



2011 Conference

Collaborating with Language Departments in Campus-Wide Internationalization

2/22/2011

Competition & Collaboration in the Global Transformation of Higher Education

The challenge of language departments

- Language department faculty should be our strongest allies in campus-wide internationalization
- The nature of the discipline
 - Language as gateway to cultural understanding
 - Language competency as moral imperative
 - International study as lure for majors

Issues of Turf

- Once everyone owns international study, where does that leave us?
- We have traditionally been the arbiters of quality for international-study programs:
 - Homestay vs dorms
 - Integration with the surroundings
 - Length of program
 - Level of language competency attained

Changing the paradigm

- “Discipline blinders” are not unique to foreign languages
- Change begins with articulating a broader range of learning outcomes
[gasp!] that do not all include language learning

So how do we talk to them?

- 1) Explain the discipline-specific goals of other colleges/majors, and the validity for the careers of those graduates
- 2) Cultural lesson of short-term programs in English: knowledge is not only produced in the U.S. for export to the rest of the world
- 3) Students may study language upon returning rather than before they go

Forging alliances

- Validate language faculty as necessary and important allies
- Include language faculty on decision-making committees: searches, quality-assessment, program evaluation, risk management
- Promote idea of language faculty teaching culture courses in English, to put them in contact with the kind of intellectual transformation that can happen there



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From FL to SIO

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Is language study a strong indicator of institutional internationalization?

- Recognizing that there is agreement on the complexity of understanding internationalization of higher education institutions but there is still:
 - a lack of consensus on what institutional internationalization is in diverse settings and
 - even greater disagreement of how to gauge institutional progress toward internationalization.

Is language study a strong indicator of institutional internationalization?

- A number of studies focusing on the analysis of institutional internationalization have not included foreign language study as a part of their research paradigm.

Is language study a strong indicator of institutional internationalization?

Several studies have identified foreign language study as a key indicator of institutional internationalization. (number of FL's taught, FL enrollments, FL majors/minors, FL requirements, etc.)

- Afonso, J.D. (1990). The international dimension in American higher education
- Burriss, A. P. (2006). Analyzing institutional effectiveness in internationalization
- Krane, M. (1994) Development of an internationalization index for U.S. Liberal Arts colleges
- Petronis, J. (2000) Internationalization of member institutions of Association of Collegiate Business Schools and Programs

The role of FL as a gateway or gatekeeper???

- **GATEKEEPER:** Study abroad applicants were required to enroll in at least one-semester of Italian language prior to study in Italy.

The role of FL as a gateway or gatekeeper???

- **GATEWAY:** Two concessions were made and consensus was reached in order to facilitate what resulted in a 300% increase in study abroad enrollment.
 - The requirement was changed: Study abroad applicants can now enroll in their required semester of Italian Language before, during, or after the semester abroad
 - All participants enroll in a Cultural Introduction to Italy course that includes cultural excursions, museum visits, lectures, and the “Italian Family Club” option (emphasizing cultural immersion and communicative language practice).

How a FL project enhanced institutional internationalization

HBCU, Project Connect – linking FL study to institutional mission.

- Goal– to enhance Spanish language curriculum with a decided twist applied to “heritage language learning” – as defined by the NFLC Language Mission Project
- Through a Title VI UISFL Grant – infused Afro-Hispanic content in the Spanish language courses, held interdisciplinary workshops to internationalize faculty and curriculum. Expanded travel and networking opportunities for faculty interested in establishing discipline based study abroad programs.



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How a FL project enhanced institutional internationalization

Project Connect Results:

- Study abroad programs in the Schools of Architecture, Business and Science. Developed Afro-Hispanic modules in Comparative Literature, Africana Studies and Women's studies.
- Enhanced internationalization of the core curriculum and faculty
- Established a Spanish major due to increased enrollments and student interest in language study.



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*“If you know only one language, you do not know it well”
Johann Wolfgang von Goethe*

Language teaching at UDEM (1)



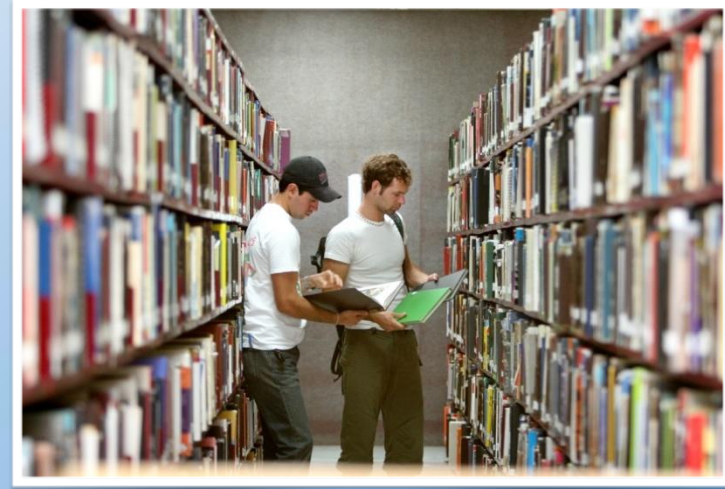
- Before 1990: Isolated foreign language requirements; each program hired its own language instructors
- 1990: Creation of Language Center (later Department of Modern Languages) as a service department
- Function: Concentrate all foreign language teaching at UDEM (English, French, German)
- 1994: Introduction of TOEFL score as a graduation requirement (450 – 500 – 550)
- 1996: Curriculum revision: possibility to study a foreign language as a minor
- 1996: Creation of Spanish-as-a-Foreign-Language program to support the attraction of international students to UDEM; joint effort of Department of Modern Languages, Office of International Programs, and Division of Continuing Education

Language teaching at UDEM (2)

- 2004: TOEFL preparation course becomes mandatory
- 2007: Strategic plan for the internationalization of UDEM: emphasizes importance of foreign language instruction in support of internationalization efforts: (1) improve foreign language proficiency of UDEM students to facilitate their participation in study abroad programs and to maximize their intercultural learning, (2) expand the offer of foreign languages at UDEM to contribute to the internationalization of the curriculum, (3) offer Spanish-as-a-Foreign-Language and Spanish-for-Special-Purposes programs to attract more international students to UDEM
- 2007: Quality Enhancement Plan for SACS: Plan centers on internationalizing the learning experience; one central component is the commitment to help students to attain the 550 points in the TOEFL in order to graduate



Language teaching at UDEM (3)



- 2007: Introduction of Japanese-as-a-Foreign-Language in support of the double-degree program with Nagaoka University of Technology
- 2009: Creation of I-Speak, a student association that offers foreign languages without academic credit through the Division of Continuing Education (Arabic, Chinese, English, French, German, Italian, Japanese, Portuguese, Russian)
- 2010: Curriculum revision: Creation of two independent study courses in each academic program; courses can be foreign language courses; immediate impact in demand for foreign languages in Spring 2011

Cooperation efforts (1)

- Students learn foreign languages at UDEM to prepare them for study abroad programs (English: worldwide; French: double-degree program with Paris II, scholarship programs to CAPA; German: DAAD engineering program; scholarship programs to Baden-Württemberg and Bavaria; Japanese: double-degree program to NUT)

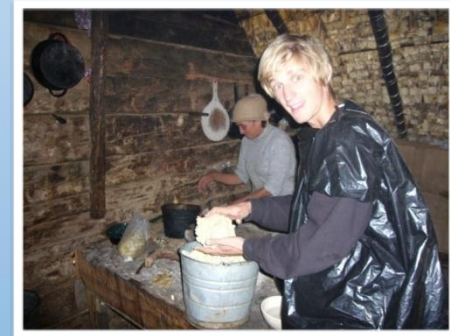


Cooperation efforts (2)



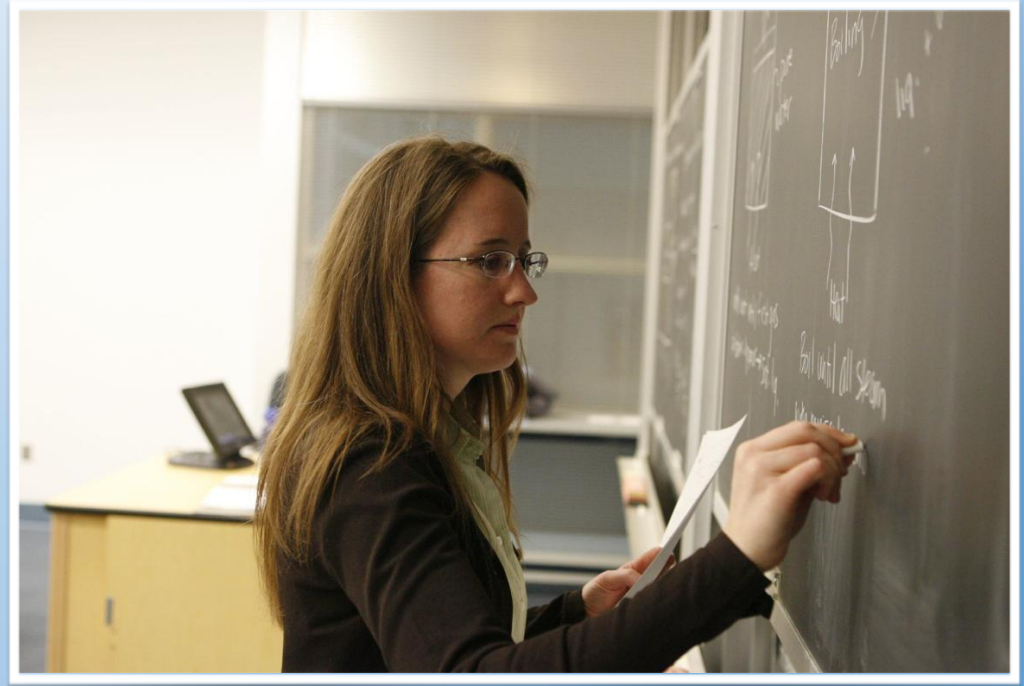
- Students learn foreign languages while on study abroad (Chinese, English, French, and German for academic credit with possibility toward minor; others for co-curricular credit or proficiency-based; English to comply with TOEFL score graduation requirement)

Cooperation efforts (3)



- Foreign students come to UDEM to learn Spanish in semester or summer programs, either for academic credit (Department of Modern Languages) or for proficiency purposes only (Continuing Education); General program in Spanish-as-a-Foreign-Language with different levels; Spanish combined with Mexican culture or community service; Spanish for special purposes (medical Spanish, business Spanish, legal Spanish, Spanish in the tourism industry)

Cooperation efforts (4)



- New project: Integrate foreign language teacher trainees from foreign language teacher education programs at partner universities as interns or practice teachers into the foreign language programs at UDEM.

Lessons to be learnt

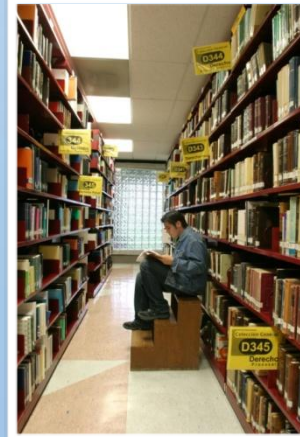
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- Facilitate learning experiences for students who want to take up foreign languages for academic credit and also to those who want to improve their proficiency regardless of whether they get academic credit for it or not
- Disassociate foreign language instruction from philology and literature
- Integrate foreign language learning in the institutional internationalization strategy





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Your input?

- Gracias
 - Xie xie
 - Obrigados
 - Merci beaucoup
- ...et cetera!