

What does institutional globalization mean for foreign language education in the U.S.? Collaborative and Interdisciplinary Models for the less commonly taught languages

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Overview

■ Introduction

- Broad contexts
- Research

■ Program models

- Distance collaborations (The Shared Course Initiative (SCI); AVD; NYU-Columbia Exchange)
- Individualized and customized language instruction (DILS; LMT)
- Discipline-specific and content-focused models (Fields; LSPs; CIRCLE)
- Others (Con-Fab, Accent)

■ Questions



Policy

Federal Policy

Succeeding globally through international education and engagement

Objective 1:

“Increase the global competencies of all U.S. students...”

Figure 1: Framework for the U.S. Department of Education International Strategy



Technology

- The rapid and constant pace of change in technology is creating...opportunities [that] include greater access to rich, multimedia content, the increasing use of online coursetaking to offer classes not otherwise available, the widespread availability of mobile computing devices that can access the Internet, the expanding role of social networking tools for learning and professional development, and the growing interest in the power of digital games for more personalized learning.

(Education Research Center, 2011)

Demographics

- Higher education is experiencing a historic shift. Demand for postsecondary study is at an all-time high for both students of traditional and nontraditional ages; for-profit and certificate-based providers are becoming more the norm than outliers; distance education is proliferating at all types of institutions; and higher education is becoming a global commodity traded across political and geographic boundaries.

At the same time, colleges and universities are being pressed to serve a student body that is vastly different from only a few decades ago. The demographic trends widely forecast throughout the 1990s have become reality: California, Florida, and Texas are prominent states where traditional “minority” groups now constitute the majority. And on the heels of these demographic shifts, a dramatically different cohort of high school students is preparing for postsecondary study.

(Watson Scott Swail, 2002)

Globalization

- No one doubts that globalization is one of the most important trends of our day. Nor does anyone question that it affects what we study, how we teach, and whom we seek to reach.

(Dirks, 2014)

- Globalizing an institution is not simply a question of mapping new “global” competences onto existing models or simply re-labeling or rebranding as “global” any ongoing initiative that happens to have an international element associated with it. Fundamentally, embracing globalization fully means embracing a process that brings about changes that are as qualitative in nature as they are quantitative.

(Dirks, 2010)

Corporatization

- Commodification of language “affects both people’s motivations for learning languages and their choices about which languages to learn. It also affects the choices made by institutions (local and national, public and private) as they allocate resources for language education.”

(Block & Cameron, 2002)



Research

Brustein (2006)

- Global competence is the ability to “not only to contribute to knowledge, but also to comprehend, analyze, and evaluate its meaning in the context of an increasingly globalized world.”
- “too often at our institutions, the primary responsibility for foreign language preparation falls upon faculty in language and literature departments who have limited interest and few resources to teach foreign languages to students who plan to major in other disciplines than their own.”

Warner (2011)

- With words like “internationalization”, “global perspectives” and “intercultural competence” now embedded in the lexicon of higher education, how is it that departments of foreign languages and cultures are not positioned more prominently in university mission statements, budget designs, and general education requirements?
- Why is foreign language study currently devalued by many university administrators and by American society as a whole?
- What role might departments of foreign languages and literatures play in the internationalization of higher education in the U.S. and, conversely, how might this conceptual framework help those of us who reside in these departments to not only justify, but also to reconfigure foreign language education for today’s society?

Byrnes (2009)

- ...there is considerable irony in the fact that the task of internationalizing the curriculum in terms of FL departments' unique educational contribution frequently presents itself to them under alien, if not to say, alienating circumstances and furthermore, does so within an environment that is deeply marked by the status of English as the "go-to" international language that both supersedes and potentially even distorts the presence and role of other languages."

Summers (*NY Times* 1/12)

- English's emergence as the global language, along with the rapid progress in machine translation and the fragmentation of languages spoken around the world, make it less clear that the substantial investment necessary to speak a foreign tongue is universally worthwhile. While there is no gainsaying the insights that come from mastering a language, it will over time become less essential in doing business in Asia, treating patients in Africa or helping resolve conflicts in the Middle East.

Kramersch (2014)

- “. . . globalization has changed the conditions under which FLs are taught, learned, and used. It has destabilized the codes, norms, and conventions that FL educators relied upon to help learners be successful users of the language once they had left their classrooms. These changes call for a more reflective, interpretive, historically grounded, and politically engaged pedagogy than was called for by the communicative language teaching of the eighties.” (p. 302)

2007 MLA Report: “Foreign Languages and Higher Education: New Structures for a Changed World”

■ *Transforming academic programs:*

“replacing the two-tiered language-literature structure with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses”

■ *The Goal: Translingual and Transcultural Competence:*

“Students are educated to function as informed and capable interlocutors with educated native speakers in the target language. They are also trained to reflect on the world and themselves through the lens of another language and culture.”

Program Examples

I. Distance Collaborations: The Shared Course Initiative (SCI):
Columbia, Yale. Cornell; AVD program; NYU-Columbia Exchange

The Shared Course Initiative (SCI)

Mission

The SCI is a collaborative model of instruction that makes innovative use of technology to share academic resources across institutional boundaries, enabling strategic partners to enrich existing curricula while respecting local institutional cultures.

Objectives

- Expand course enrollments in the LCTL.
- Increase the menu of available languages at each institution.
- Fill existing curricular gaps.
- Strengthen existing curricula.
- Share best practices for the teaching of LCTL among institutions.
- Develop a sense of community among LCTL instructors.

LANGUAGES OFFERED

2012-13

- Bengali (Beg.)
- Dutch (Int.)
- Modern Greek (Int.)
- Romanian (Beg.)
- Tamil (Int.)
- Yoruba (Beg.)
- isiZulu (Adv.)

2013-14

- Bengali (Beg. & Int.)
- Dutch (Beg., Int. & Adv.)
- Khmer (Beg.)
- Romanian (Beg. & Int.)
- Tamil (Beg. & Int.)
- Classical Tibetan (Beg.)
- Ukrainian (Beg.)
- Yoruba (Beg. & Int.)
- isiZulu (Beg. & Adv.)

2014-15

- Bengali (Beg., Int. & Adv.)
- Dutch (Beg., Int. & Adv.)
- Khmer (Beg., Int.)
- Romanian (Beg. & Int.)
- Tamil (Beg., Int. & Adv.)
- Classical Tibetan (Beg. & Int.)
- Ukrainian (Beg. & Int.)
- Yoruba (Beg., Int. & Adv.)
- isiZulu (Beg., Int. & Adv.)
- Sinhala (Beg.)
- B.S.C. (Beg.)
- Hungarian (Beg.)
- Modern Tibetan (Beg.)
- Wolof (Beg.)
- Bahasa Indonesia (Adv.)
- Vietnamese (Adv.)

Learning Yoruba



AVD Program-Yale

Total Programs/Students/Languages by AY

AY	Programs	Students	Languages
Spring 2010	2	2	2
Fall 2010 - Spring 2011	3	4	2
Fall 2011 - Spring 2012	4	4	4
Fall 2012 - Spring 2013	25	36	19
Fall 2013 - Spring 2014	19	30	16
Grand Total	53	76	43[*]

*43 designates the total languages taught for the entire grant period representing 22 unique languages offered

Languages by # of AVD Programs/Students 2010 - 2014

Language	Programs	Students
Amharic	6	17
Bemba	1	1
Choctaw	1	1
Egyptian Arabic	3	3
Guarani	1	1
Hungarian	4	5
Iñupiaq	4	4
Krio	2	2
Luganda	1	1
Malagasy	1	1
Marathi	1	1
Navajo	5	8
Norwegian	1	3
Pashto	1	2
Quechua	3	3
Serbian-Croatian	4	6
Sinhala	4	5
Tibetan	2	4
Tohono O'odham	1	1
Twi	3	3
Uyghur	2	2
Wolof	2	2
Grand Total	53	76

Number of AVD Students per Language by Region 2010-2014



Student profiles



Holly Guise is a graduate student in history. She has completed 4 semesters of DILS Iñupiaq. Initially interested in studying Iñupiaq to better understand her tribal language, Holly has incorporated her study of Iñupiaq into her PhD dissertation topic on 20th century Alaska Native activism and civil rights.



Yaphet Getachew is a junior in Yale College majoring in Global Affairs. He is a Global Health Fellow on campus and has always wanted to do health care work in his family's native Ethiopia. Ready to begin his third semester of DILS Amharic, he is learning the language skills needed to make that dream a reality.



NYU-Columbia Language Exchange

Insert this way / This side facing you

- First established in 1998
 - 1998-2014: 35+languages
 - Total # of students: 800+ (60+ annually)
- Language exchange
 - Regular, for-credit classes
 - Targeting specific classes
 - No exchange of tuition
- Open to all NYU and Columbia students

Program Examples

II. Individualized and customized language instruction: Directed Independent Language Study (DILS); Language Maintenance Tutorials (LMT)



DILS



DILS (Directed Independent Language Study)

- First established in 2001
 - 2001-2014: 84 languages (not otherwise offered at Yale)
 - Total # of students: 1052
- Language partnership
 - one-on-one instruction
 - opportunity for cultural exploration
- Assessment (OPI)
- Approximately half undergraduate students and half graduate and professional school students

North American

American Sign Language

Choctaw

Inupiaq

Lakota

Navajo

Tohono O'odham

European

Albanian Bulgarian Estonian Hungarian Romanian Ukrainian
Armenian Danish Finnish Irish Icelandic Lithuanian Serbian-
Croatian Basque Dutch Georgia Norwegian Polish Swedish Yiddish

Middle East

Dari

Egyptian Arabic

Gulf Arabic

Iraqi Arabic

Kazakh

Kurdish

Levantine Arabic

Moroccan Arabic

Neo-Aramaic

Syrian Arabic

South Asian

Bengali

Dzongkha

Marathi

Nepali

Pashto

Punjabi

Sinhala

Tamil

Telugu

Tibetan

Urdu

East Asian

Cantonese

Mongolian

Taiwanese

Uyghur

Latin American

Guarani

Haitian Creole

Mapudungun

Quechua

Yucatec Maya

African

Afrikaans

Krio

Amharic

Luganda

Bambara

Malagasy

Bemba

Oromo

Dinka

Rutooro

Efik

Setswana

Shona

Somali

Hausa

Wolof

Igbo

Tigrinya

Kinyarwanda

Twi

Southeast Asian

Burmese

Karen

Thai

Fijian

Khmer

Tok Pisin

Ilocano

Tagalog

Visayan/Cebuano

“Through DILS, I am studying oracle bone inscriptions (OBI), an ancient form of written Chinese that only a limited number of Western scholars have mastered. Learning OBI will not only be integral for my dissertation on the bio-archaeology of sacrifice and warfare in China's Late Shang Dynasty, but will also make me more marketable when I am pursuing a career after earning my doctorate.”



DILS

Directed Independent Language Study



"One of the highlight achievements made possible by our ability to speak Sinhala was leading a group of 13 non-Sinhala speaking Yale students on a service trip to Sri Lanka. With our improved Sinhala, we were easily able to navigate the language barrier between our non-Sinhala speaking participants and the children, leading to a truly rewarding experience for everyone involved."



LMT (Language Maintenance Tutorials)

- First established in 1997
 - 1997-2014: 30+languages
 - Total # of students: 1,600+ (100+ annually)
- Language partnership
 - One-on-one instruction
 - Maintenance of proficiency
 - Opportunity to explore specific registers
- For graduate and professional school students

Program models

III. Discipline-specific and content-focused models (Fields; LSPs; CIRCLE)

Fields

- Fall 2009 - Spring 2013
 - 17 languages; 58 disciplines
 - Adv. proficiency (intermediate-high/advanced-low starting point)
- Language Partner in field/discipline
 - 1-on-1; 2 hours per week
 - oral proficiency interview and written proficiency test
 - mentoring/networks



Fields Languages/Disciplines - 2009-2014



Fields

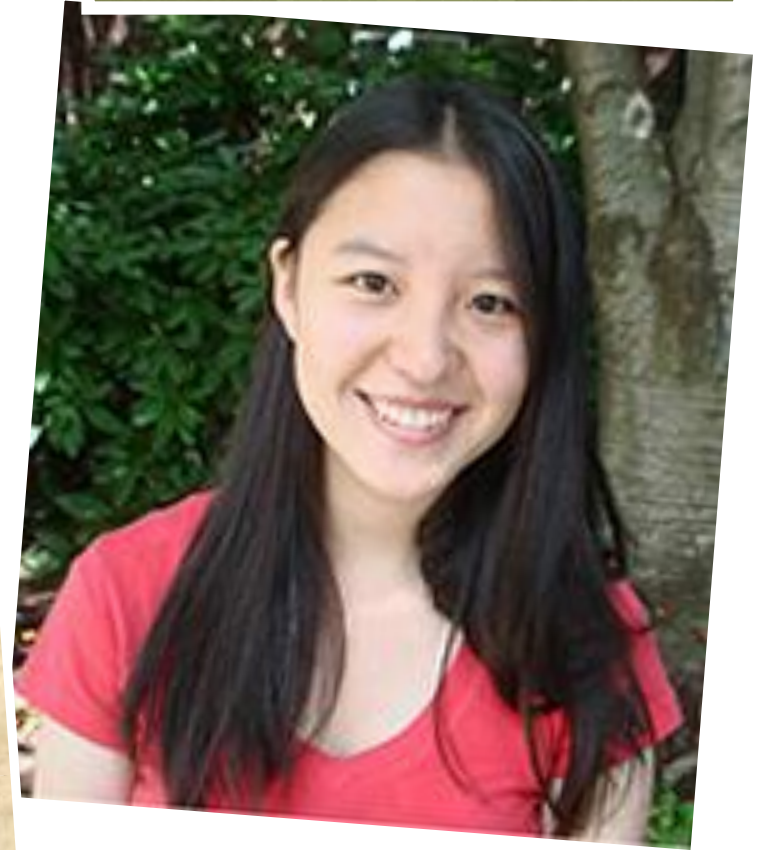
Advanced Language Study in Your Field

"The Fields program has enabled me to continue my studies in the Serbian language at Yale. Southeastern Europe will step by step join the European Union over the next few years. I would like to contribute to this enlargement process in my professional future, and therefore strive to hone my skills in Serbian. My Language Partner has encouraged my interest throughout the semester. He keeps me updated on political developments throughout the Balkans and discusses possible solutions with me. We have been studying historical moments in the Balkans, too, in particular the collapse of Yugoslavia and the wars in the 1990s."

“Since beginning the Fields Language Program about two years ago, working with my language partner has had a tremendous impact on improving my Russian language skills. Having a Fields language partner enables me to focus on learning relevant legal terminology, practicing effective communication, and discussing difficult topics in law, politics, and contemporary Russian society. This has not only aided my dissertation research—especially when I was studying in Moscow last year—but also has provided invaluable language training at an advanced level I hope to continue after getting my Ph.D. ”

Fields

Advanced Language Study in Your Field



Languages for Specific Purposes

▣ Spanish for Healthcare Professionals

- School of Medicine
- PA Program
- Public Health
- Nursing



▣ Chinese for Healthcare Professionals



▣ Portuguese for Professional Purposes

- School of Management
- Forestry and Environmental Studies



▣ Haitian Creole for Environmental purposes

- FES



CIRCLE (Community, Identities and Research through Collaborative Language Education)

- First established in 2010
- Collaborative exploration of cultural identity
 - Heritage students or advanced language learners
 - Ethnographic research and reflective analysis
 - Micro-publications and curation of digital artifacts
 - Authentic exchanges with local communities
- Partnership between Columbia and Arizona State
- Expanding nationally and internationally

Program Examples

IV. Others (Con-Fab; Accent)

/con · fab/

n. an informal meeting, discussion, or conversation

the undergraduate multilingual magazine at Yale
Gf **accent**

Con-Fab and Accent

- Multilingual magazines
- Written and edited by undergraduates
- Celebrate diversity through the written word
- <http://confab.lrc.columbia.edu>
- <http://www.accentmagazine.org>

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