

Central States 2026 – Chicago, IL  
*Languages are FUNdamental*

# OPENING DOORS TO GLOBAL OPPORTUNITY: ADVOCACY FOR LANGUAGES AND TRANSFERRABLE SKILLS

Presented by **Dr. Amanda Lanier**  
Michigan State University | [alanier@msu.edu](mailto:alanier@msu.edu)

[lanierlingvista.org/program-administration/advocacy](http://lanierlingvista.org/program-administration/advocacy)

## Presenter Bio



Dr. Amanda Lanier is an applied linguist and language teacher educator who focuses on intersections of culture and technology in language learning and teacher cognition, particularly in regard to critical and heritage languages. She has been teaching in the online Master of Arts in Foreign Language Teaching ([maflt.cal.msu.edu](https://maflt.cal.msu.edu)) at Michigan State University since 2013 and is also core faculty in Second Language Studies ([sls.msu.edu](https://sls.msu.edu)), both in the College of Arts and Letters. In that time, she has designed and delivered over 70 sections of online graduate courses to teachers of 20 languages, located around the world, and she served as Program Director of the MAFLT from 2018 to 2025. She is also trained in theatre, music, and dance and enjoys exploring new waterways with her family.

Resources including slides from other presentations, publications, guidance on language teaching and online learning, and more can be found on her website at: <https://lanierlingvista.org>

# How many of you have heard...

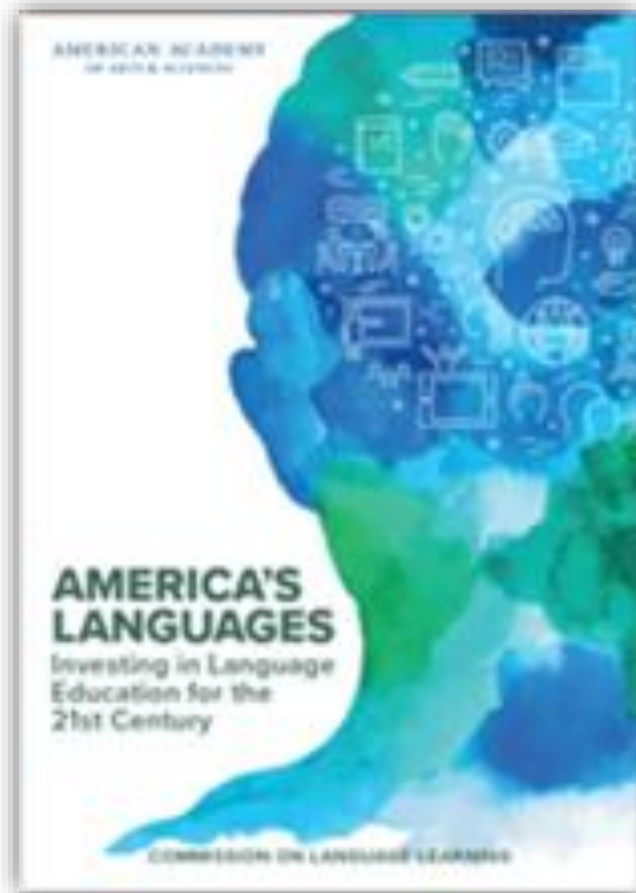
I don't think I'll ever use my language skills in the future.

If I don't learn another language, I won't be able to get a job.

Language learning experience will make me a better job candidate.

The world desperately needs global citizens with multilingual skills and intercultural competence.

# “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)*

<https://www.amacad.org/publication/americas-languages>

**“What AI earbuds  
can’t replace:  
The value of learning  
another language”**

**Guillén & Sawin (2025)  
in *The Conversation***

*Interpersonally, using another’s language fosters both cultural and cognitive empathy.*

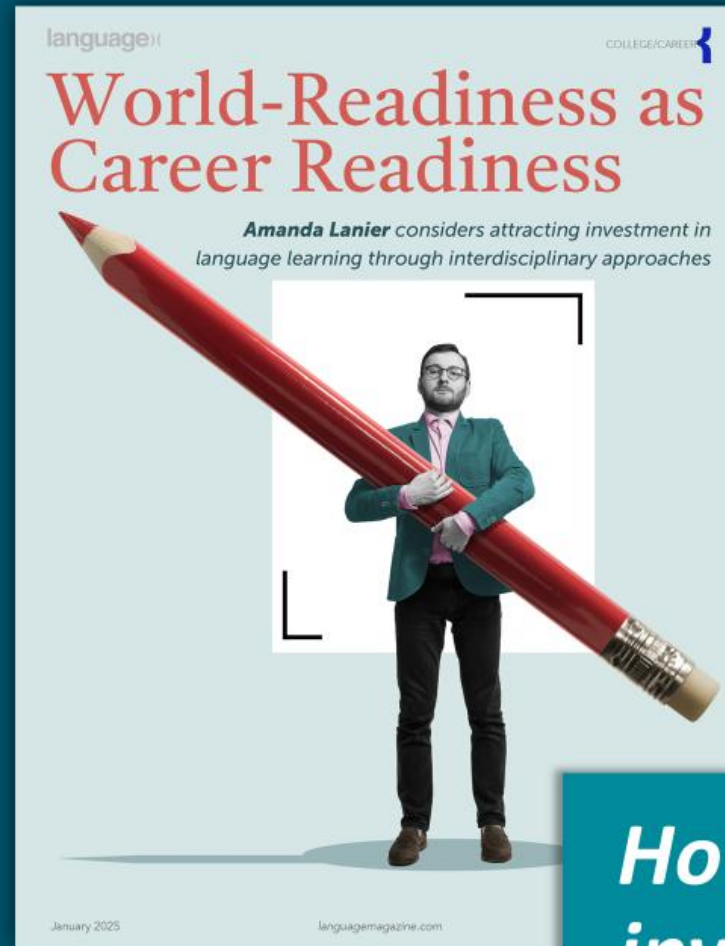
*In addition, the cognitive benefits of multilingualism are equally well documented: resistance to dementia, divergent thinking, flexibility in shifting attention, acceptance of multiple perspectives and explanations, and reduced bias in reasoning.*

*The very attributes companies seek in the AI age – resilience, lifelong learning, analytical and creative thinking, active listening – are all cultivated through language learning.*


<https://theconversation.com/what-ai-earbuds-cant-replace-the-value-of-learning-another-language-264965>

# Language Magazine

January 2025



*How to attract investment in multilingualism*



*Opening Doors to Global Opportunity:  
Advocacy for Languages and Transferable Skills  
Central States 2026 – Chicago, IL*

# Why Advocate?

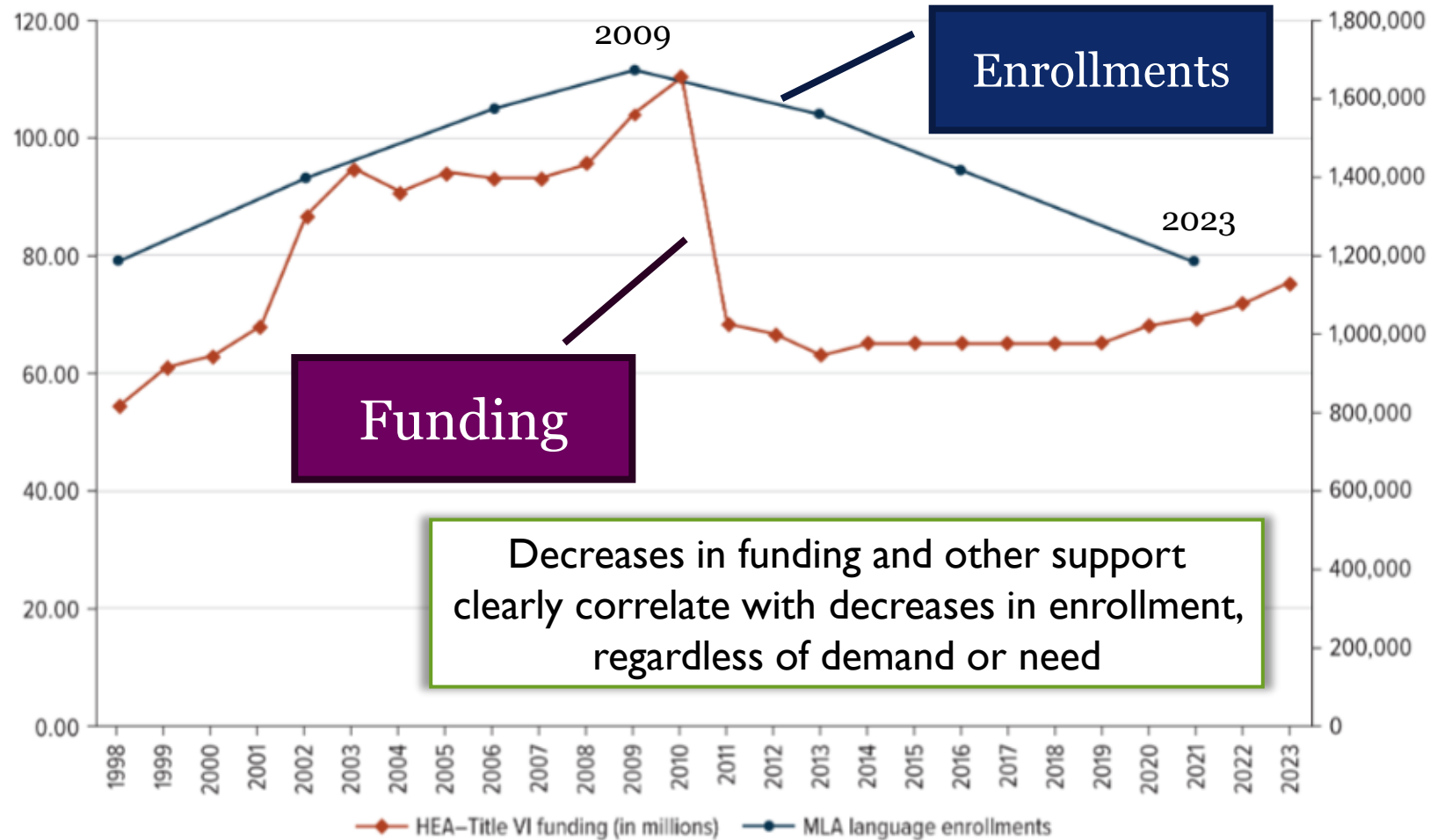
# Language Enrollments Over Time vs. HEA Title VI Funding

## Modern Language Association Enrollment Report

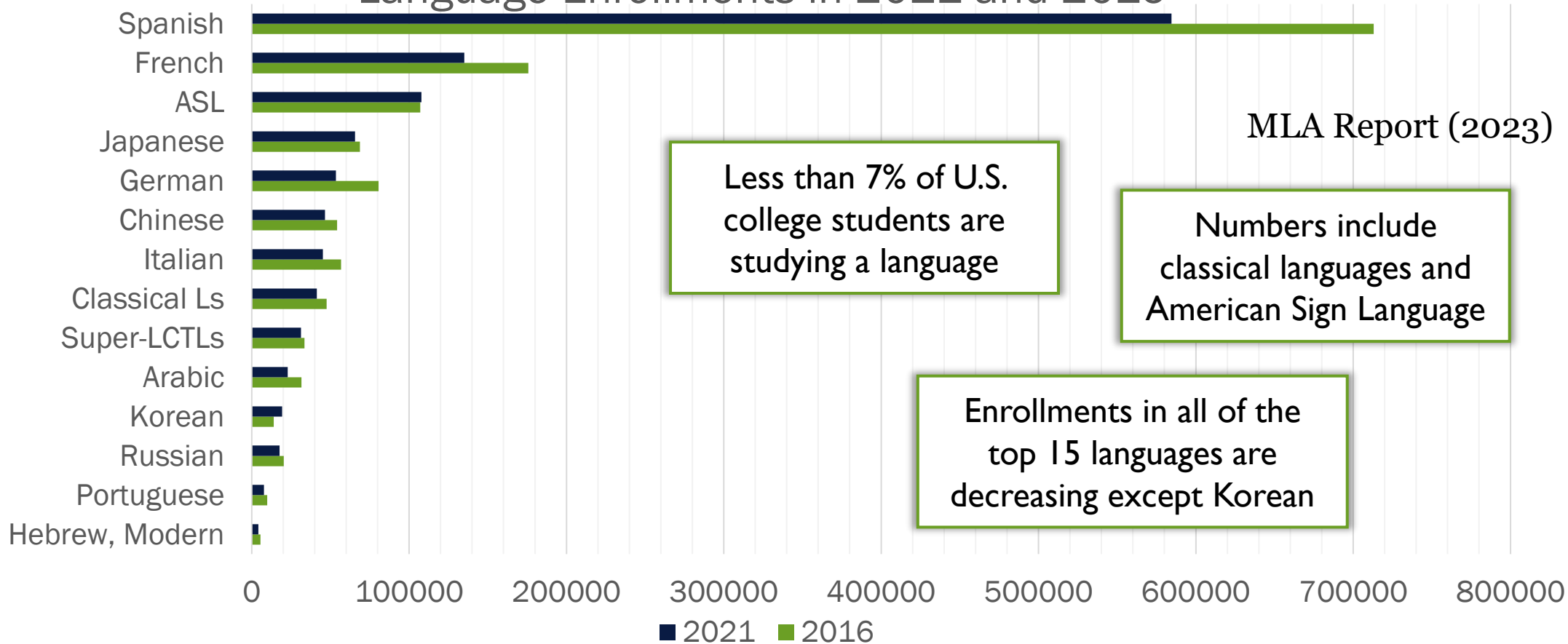
(Lusin, et al., 2023)

Fig. 6

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



## Language Enrollments in 2021 and 2016



# Languages in U.S. Higher Ed

# 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)

## Our “asks” for legislators:

### 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)

“Keep reaching out to us,” from Republicans as well as Democrats, even without a specific promise, IS success.

## Messages that Resonated

- Education sector is only part of our story – this is relevant to staffers who cover workforce development, business investment, defense, etc.
- Seal of Bilingual offers a valuable way to credential language proficiency – funding for assessments is essential
- HEA – Title VI funds make a big difference in enrollments and participation in higher ed language programs
- Top international trade partners for MI are Canada, Mexico, Brazil, China, etc. – we have bilingual speakers of those languages in MI, but not many programs for early start or immersion
- Employers value bilingual skills and communication skills – especially but not only in strategic languages
- **We already have bipartisan support** - Rep. Jen Kiggans as co-sponsor got attention in every office!

## Good Questions and Requests from Staffers

- Who are the co-sponsors? Who else is involved?
- Is this new legislation, reintroduction, or an appropriation request?
- Can I have more data on Seal of Bilingual? Is it rewarding students or teachers or both?
- Which study abroad and K12 programs will be funded? Criteria?
- How is this relevant to the Member’s other priorities? (e.g., veterans, tribal colleges, education in general, workforce, etc.)



**Our 2025 Team** + Julie Foss  
Tony Grubbs | MSU SVSU & MIWLA  
Daryl Biallas | Central States  
Amanda Lanier | MSU & NLRC  
Seth Killian | Lingco Language Labs

Photo Op with  
**Senator  
Gary Peters  
(D-MI)**



# JNCL-NCLIS Language Advocacy Days – March 2025

Michigan one-pager for meetings with Congressional staff

Links on the one-pager:

Making Languages Our Business – Read the Report

<http://www.languageconnectsfoundation.org>

Top Export Markets for Michigan

<http://www.exportmi.org/target>

MIWLA > Advocacy Resources

<https://www.miwla.org/about-miwla/advocacy-resources>

Seal of Biliteracy – Michigan Resources

<https://www.michigan.gov/mde/services/flexible-learning/michigan-seal-of-biliteracy>



**Multilingual Michigan**  
= *Pure Opportunity*

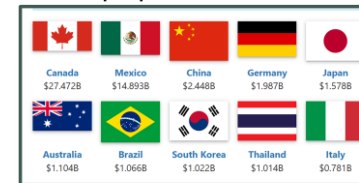
### Michigan is...

- + Among the top 3 states, with Detroit the #1 city, for **foreign direct investment (FDI)**
- + Home to more than 800,000 **multilingual** speakers of English and one or more additional languages
- + Proud of our many **Native American** communities, but Ojibwe languages are endangered → NALRC
- **Losing language programs** in K-12 and higher ed – recently Aquinas, Albion, Central Michigan U
- Facing a drastic **teacher shortage** in English as a second language (ESL) and world languages
- + Using Title VI funds to support **strategic languages** through the National LCTL Resource Center (MSU)
- + A “Top Producer” of HEA **Fulbright** winners (MSU)

### Making Languages Our Business

[www.LanguageConnectsFoundation.org](http://www.LanguageConnectsFoundation.org) > Language & Careers  
High demand for multilingual employees in **healthcare, trade, construction, technology**, etc. 97% of employers need language skills **domestically** and 73% **internally** ~ 25% have **lost** business due to **skills gap** (ACTFL-IPSOS Survey, 2019)

#### Top Export Markets for MI



[www.exportmi.org/target](http://www.exportmi.org/target)

### JNCL-NCLIS Michigan Delegates

**Daryl Biallas** | Executive Director of Central States

Languages for All and Spanish educator

**Anthony Grubbs, PhD** | Department Chair, Romance and Classical Studies | Michigan State University

**Seth Killian** | Lingco Learning Labs Co-Founder and CEO

**Julie Foss, PhD** | Saginaw Valley State University

**Amanda Lanier, PhD** | Michigan State University + National

LCTL Resource Center (Team Lead)

[amanda@VITALanguages.net](mailto:amanda@VITALanguages.net)



LOOKING AHEAD:  
THE  
**FUTURE**  
OF WORLD LANGUAGES  
MIWLA 2025

**MI World Language Association**  
[www.miwla.org](http://www.miwla.org)

### Seal of Biliteracy

Recognizes *Both* Languages as Assets

- In all 50 states as of 2024
- Established in 2018 for MI K12 but no state or federal funds for assessments
- Earned by 1,880 MI students in 44 languages last year

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



### PRIORITY REQUESTS

*Details for each item of legislation on attached one-pagers*

**Support reintroduction of proposals for:**

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**Program Development → Credentialing**  
**↑ Data Collection → Global Experience ↓**

# Aligning the Mission and Vision

Your vision is everyone's vision! Do administrators know that?

“Michigan State’s early leaders responded to rapid changes in the mid-19th century and society’s needs by creating a new approach to education. Today’s issues are no less pressing: **unprecedented technological advances reshaping work and nearly every other aspect of life; widening economic and social inequities; global health crises and climate/environmental emergencies.** Such urgent concerns require the talents and gifts of all, making it vital for institutions to take bold steps toward diversity, equity and inclusion... [and] to be leaders in creating opportunities for tomorrow.”

<https://strategicplan.msu.edu/mission#landgrant>



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# Career Competencies

# Career Competences that Employers Seek



National Association of Colleges and Employers

MEMBERSHIP

PROFESSIONAL DEVELOPMENT

CONFERENCE

RESEARCH

<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined>

Self-Development

Leadership

Communication

Professionalism

Critical Thinking

Teamwork

Equity & Inclusion

Technology

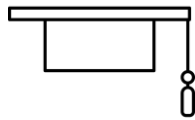
# NACE Career Competencies

<https://www.naceweb.org/career-readiness-competencies>



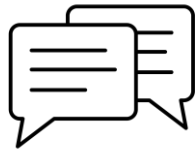
## Career & Self-Development

- Awareness of Strengths and Challenges
- Professional Development
- Networking



## Communication

- Oral communication
- Written communication
- Non-verbal communication
- Active listening



## Critical Thinking

- Display situational awareness
- Gather & analyze data
- Make effective & fair decisions



## Equity & Inclusion

- Engage multiple perspectives
- Use inclusive & equitable practices
- Advocate



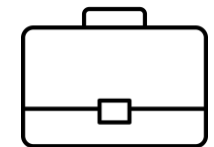
## Leadership

- Inspire, persuade, & motivate
- Engage various resources and seek feedback
- Facilitate group dynamics



## Professionalism

- Act with integrity
- Demonstrate dependability
- Achieve goals



## Teamwork

- Build relationships for collaboration
- Respect diverse perspectives
- Integrate strengths



## Technology

- Leverage technology
- Adapt to new technologies
- Use technology ethically



## Multilingual Skills = Career Readiness?

### NACE Career Competencies

-  Career & Self-Development
-  Communication
-  Critical Thinking
-  Equity & Inclusion
-  Leadership
-  Professionalism
-  Teamwork
-  Technology

National Association of Colleges and Employers  
<https://www.nacweb.org/career-readiness-competencies>

Choose two areas. How would your communicative task develop these competencies?

Competency 1: \_\_\_\_\_

Competency 2: \_\_\_\_\_

Resources and References:

[LanierLingvista.org](http://LanierLingvista.org)

> Leadership

> Advocacy



Dr. Lanier is core faculty in the online MAFLT@MSU.  
← Learn more!

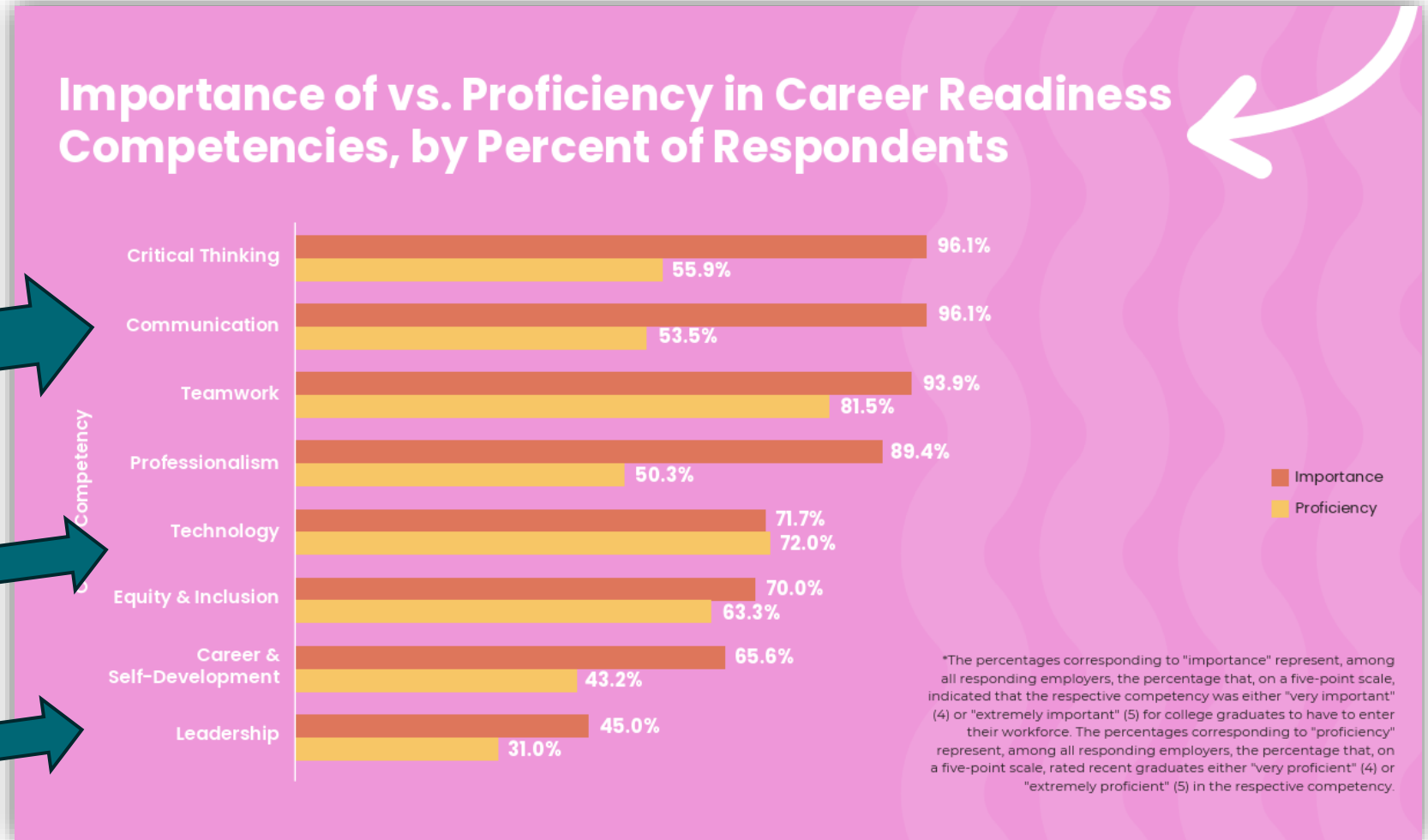
# Importance of Competencies vs. Proficiency

Do recent graduates have the competencies that employers are looking for?

Biggest gaps:  
Communication  
Critical Thinking  
Professionalism

Smallest gap:  
Technology

Lowest readiness:  
Leadership



<https://www.naceweb.org/research/reports/job-outlook/2025>

# Importance of Your Major for Getting a Job

Nearly One-Quarter of Employers Hire College Graduates in Any Major

We hire majors that are only exclusive to our industry	23.2%
We hire majors that are exclusive to our industry AND other majors that fall outside the realm of our industry	50.8%
We hire ANY majors regardless of whether they relate to our specific industry	24.3%
Other	1.7%



... but only 23% ONLY hire majors from their own industry

The other > 50% are flexible and looking at other factors

<https://www.nacweb.org/research/reports/job-outlook/2025>

# Importance of Languages for the Economy

## 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

- Health care
- Construction
- Hospitality
- Manufacturing
- And many other industries!

Employers rely on multilingual workforce

## Top 5 Departments With Greatest Foreign Language Skills Need



From *Making Languages Our Business* (ACTFL, 2019)

[www.languageconnectsfoundation.org/programs-initiatives/research/making-languages-our-business](http://www.languageconnectsfoundation.org/programs-initiatives/research/making-languages-our-business)

# Importance of Language Skills for Jobs

Do employers value world language learning and multilingualism?



[AIBER Report \(2025\) www.languagepolicy.org/advocacy-resources](http://www.languagepolicy.org/advocacy-resources)

# Importance of Credentials

Any level of proficiency can be valuable... but how are you demonstrating and documenting it?



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

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

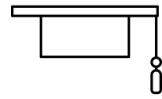
The screenshot shows the "Global Seal of Biliteracy Test Finder" interface. At the top, it says "Use one or more of the three filters below to find a test that best suits your needs." There are three dropdown menus: "Fluency Level", "Languages", and "Test Scale". Below these is a list of tests under the heading "Tests". The "AAPPL Form B" test is highlighted in yellow. To the right of the list, details for the "AAPPL Form B" test are shown, including the "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)), and "Working Fluency" (A-1 on all 4 parts (Advanced - Low)).

# Cultivating Career Competencies

NACE Competencies  
([naceweb.org](http://naceweb.org))

Consider one of our presentational tasks – which competences would it develop? How?

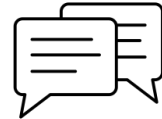
Career & Self-Development



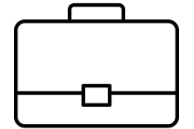
Leadership



Communication



Professionalism



Critical Thinking



Teamwork



Equity & Inclusion



Technology



## Multilingual Skills = Career Readiness?

### NACE Career Competencies

-  Career & Self-Development
-  Communication
-  Critical Thinking
-  Equity & Inclusion
-  Leadership
-  Professionalism
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National Association of Colleges and Employers  
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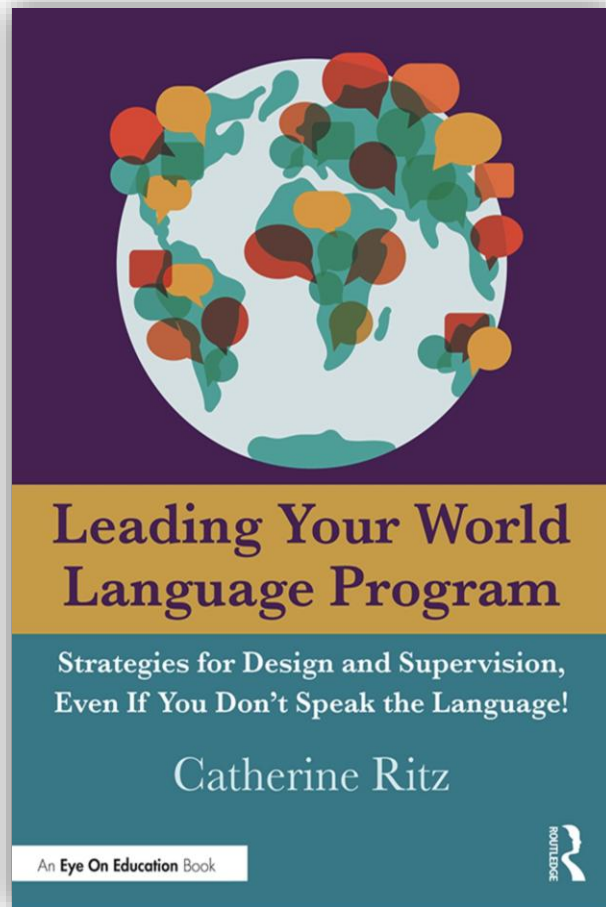
← Learn more!



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# Intercultural & Global Competence

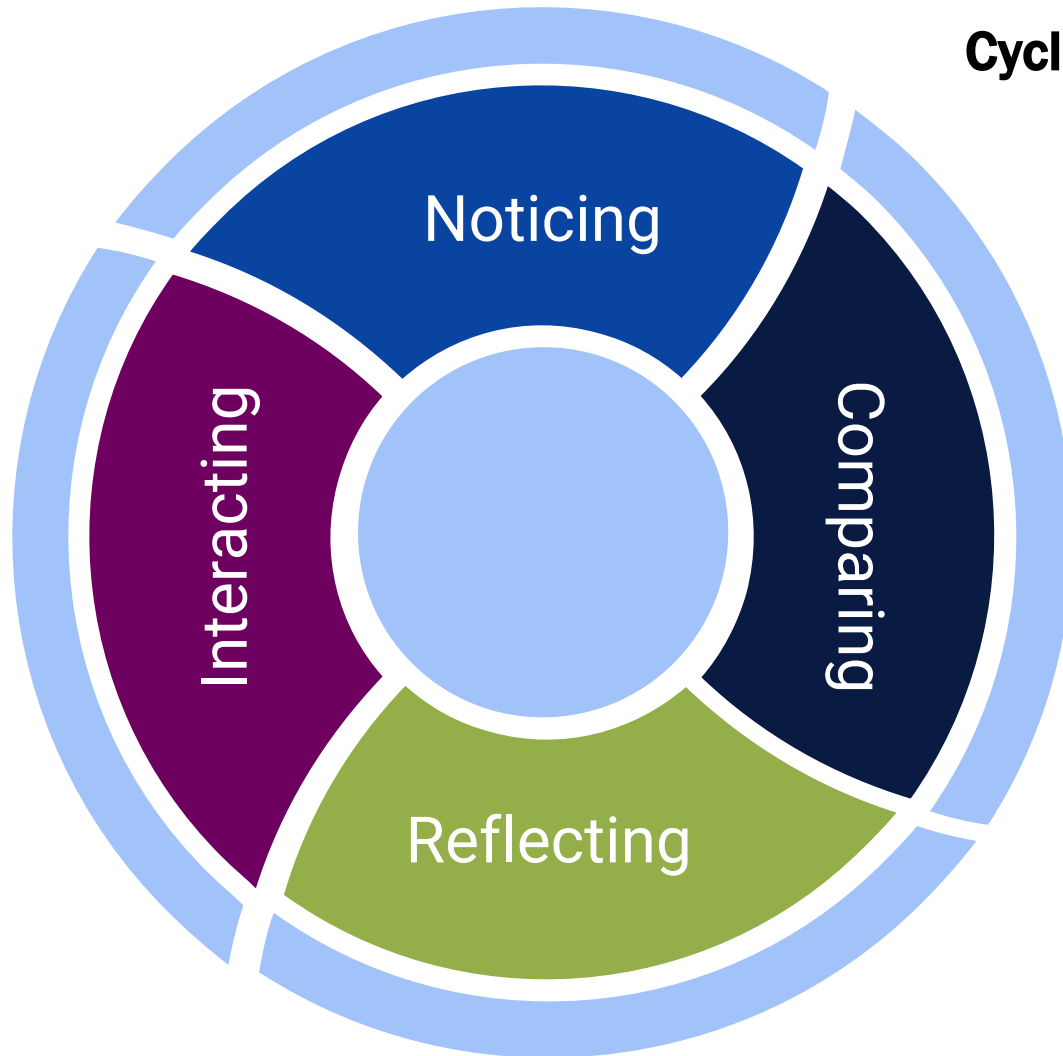
# CULTIVATE THE OPPORTUNITY TO COMMUNICATE



“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).

# INTERCULTURAL COMPETENCE



## Cyclical process of development over time:

“It is more important to **study culture as a process** in which learners engage rather than as a closed set of information that he/she will be required to recall.”

(Liddicoat & Scarino, 2013, p. 23)

Learning involves “a set of **processes** through which **intercultural learners pass many times** as they develop greater complexity of understanding.”

(Liddicoat & Scarino, 2013, p. 59)

# DEVELOPING ICC

## Cultural or Intercultural?

How will that experience lead to intercultural skills?

What stimuli will I provide so they can experience that content?

What content will be the foundation?



CULTURAL KNOWLEDGE



CROSS-CULTURAL EXPERIENCE



INTERCULTURAL SKILLS

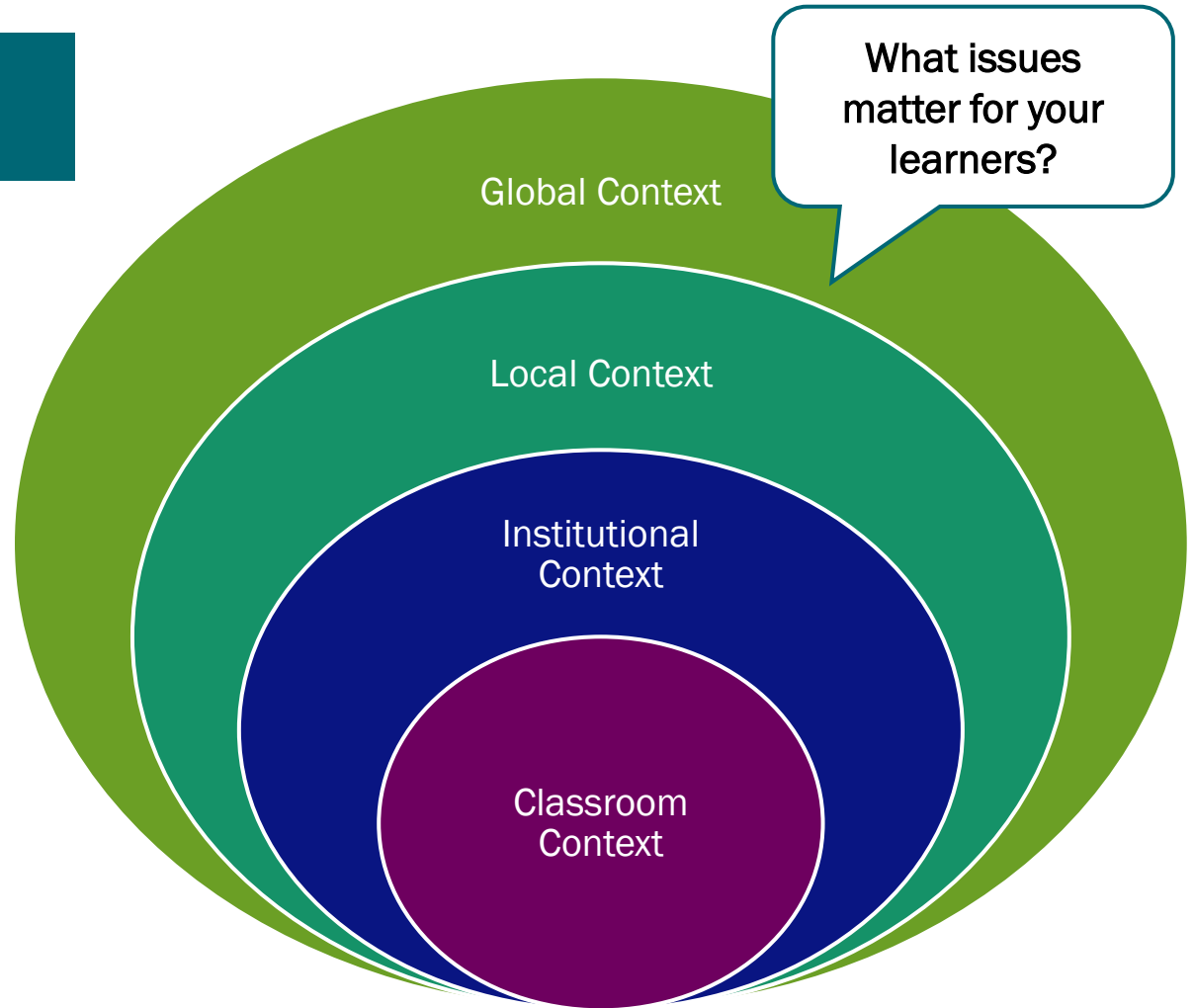
INTERCULTURAL ATTITUDES

Are they demonstrating intercultural attitudes?

# Global Changes and Challenges

Boix Mansilla and Jackson (2011) list “three forces shaping lives on the planet” (p. 1):

1. *the **flattened global economy** and changing demands of work;*
2. *unprecedented **global migration** and the changing nature of neighborhoods, identities, and citizenship; and*
3. *climate instability and the growing **need for global environmental stewardship.***



# Global Competence

Internationally recognized framework for developing global citizens



*Globally competent individuals can...*

## *Investigate the world*

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

## *Recognize varying perspectives*

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

## *Communicate effectively*

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

## *Take action to improve*

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

(Boix Mansilla & Jackson, 2011, p. 11)

# Goals for a better world



## United Nations Sustainable Development Goals (SDGs)

## Global Competence = Opportunities?

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<https://asiasociety.org/education/global-competency-resources>

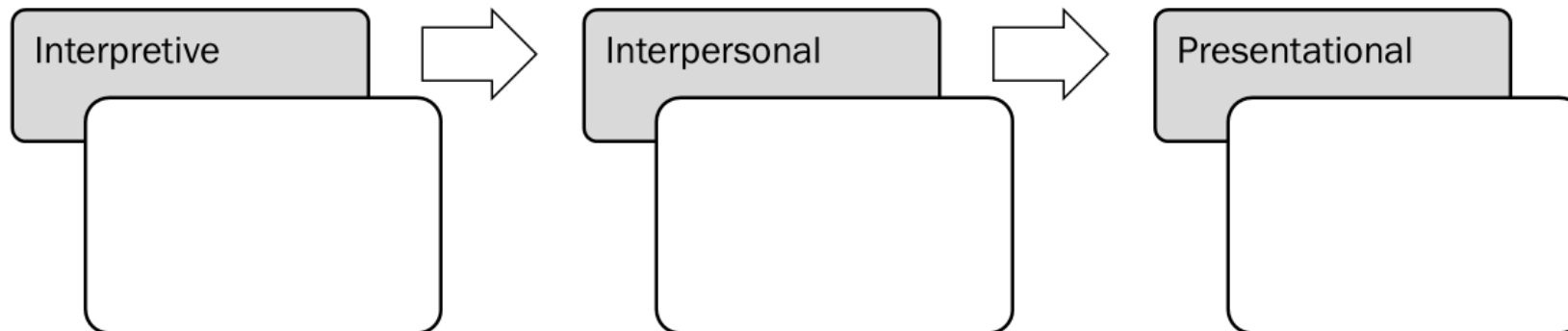
### United Nations International Day of Zero Waste 2025


- A global waste crisis is impacting the climate, ecosystems and human health...
- Each year, 92 million tonnes of textile waste are generated worldwide – the equivalent of a garbage truck full of clothing being incinerated or dumped in landfills every second.
- New circular textile business models could generate US\$700 billion in economic value by 2030.



More themes > Sustainable Development Goals:  
<https://sdgs.un.org/goals>

What will learners do in response to this global issue? Brainstorm a task for each communicative mode.





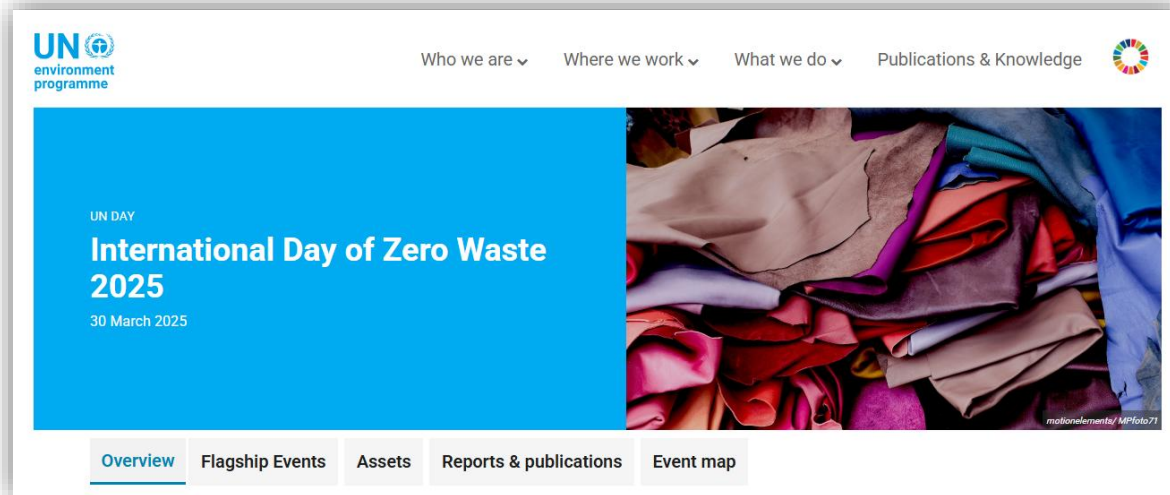
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# Meaningful, Purposeful Tasks

# Lesson Plans with Global Reach

## Dressing to Kill... the Environment

<https://www.unep.org/events/un-day/international-day-zero-waste-2025>



United Nations International Day of Zero Waste 2025

> **Towards zero waste in fashion and textiles**

What can learners do with this topic...

- At different proficiency levels?
- In all the communicative modes?
- With content relevant to their target language and cultures?

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

- *A global waste crisis is impacting the climate, ecosystems and human health...*
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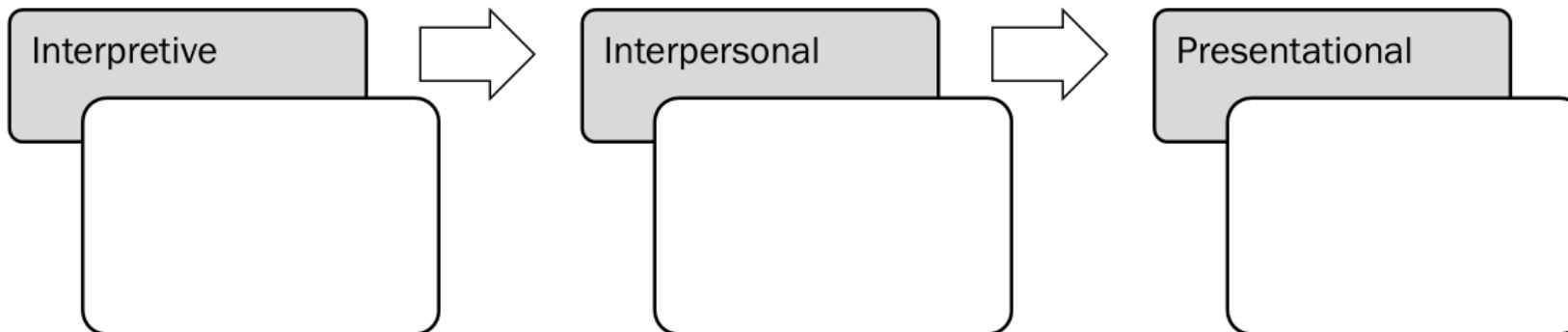
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# Lesson Plans > Stimuli

Download

**Sustainability and  
Circularity in the  
Textile Value Chain -  
A Global Roadmap**

- [Full Report](#)
- [Executive Summary \(English\)](#)
- [Executive Summary \(Arabic\)](#)
- [Executive Summary \(Chinese\)](#)
- [Executive Summary \(French\)](#)
- [Executive Summary \(Spanish\)](#)
- [Executive Summary \(Russian\)](#)
- [Brands and Retailers - Annex](#)
- [Communication and Consumer Engagement Actors - Annex](#)
- [Financial Institutions - Annex](#)
- [Innovators and Recyclers - Annex](#)
- [NGOs - Annex](#)
- [Policymakers - Annex](#)
- [Raw Materials Producers and Manufacturers - Annex](#)

UN website, news articles,  
videos, photos, podcasts,  
real clothing

United Nations International Day of Zero Waste 30 March

Home Messages UN Observances

Bolestering waste management and advancing resource recovery and reuse are key to protecting human and environmental health. PHOTO: UNEP

### Towards zero waste in fashion and textiles

Humanity's unsustainable production and consumption practices are driving the planet towards destruction. Households, small businesses and public service providers generate between 2.1 billion and 2.3 billion tons of municipal solid waste every year – from packaging and electronics to plastics and food. However, global waste management services are ill-equipped to handle this, with 2.7 billion people lacking access to solid waste collection and only 61-62 per cent of municipal solid waste being managed in controlled facilities. Humanity must act urgently to address the waste crisis.

This year's International Day of Zero Waste emphasizes the need for action in the fashion and textile sector to reduce waste and advance circular solutions with the theme **Towards zero waste in fashion and textiles**.

The rapid growth in textiles production and consumption is outpacing sustainability efforts in the sector, causing severe environmental, economic, and social impacts, particularly in the Global South. Clothing production doubled from 2000 to 2015 and yet 92 million tonnes of textile waste is produced globally. This equates to a garbage truck full of clothing incinerated or sent to landfills every second.

Addressing this challenge requires systemic change through sustainable production and consumption, and circular solutions. An arc-waste approach is key to this transition.

**Did you know?**

Packed into stans placed end-to-end generated in one globe 25 times.

Increasing resour the triple planeta nature and biodi

Without urgent a generation will b

YouTube

BBC

### Recycling fashion: The town turning waste into clothes - BBC News

BBC News 19.4M subscribers

32K Share Save

# Lesson Plans > Interpretive Reading

I can..

Answer questions such as:

- What was the 2025 theme of UN Zero Waste Day?
- Why is fashion a problem for the environment?

Gather topic-specific language:

- *“fast fashion”*
- *“reduce, reuse, recycle”*
- *Waste, wasteful, wasted*
- *Pollute, pollution, pollutant*
- *Sustainable solutions*

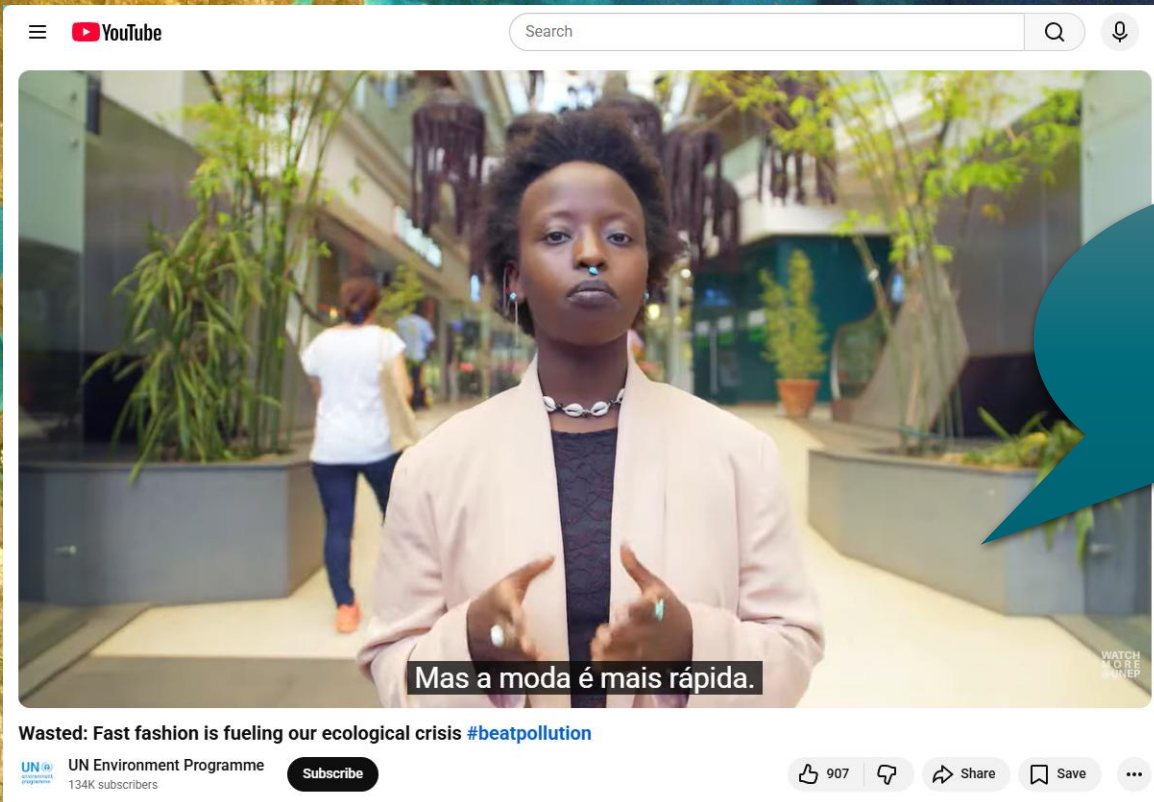
More critical thinking, e.g.,:

Find as many solutions in the text as you can – combine your list with peers’ lists – put the lists in order from possible to impossible

Find out about impact of “fast fashion” in your local area

The screenshot shows the UN Environment Programme website. The main header includes the UN logo and 'environment programme'. Navigation links include 'Who we are', 'Where we work', 'What we do', and 'Publications'. The main content area is titled 'News, Stories & Speeches' and includes sub-links for 'Stories', 'Interactives', 'Series', 'Audio', 'Videos', 'Press Releases', 'Statements', and 'Speeches'. A featured image shows a woman speaking at a podium. To the right, a language dropdown menu is open, showing options: English, العربية, Español, Français, Português, Русский, and 简体中文.

# Lesson Plan > Interpersonal Speaking



I can..

Do you support fast fashion?

Questionnaire about how long we keep clothing, recycling clothing, wearing used clothing

Brief interviews  
“Is your fashion fast or slow? Why?”

# Lesson Plan > Presentational Writing

I can..

Create an infographic about the environmental harm of fast fashion OR about sustainable solutions

Created by  
Microsoft CoPilot  
(generative AI)

## SUSTAINABLE SOLUTIONS FOR THE FASHION INDUSTRY

### SUSTAINABLE MATERIALS



- Organic cotton, hemp and bamboo
- Recycled fibers
- Biodegradable fabrics

### CIRCULAR ECONOMY PRACTICES



- Design for durability and reparability
- Clothing rental and resale platforms
- Waterless dyeing technologies

### REDUCE WATER AND CHEMICAL USE



- Waterless dyeing technologies
- Natural dyes and low-impact chemicals
- Efficient wastewater treatment

### ENERGY EFFICIENCY & RENEWABLE ENERGY



- Switch to renewable energy
- Improve energy efficiency
- Improve energy efficiency

### SLOW FASHION & CONSUMER BEHAVIOR



- Quality over quantity
- Repair, reuse and upcycling
- Care practices

### INNOVATION & TECHNOLOGY



- 3D knitting an-demanded production
- AI-driven inventory management
- Certifications
- Biotechnology

# Lesson Plan > Presentational Speaking



I can..

Plan and deliver a presentation that persuades their peers to take the steps they can to reduce fashion waste

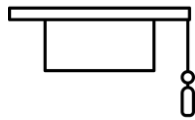
# NACE Career Competencies

<https://www.naceweb.org/career-readiness-competencies>



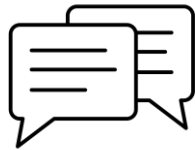
## Career & Self-Development

- Awareness of Strengths and Challenges
- Professional Development
- Networking



## Communication

- Oral communication
- Written communication
- Non-verbal communication
- Active listening



## Critical Thinking

- Display situational awareness
- Gather & analyze data
- Make effective & fair decisions



## Equity & Inclusion

- Engage multiple perspectives
- Use inclusive & equitable practices
- Advocate



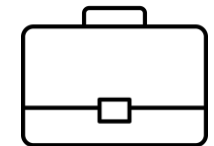
## Leadership

- Inspire, persuade, & motivate
- Engage various resources and seek feedback
- Facilitate group dynamics



## Professionalism

- Act with integrity
- Demonstrate dependability
- Achieve goals



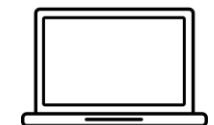
## Teamwork

- Build relationships for collaboration
- Respect diverse perspectives
- Integrate strengths



## Technology

- Leverage technology
- Adapt to new technologies
- Use technology ethically



## Multilingual Skills = Career Readiness?

### NACE Career Competencies

-  Career & Self-Development
-  Communication
-  Critical Thinking
-  Equity & Inclusion
-  Leadership
-  Professionalism
-  Teamwork
-  Technology

National Association of Colleges and Employers  
<https://www.nacweb.org/career-readiness-competencies>

Choose two areas. How would your communicative task develop these competencies?

Competency 1: \_\_\_\_\_

Competency 2: \_\_\_\_\_

Resources and References:

[LanierLingvista.org](http://LanierLingvista.org)


> Leadership

> Advocacy



Dr. Lanier is core faculty in the online MAFLT@MSU.

← Learn more!

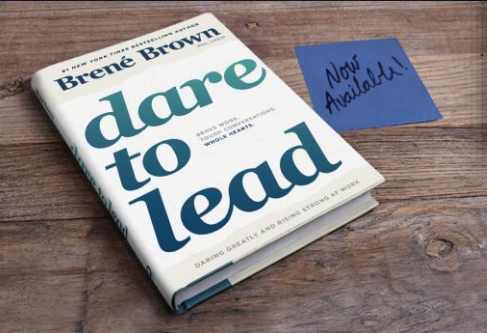


*Opening Doors to Global Opportunity:  
Advocacy for Languages and Transferable Skills  
Central States 2026 – Chicago, IL*

# Advocate for All the Humans

“ If we are to have a globe  
*worth inhabiting,*  
we must attend unflinchingly to  
the kinds of human beings  
*that will inhabit it,*  
and the ways in which they deal  
with one another.”

# We Have Important Work to Do



From Howard Gardner's introduction to *Educating for Global Competence* (Asia Society, 2011)

# THANKS FOR PARTICIPATING!

<https://lanierlingvista.org/latest-posts>

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because...*

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[alanier@msu.edu](mailto:alanier@msu.edu)

or LinkedIn

[@AmandaLanier48824](https://www.linkedin.com/in/Alanier48824)

*i also wanted  
TO SAY*

# REFERENCES AND RESOURCES

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# USEFUL LINKS

- **Joint National Committee for Languages (JNCL-NCLIS)**  
[www.languagepolicy.org/advocacy-resources](http://www.languagepolicy.org/advocacy-resources)
- **Language Connects Foundation**  
[www.languageconnectsfoundation.org](http://www.languageconnectsfoundation.org)
- **National Association of Colleges and Employers**  
[www.naceweb.com](http://www.naceweb.com)
- **Global Competence**  
[asiasociety.org/education/global-competence](http://asiasociety.org/education/global-competence)
- **On my website:**
  - **Advocacy**  
[lanierlingvista.org/program-administration/advocacy](http://lanierlingvista.org/program-administration/advocacy)
  - **Intercultural Competence**  
[lanierlingvista.org/language-teaching/icc-in-flt](http://lanierlingvista.org/language-teaching/icc-in-flt)