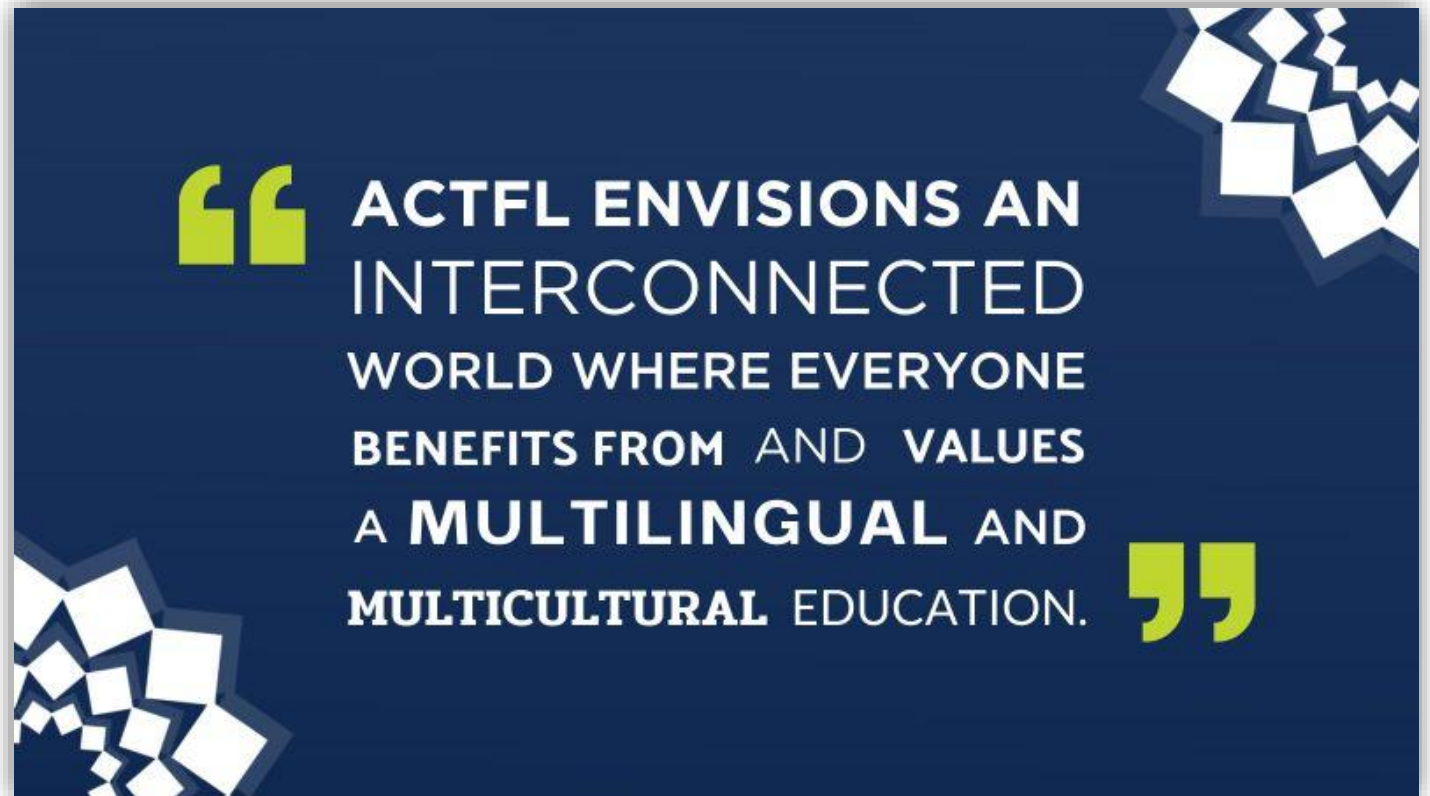
# Move Toward Your Mission

*If*

***EVERYONE  
VALUES***

*language learning,*

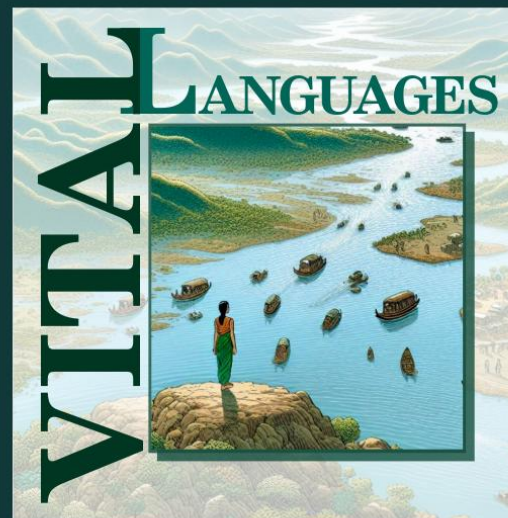
***EVERYONE  
BENEFITS***



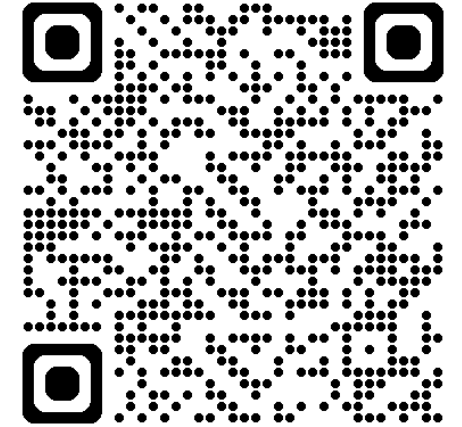
<https://www.actfl.org/resources/about-actfl>



# Navigate a Path to Multilingualism



# 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>

<https://lctlinstructors.common.msu.edu>



# 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.commonmsu.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/)



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 WITH LANGUAGES

**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/advocacy/>

#VITALanguages

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YORUBA

KOREAN

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RUSSIAN

HINDI

CHINESE

*Get Updates and  
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[maflt.cal.msu.edu/vivid](https://maflt.cal.msu.edu/vivid)

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**LCTL**  
instructor?

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

POLISH

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ROMANIAN

NORWEGIAN

MALAGASY

AND MORE!

PERSIAN

SWAHILI

HEBREW

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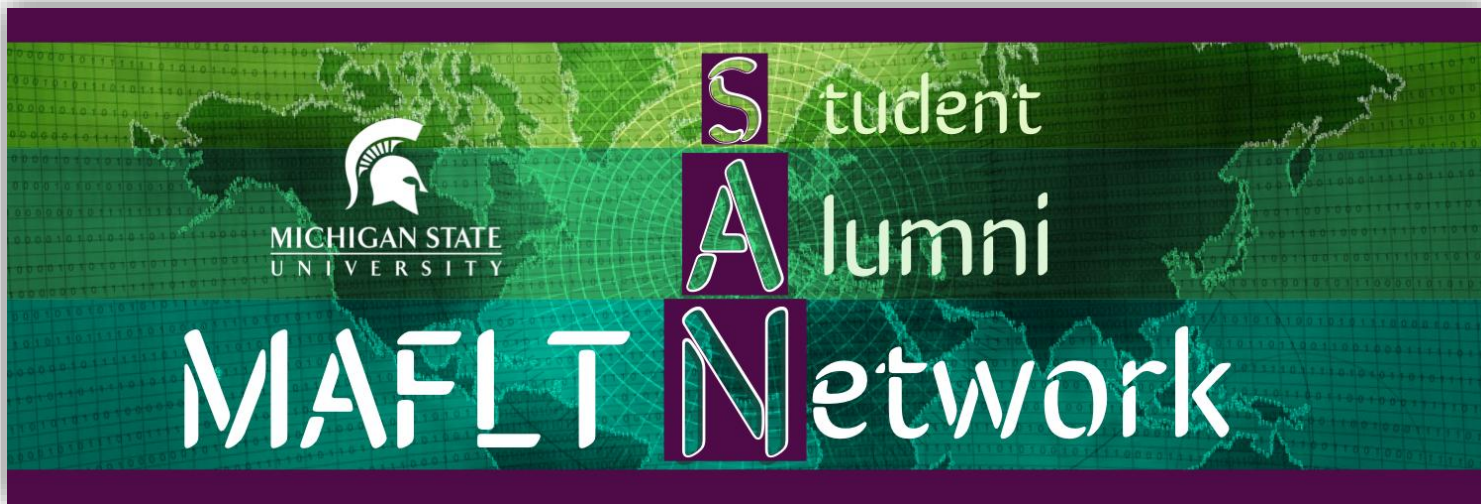
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CZECH





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

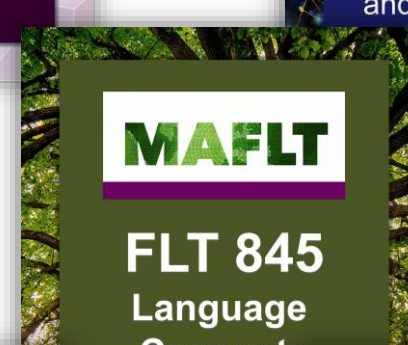
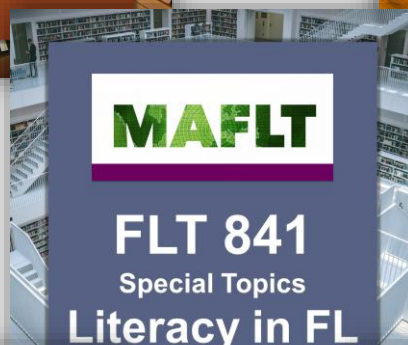
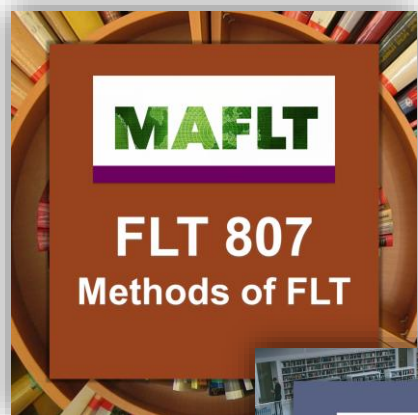
- Experienced language teachers, before, during, and after the program
- Over 120 alumni
- About 50 current students
- 20 target languages
- Living in 40+ U.S. states
- From 20+ different countries
- Teaching in almost every possible context of world language ed

## MAFLT in a Nutshell

- Fully online since 2012
- Certificate option since 2021
- Asynchronous courses
- Culminates with master's project and online portfolio



# MAFLT Curriculum





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