***Call for Abstracts***

Dedicated Issue of *Foreign Language Annals*

**Sustaining and Expanding Language Education Opportunities**

World language education serves a range of vital functions, which include nurturing identities and community, building connections, and promoting cultural exchange, global understanding, and cognitive development. However, recent trends underscore a concerning decline in enrollment in courses focused on languages other than English. The 2021 Modern Language Association report revealed a significant drop of 16.6% in enrollments between fall 2016 and fall 2021 (Lusin et al., 2023). West Virginia University made headlines in 2023 by closing its Department of World Languages, Literatures and Linguistics (Petit, 2023). While the research on K-12 enrollments is largely outdated, the most recent survey in 2011 found the presence of world language instruction in elementary schools had decreased from 31% of schools in 1997 to 25% in 2008. The percentage of high schools offering world language instruction also decreased during that period, from 86% to 79% (Rhodes & Pufahl, 2011). A more recent study in 2016 found that only seven of 50 states required students to take a language other than English for high school graduation (O’Rourke et al., 2016) and an increasing number of states accept computer science credits to fulfill this requirement (Fell, 2023).

Yet, amidst this decline, promising practices and policies that provide hope have emerged. The COVID-19 pandemic catalyzed a paradigm shift towards online learning, highlighting an increased demand for diverse instructional offerings, including language education. The Seal of Biliteracy, a policy that recognizes students who graduate from high school multilingual and multiliterate, swept across the United States (Davin et al., 2022), providing additional motivation for students to develop proficiency in multiple languages. Other initiatives seek to expand access to language study to learners who have been historically and systematically marginalized from language learning. These initiatives include targeted curriculum development efforts that center learner identities (e.g., Anya et al., 2019; Knisely & Paiz, 2021), work to seek reparations (e.g., Austin & Anya, 2024), and center social justice (e.g., Glynn, Wesely, & Wassell, 2018; Randolph & Johnson, 2017). To advance this work, ACTFL is hosting a series of town hall meetings, challenging us to position our teaching and research as “Language as Liberation” (Clemons & Toribio, 2021; Randolph, 2023).

In this era of social, political, and technological transformation, language programs must innovate in order to be relevant and resilient. Thus, *Foreign Language Annals* invites proposals for a dedicated issue that will explore innovative strategies and practices for Sustaining and Expanding Language Education Opportunities. We seek contributions encompassing a diverse array of methodologies and perspectives, including conceptual, empirical, and pedagogical approaches. Submissions may include but are not limited to:

**Classroom-based Research:** Investigations into innovative teaching methodologies, assessments, and technologies that foster engagement and increase enrollment in language learning.

**Program-oriented Studies:** Analyses of institutional policies, curricular designs, and programmatic initiatives aimed at enhancing language education accessibility, inclusivity, and sustainability.

**Advocacy and Policy Development:** Studies on advocacy efforts, community partnerships, and policy frameworks that promote the importance of language education and support its expansion in K-20 contexts.

**Collaborative Approaches:** Exploration collaborations between language education and other disciplines, such as cultural studies, technology integration, and social justice, to enhance interdisciplinary collaboration and relevance.

Contributions to this dedicated issue should advance arguments and present findings that elucidate innovative approaches to sustaining and advocating for language programs. Authors are encouraged to critically engage with current challenges and propose forward-thinking solutions that address the evolving needs of learners in an interconnected world.

We welcome proposals from scholars, educators, practitioners, and policymakers across languages and disciplines. Submissions should adhere to the [guidelines outlined by *Foreign Language Annals*](https://onlinelibrary.wiley.com/page/journal/19449720/homepage/forauthors.html) and align with the journal's commitment to excellence, inclusivity, and scholarly rigor.

**Dedicated Issue Timeline and Deadlines:**

June 6, 2024 Abstracts Due (200-500 words)

June 15, 2024 Notifications sent for Invited Contributors

February 1, 2025 First Manuscript from Invited Contributors (following Author

Guidelines)

February 2025 – June 2025 External Review

July 2025 – August 2025 Author Revisions

September 1, 2025 Revised Manuscript Due

Note that acceptance of an abstract does not guarantee publication. The peer-review process will be followed for all manuscripts in the dedicated issue.

**References**

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Knisely, K., & Paiz, J. M. (2021). Bringing trans, non-binary, and queer understandings to bear in language education. *Critical Multilingualism Studies, 9*(1), 23-45*.*

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