



Getting Past “Everyone Speaks English.”

Target language proficiency as central to the development of **intercultural competence**



+ Our Panel

- **Lisa Rooney**, Vice President of Teacher Training & Education Abroad | [Bridge](#)
lrooney@bridge.edu



- **Jeff Longwell**, Professor of Spanish, Coordinator of Lower Division Spanish, Graduate Director | [New Mexico State University](#)
jelongwe@nmsu.edu



- **Heidi Miller**, Director, Cloud Deal Management | [Oracle](#)
heidi.miller@oracle.com



+ Introduction – The *why* behind this presentation



Getting Past “Everyone Speaks English.”



+ Overview of Session

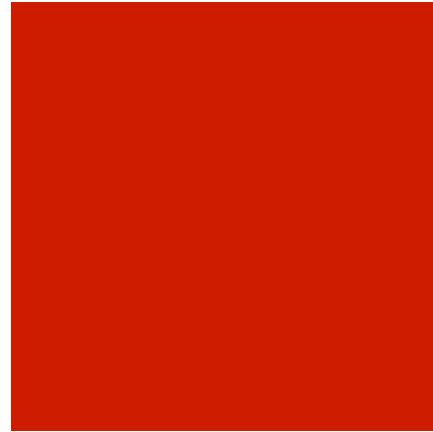
- Part 1: **Models of Intercultural Competence** - Where does language fit in?
- Part 2: **Faculty, Administrator, and Student Beliefs** - Does knowing the host country's language contribute to the development of intercultural skills?
- Part 3: **The Employer's Perspective** – Why language and intercultural skills are essential for the 21st century workplace.
- Part 4: **Debate & Discussion** – Key questions & input from audience





Part 1

- Models
- Where does language fit in?



Source: The SAGE Handbook of Intercultural Competence

+ Models of Intercultural Competence

- **Compositional** - components
- **Co-orientational** – interactions
- **Developmental** – stages
- **Adaptational** – mutual adjustment
- **Causal process** – pathways, measurable outcomes

Source: (Spitzberg & Changnon, 2009)



+ Compositional - Components

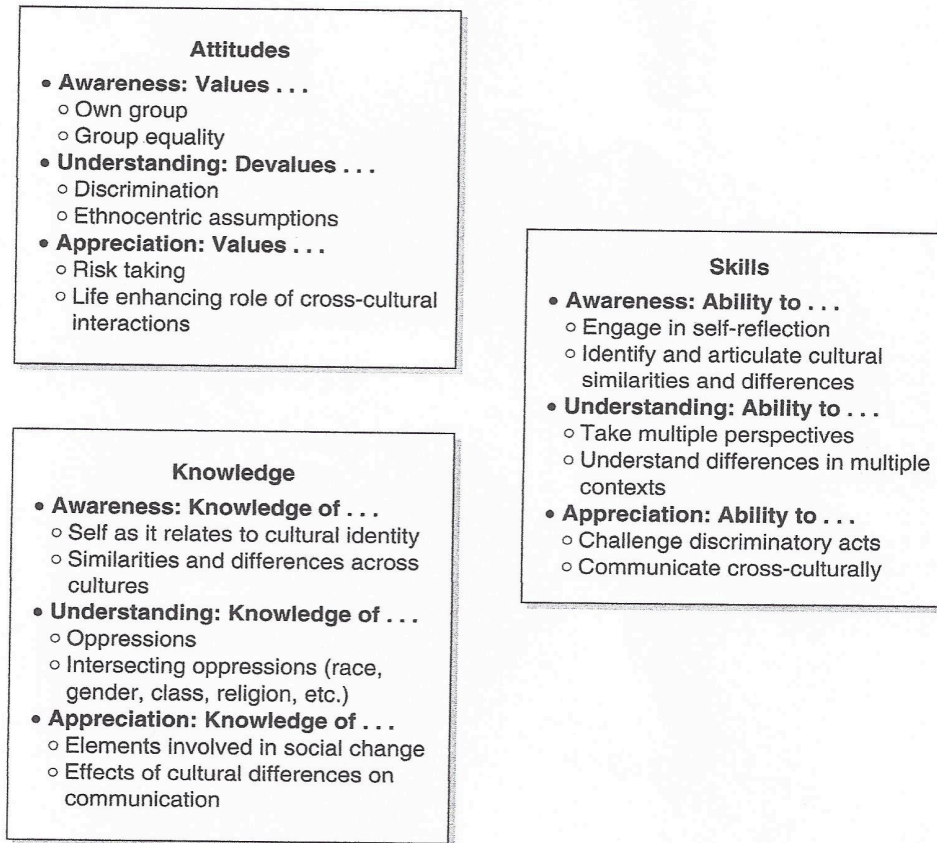


Figure 1.1 Intercultural Competence Components Model

SOURCE: Adapted from Howard Hamilton et al. (1998).

+ Co-orientational - Interactions

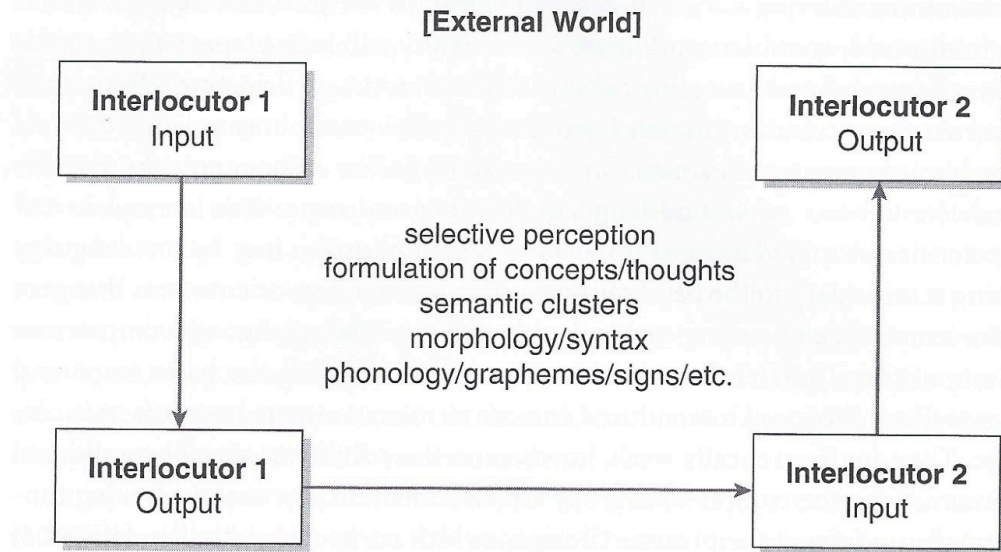


Figure 1.5 Intercultural Interlocutor Competence Model

SOURCE: Fantini (1995).

+ Developmental - Stages

Initial Development Level	Intermediate Development Level	Mature Development Level
<ul style="list-style-type: none"> • Cognitive <ul style="list-style-type: none"> ◦ Categorical knowledge ◦ Naïve about cultural practices ◦ Resists knowledge challenges • Intrapersonal <ul style="list-style-type: none"> ◦ Lacks awareness of social role intersections (race, class, etc.) ◦ Lacks awareness of cultures ◦ Externally defined beliefs ◦ Differences viewed as threats • Interpersonal <ul style="list-style-type: none"> ◦ Identity dependent on similar others ◦ Different views are considered wrong ◦ Lacks awareness of social systems and norms ◦ Views social problems egocentrically 	<ul style="list-style-type: none"> • Cognitive <ul style="list-style-type: none"> ◦ Evolving awareness and acceptance of perspectives ◦ Shift from authority to autonomous knowledge • Intrapersonal <ul style="list-style-type: none"> ◦ Evolving identity distinct from external perceptions ◦ Tension between internal and external prompts ◦ Recognizes legitimacy of other cultures • Interpersonal <ul style="list-style-type: none"> ◦ Willingness to interact with divergent others ◦ Explores how social systems affect group norms and relations 	<ul style="list-style-type: none"> • Cognitive <ul style="list-style-type: none"> ◦ Able to consciously shift perspectives ◦ Use multiple cultural frames • Intrapersonal <ul style="list-style-type: none"> ◦ Able to create internal self ◦ Challenges own views of social identities (class, race) ◦ Integrates self identity • Interpersonal <ul style="list-style-type: none"> ◦ Able to engage in diverse interdependent relationships ◦ Ground relations in appreciation of differences ◦ Understands intersection of social systems and practices ◦ Willing to work for others' rights

Figure 1.10 Intercultural Maturity Model

SOURCE: Adapted from King and Baxter Magolda (2005, p. 576).

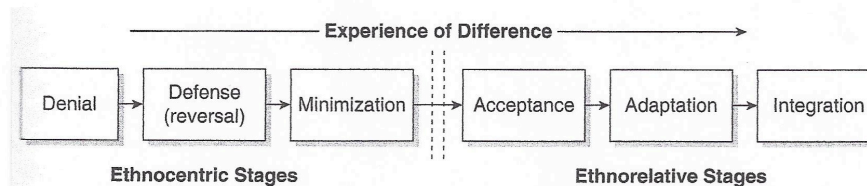
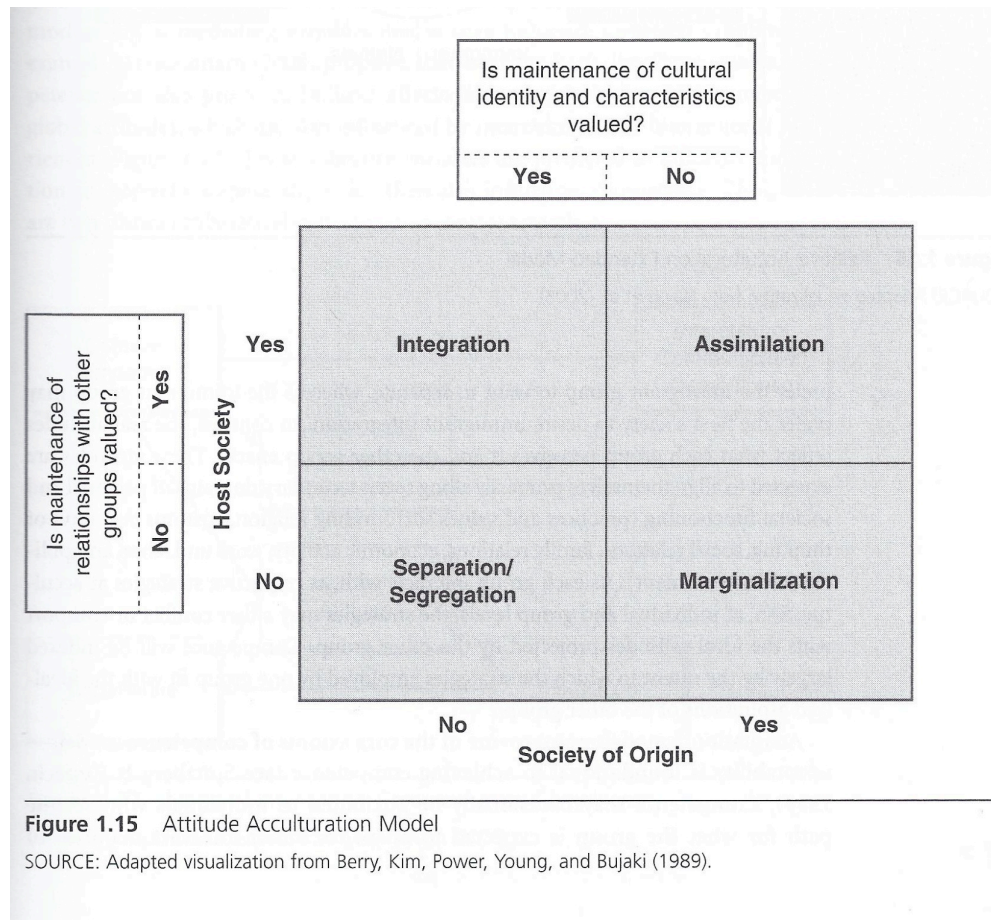


Figure 1.11 Developmental Intercultural Competence Model

SOURCE: Adapted visualization from Bennett (1986).

+ Adaptational – Mutual Adjustment



+ Causal process - Pathways

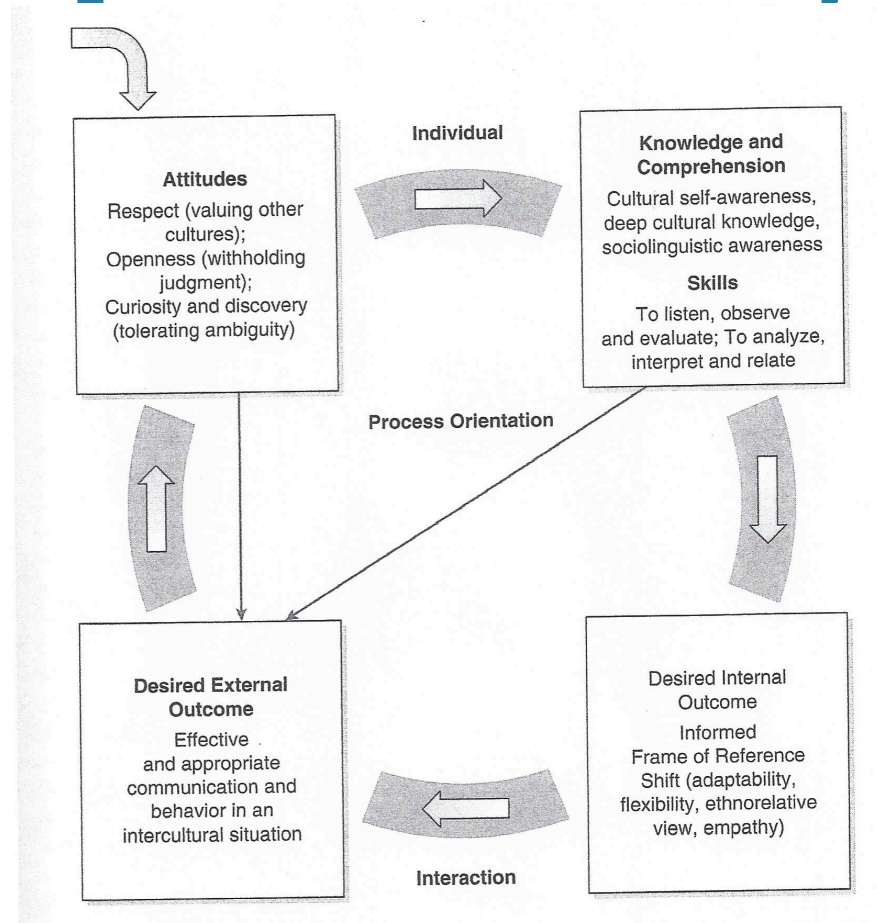


Figure 1.21 Deardorff Process Model of Intercultural Competence

SOURCE: Deardorff (2006). Used by permission.

+ Commonalities Across Models of Intercultural Competence – a holistic conceptualization (Fantini, 2006)

1. **Various Attributes** (flexibility, humor, patience, openness, interest, curiosity, empathy, tolerance for ambiguity, withholding judgment)
2. **3 Interrelated abilities** (establishing and maintaining relationships, communicating with minimal loss or distortion, cooperating to accomplish tasks of mutual interest or need)
3. **4 Dimensions** (knowledge, attitudes, skills, awareness)
4. **Developmental Levels** (Evolves over time, a process)



+ Commonalities Across Models of Intercultural Competence – a holistic conceptualization (Fantini, 2006)

1. **Various Attributes** (flexibility, humor, patience, openness, interest, curiosity, empathy, tolerance for ambiguity, withholding judgment)
2. **3 Interrelated areas** (establishing and maintaining relationships, communicating with minimal loss or distortion, cooperating to accomplish tasks of mutual interest or need)
3. **4 Dimensions** (knowledge, attitudes, skills, awareness)
4. **Developmental Levels** (Evolves over time, a process)
5. **Target Language Proficiency!!!**



+ Language & Culture = *Linguaculture*

How Language Exteriorizes Perceptions

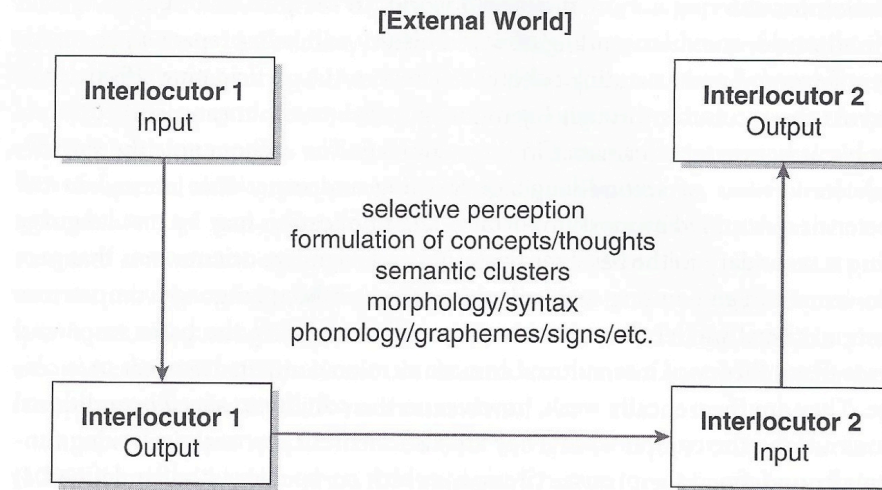


Figure 1.5 Intercultural Interlocutor Competence Model

SOURCE: Fantini (1995).

+ Target Language Proficiency and Intercultural Competence

- Enhances all other aspects of intercultural competence:
 - Causes us to confront how we perceive, conceptualize, express, behave, and interact
 - Promotes alternative communication strategies – *on someone else's terms.*
 - Expands and transforms our habitual view of the world

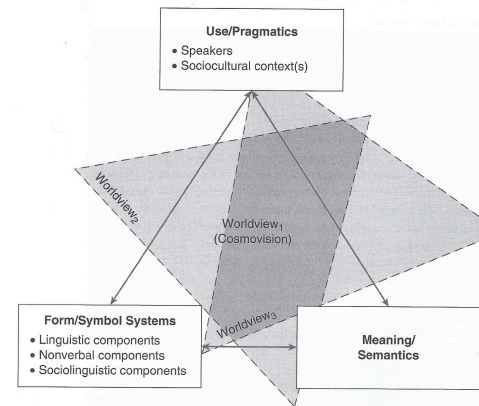
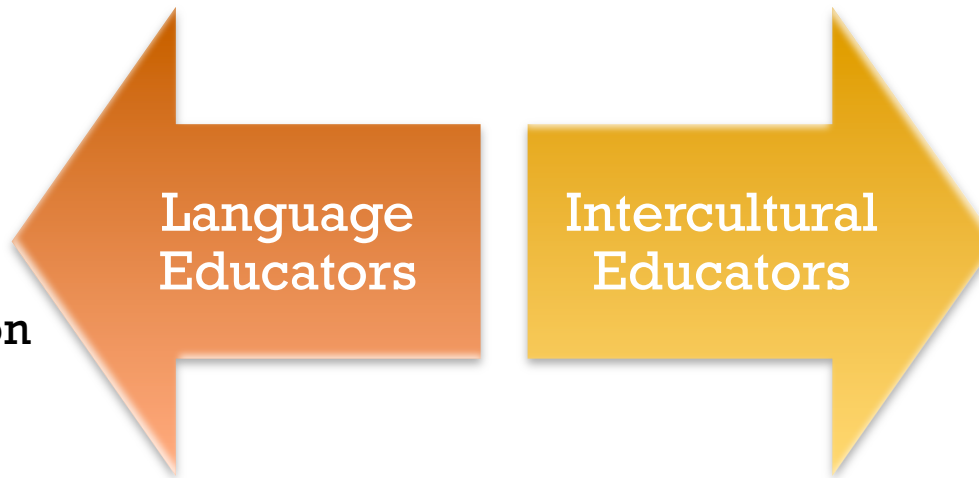


Figure 1.6 Worldviews Convergence Model
SOURCE: Fantini (1995).

+ Language Educators vs. Intercultural Educators

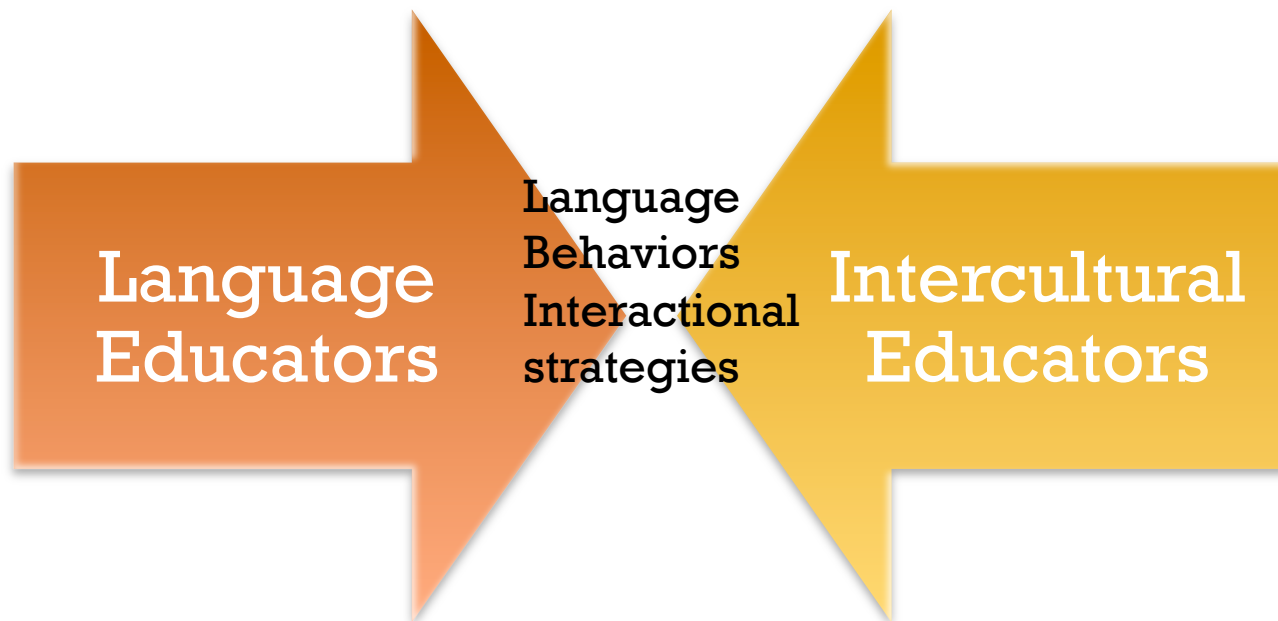
- Language
- Structure
- Lexis
- Pronunciation



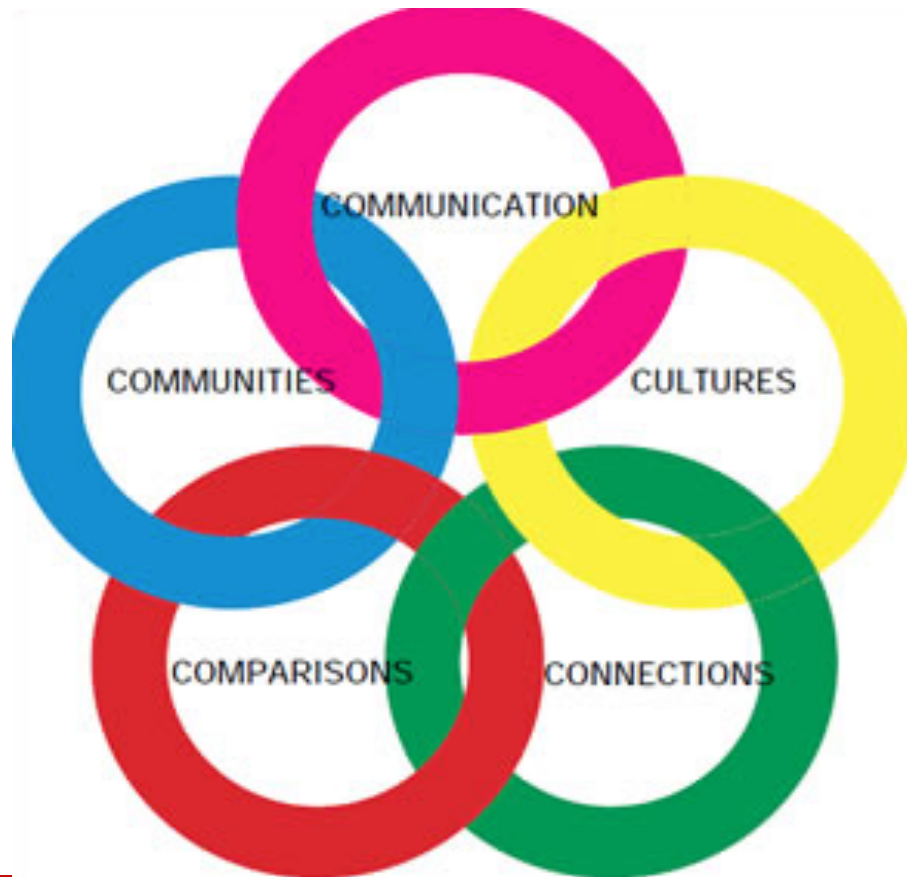
- Perceptions
- Behaviors
- Interactional strategies



+ Language Educators & Intercultural Educators



+ National Standards for Foreign Language Education



+ The Five Cs

COMMUNICATION

- COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH
- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.



+ The Five Cs

CULTURES

- **GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES**
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied



+ The Five Cs

CONNECTIONS

- CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints **THAT ARE ONLY AVAILABLE THROUGH THE FOREIGN LANGUAGE AND ITS CULTURES**



+ The Five Cs

COMPARISONS

- **DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE**
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students **DEMONSTRATE UNDERSTANDING OF THE CONCEPT OF CULTURE THROUGH COMPARISONS OF THE CULTURES STUDIED AND THEIR OWN.**



+ The Five Cs

COMMUNITIES

- **PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD**
- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.



+ Who is joining us today?

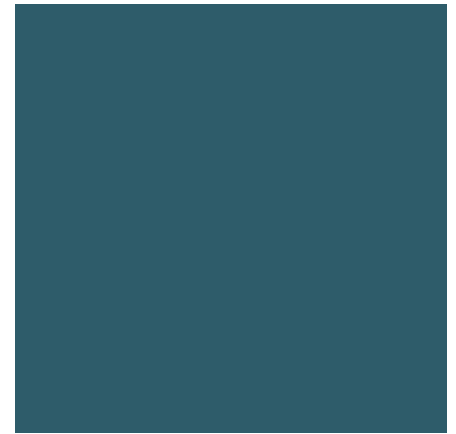




Part 2

Perspectives

- Students
- Faculty/
Administrators

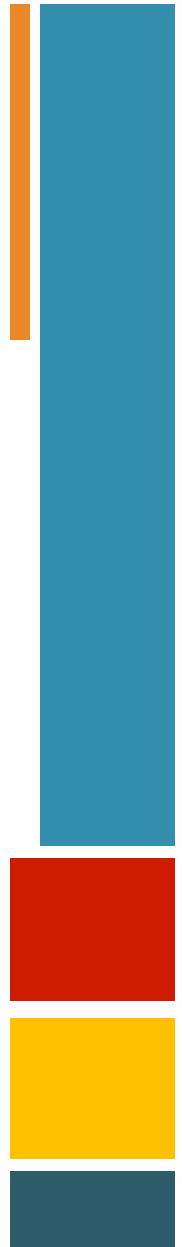
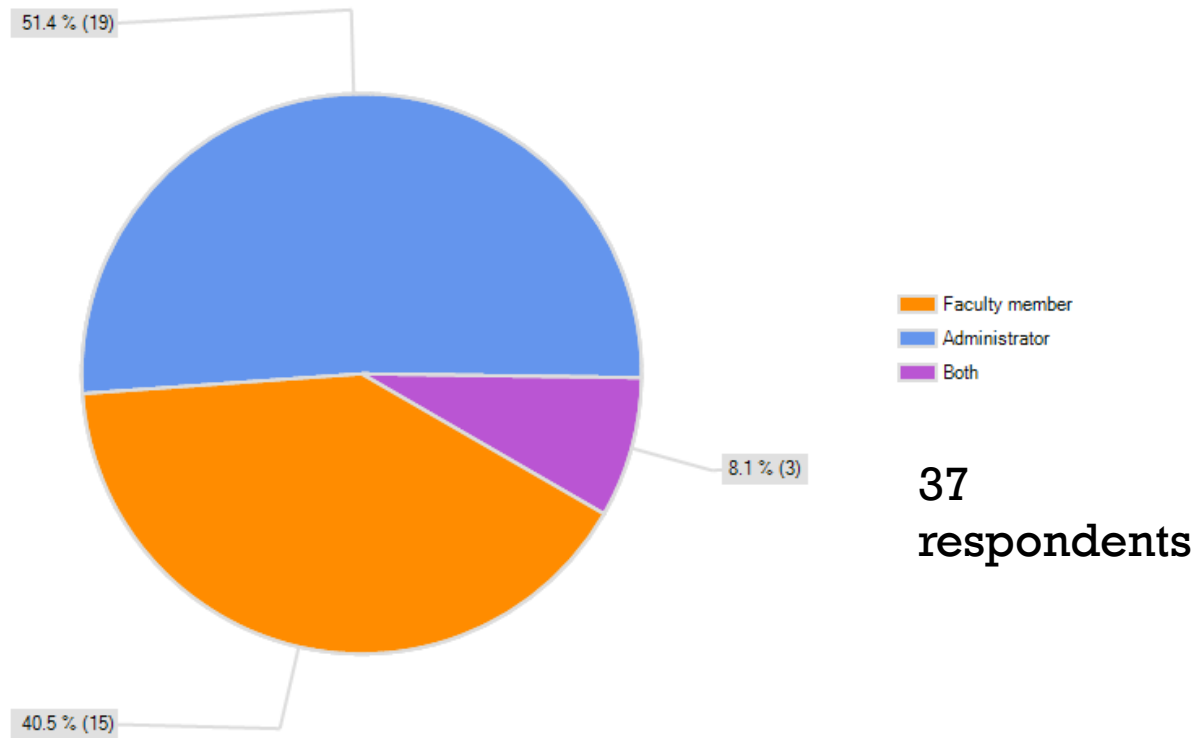


+ Intercultural Competence – a definition

- “...the appropriate and effective management of interaction between people who, to some degree or another, represent different or divergent affective, cognitive, and behavioral orientations to the world.” (Spitzberg & Changnon, 2009)



+ Faculty & Administrator Survey



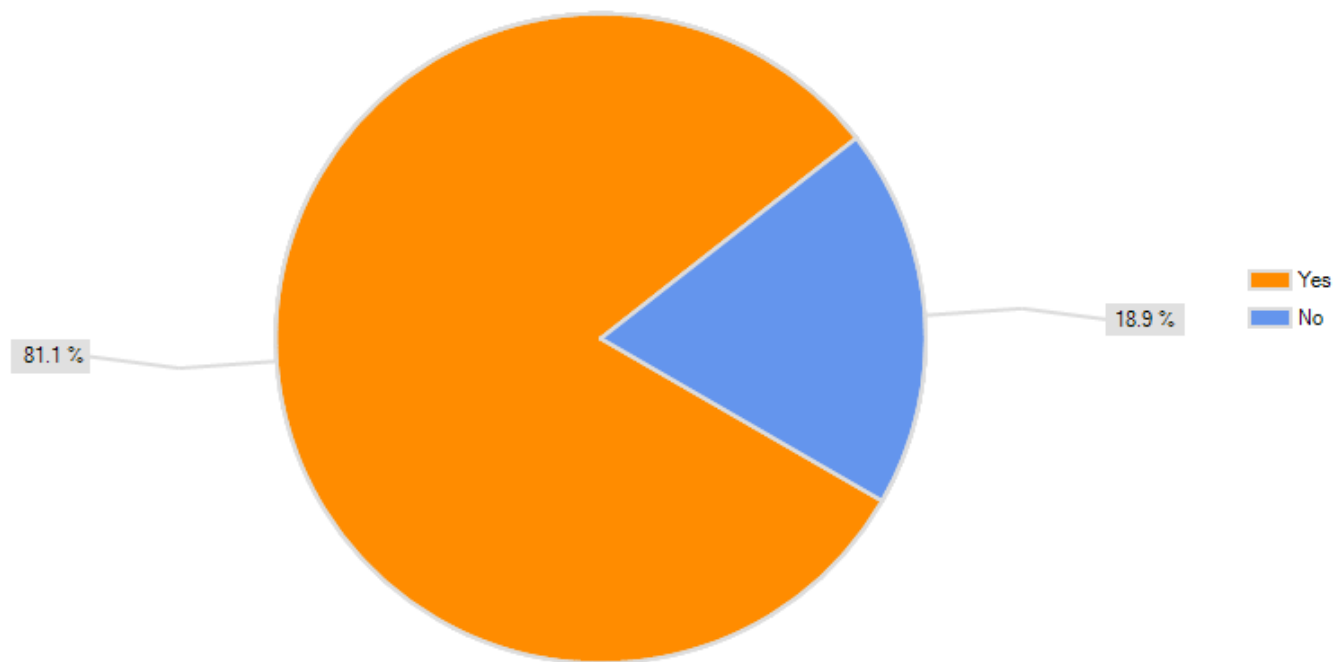
+ Faculty & Administrators – who was surveyed?

- **13/18 (72%)** of the faculty were **language educators**, including TESOL
- All but 1 administrator stated working in **international education**
- **29 (78%)** of 37 respondents listed U.S. nationality



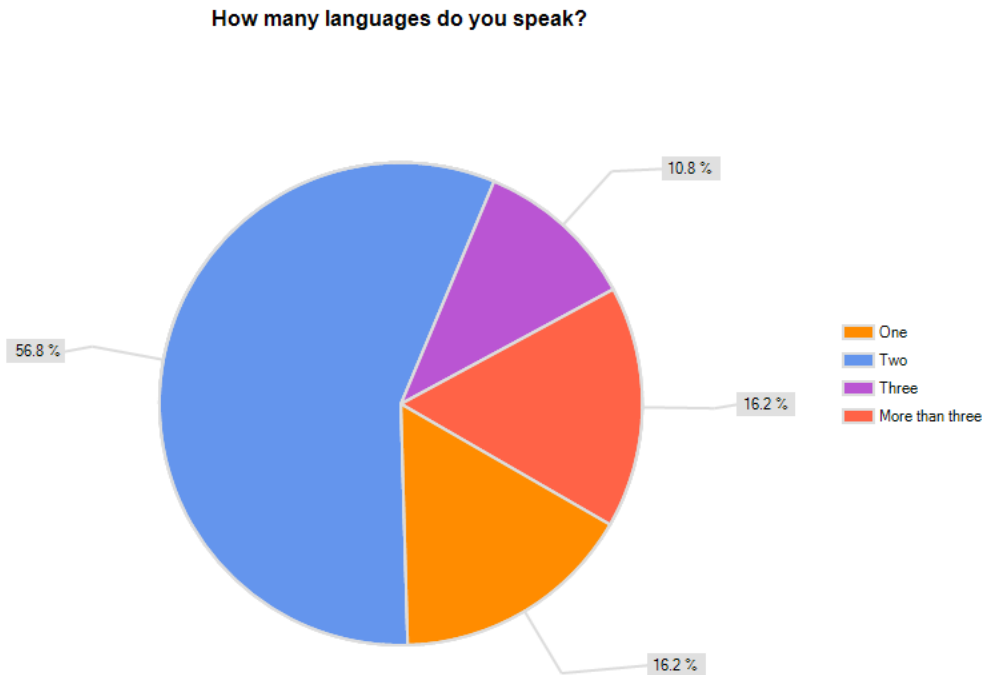
+ Faculty & Administrators Survey

Is English your native language?



+ Faculty & Administrators Survey

How many languages do you speak?



84% speak more than one language.

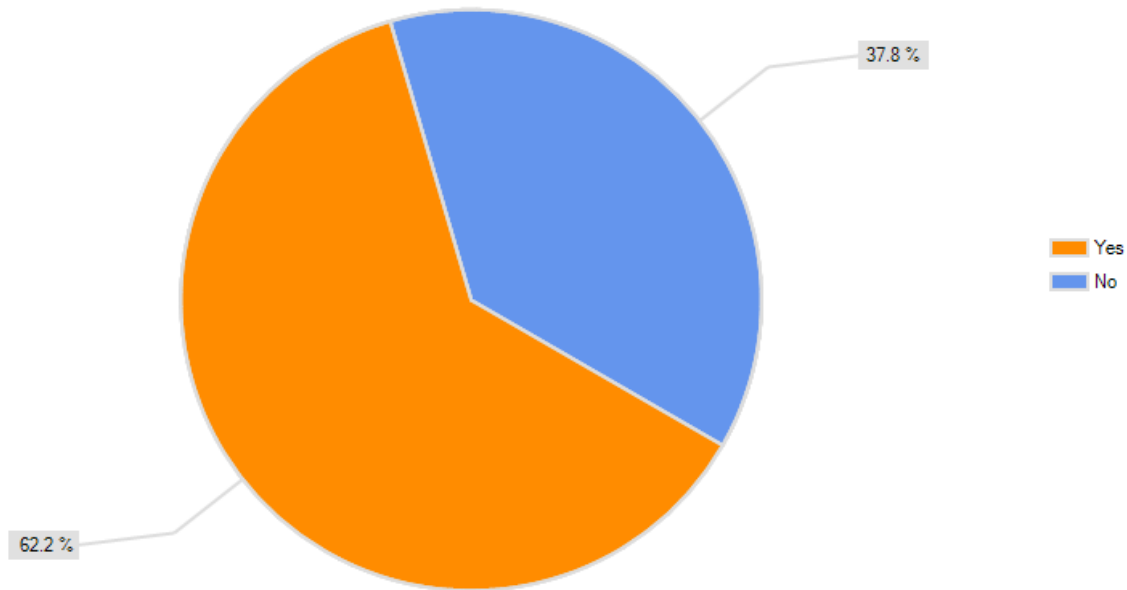




Faculty & Administrators Survey

Have you taken students on a study abroad program before?

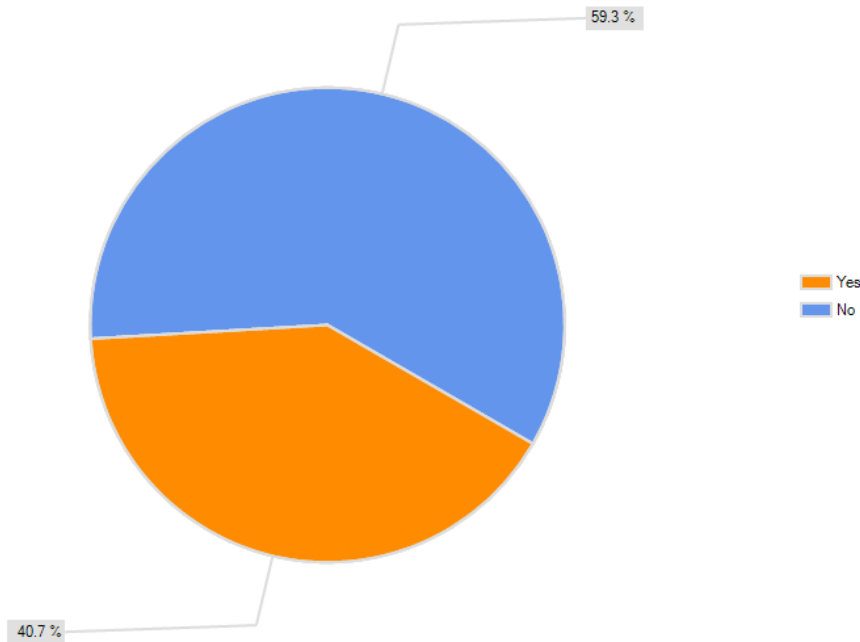
Have you taken students on a study abroad program before?



+ Faculty & Administrators Survey

If yes, did the program include language study?

If yes, did the program include language study?



+ Language as it contributes to IC

10. Please tell us how much you think that knowledge of the host country's language(s) contributes to the following areas of a student's intercultural competence during study abroad experiences.

[Create Chart](#) [Download](#)

	Not at all	Very little	Somewhat	Very much	Rating Average	Rating Count
Developing respect (valuing other cultures, cultural diversity)	0.0% (0)	5.6% (2)	22.2% (8)	72.2% (26)	3.67	36
Developing openness (to intercultural learning, to people from other cultures, withholding judgment)	0.0% (0)	11.1% (4)	16.7% (6)	72.2% (26)	3.61	36
Developing curiosity (tolerating ambiguity and uncertainty)	5.6% (2)	5.6% (2)	33.3% (12)	55.6% (20)	3.39	36
Developing cultural self-awareness	2.8% (1)	5.6% (2)	19.4% (7)	72.2% (26)	3.61	36
Developing an understanding and knowledge of culture (including contexts, role and impact of culture and others' worldviews)	0.0% (0)	5.6% (2)	25.0% (9)	69.4% (25)	3.64	36
Gaining knowledge of culture-specific information	0.0% (0)	0.0% (0)	22.2% (8)	77.8% (28)	3.78	36
Developing sociolinguistic awareness	0.0% (0)	2.8% (1)	13.9% (5)	83.3% (30)	3.81	36

+ Deardorff Pyramid Model of IC

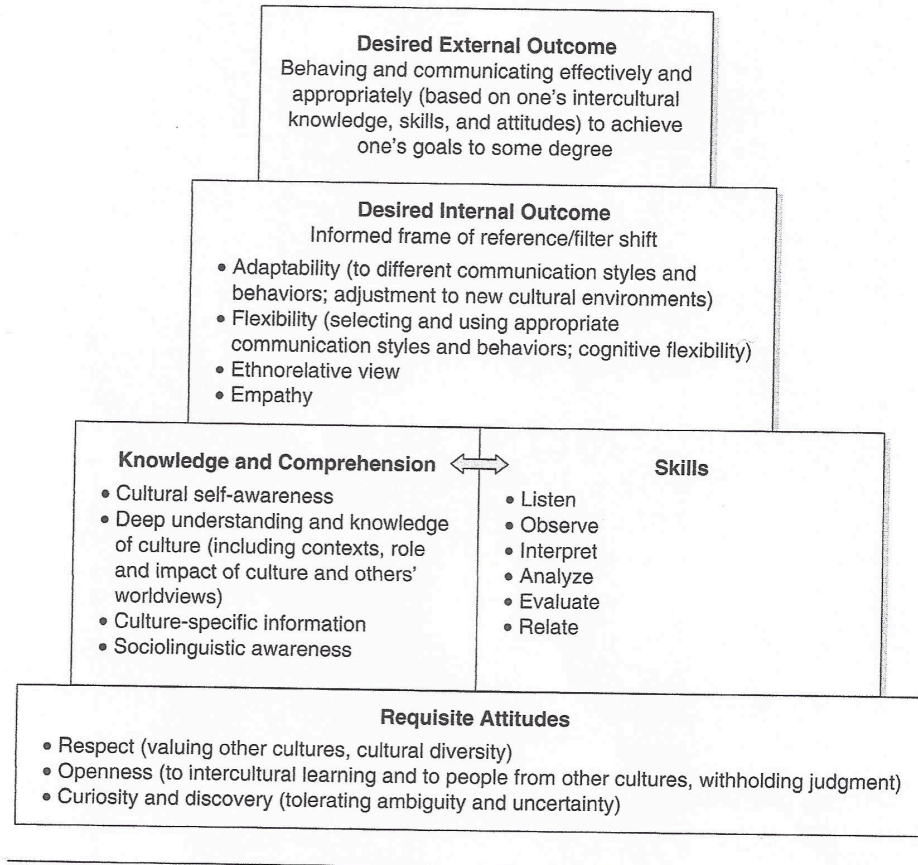
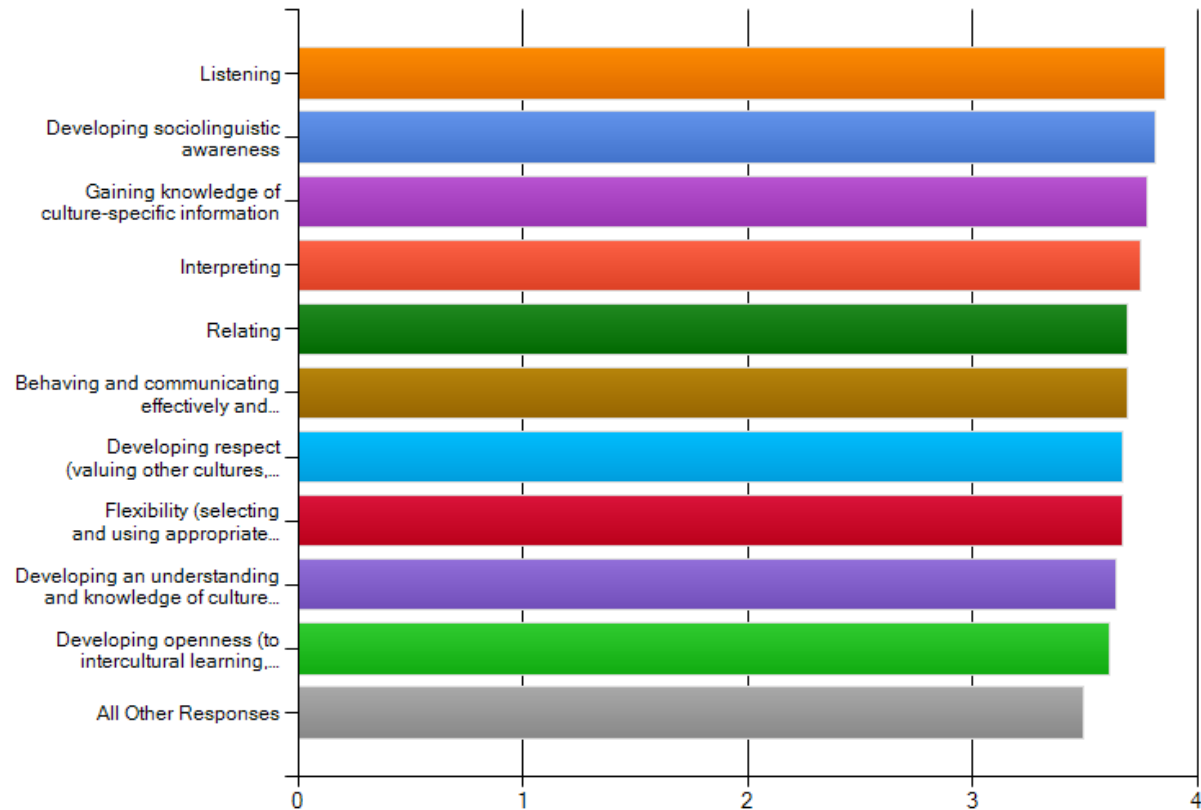


Figure 1.3 Deardorff Pyramid Model of Intercultural Competence

SOURCE: Deardorff (2006). Used by permission.

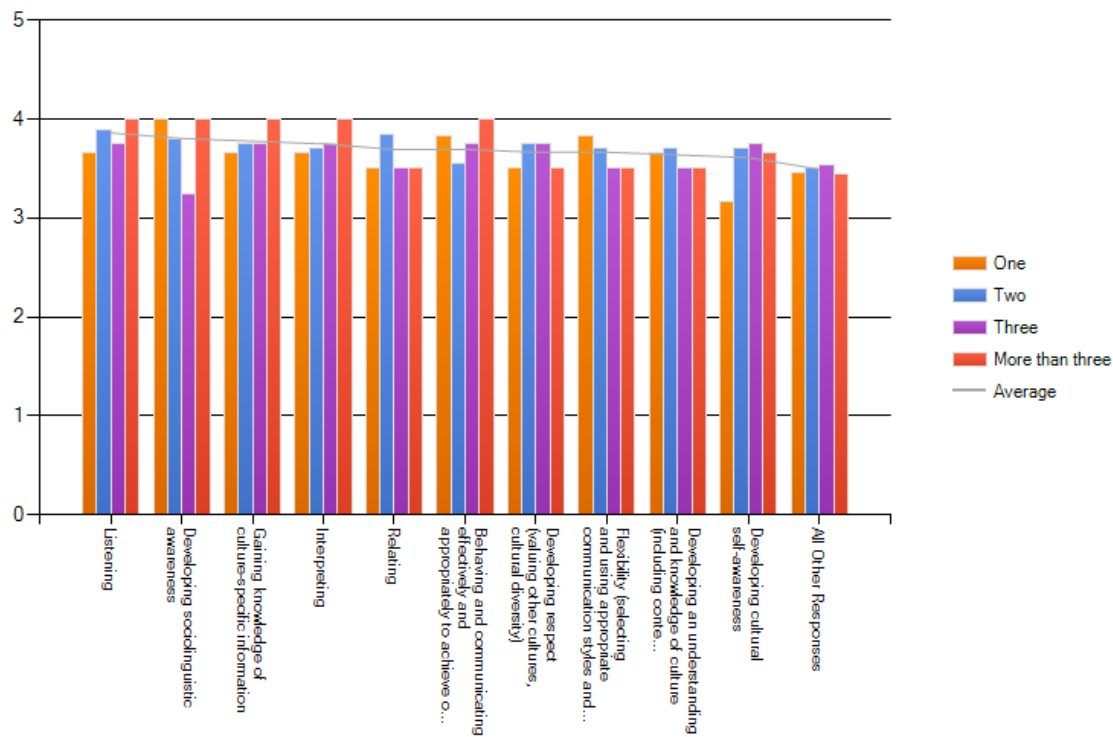
+ Faculty/Administrator Results

Please tell us how much you think that knowledge of the host country's language(s) contributes to the following areas of a student's intercultural competence during study abroad experiences.



+ Filtered by number of languages spoken

Please tell us how much you think that knowledge of the host country's language(s) contributes to the following areas of a student's intercultural competence during study abroad experiences.



+ Additional Comments

- Knowing a country's language -- or at the very least, an intense desire to do so -- is imperative for **acquiring cultural empathy**.
- Some of these have to do with **having learned another language in general**; for example, having learned French I act differently while in Germany from the way I would act if I had never studied a language.
- In general, I would tend to think that areas of intercultural competence requiring any degree **of active engagement with an individual from the other culture** would necessitate a high level of language proficiency. More passive areas of intercultural competence would require less. Areas that are passive but that require a greater understanding of the culture, i.e. ethnorelativism, empathy, would require, in my opinion, direct, ongoing and lasting interaction with individuals and therefore a high degree of language proficiency.



+ Additional Comments (cont'd)

- Knowledge of the native language of the host country is truly invaluable while studying abroad, as the language serves as **the key to access the host culture**. Without being able to interact and communicate directly with people in the host country, using their language to do so, you will not be able to know and fully appreciate the host culture, its people, and how they live.
- I think language comprehension certainly improves a student's comfort level in a new culture. The level of comfort then allows them to explore, understand, appreciate a culture more fully. It's more of **a challenge for students to get beyond the surface culture if they don't speak the language**. Facilitation of activities and conversation can help to increase the student's cultural experience with or without language skills.

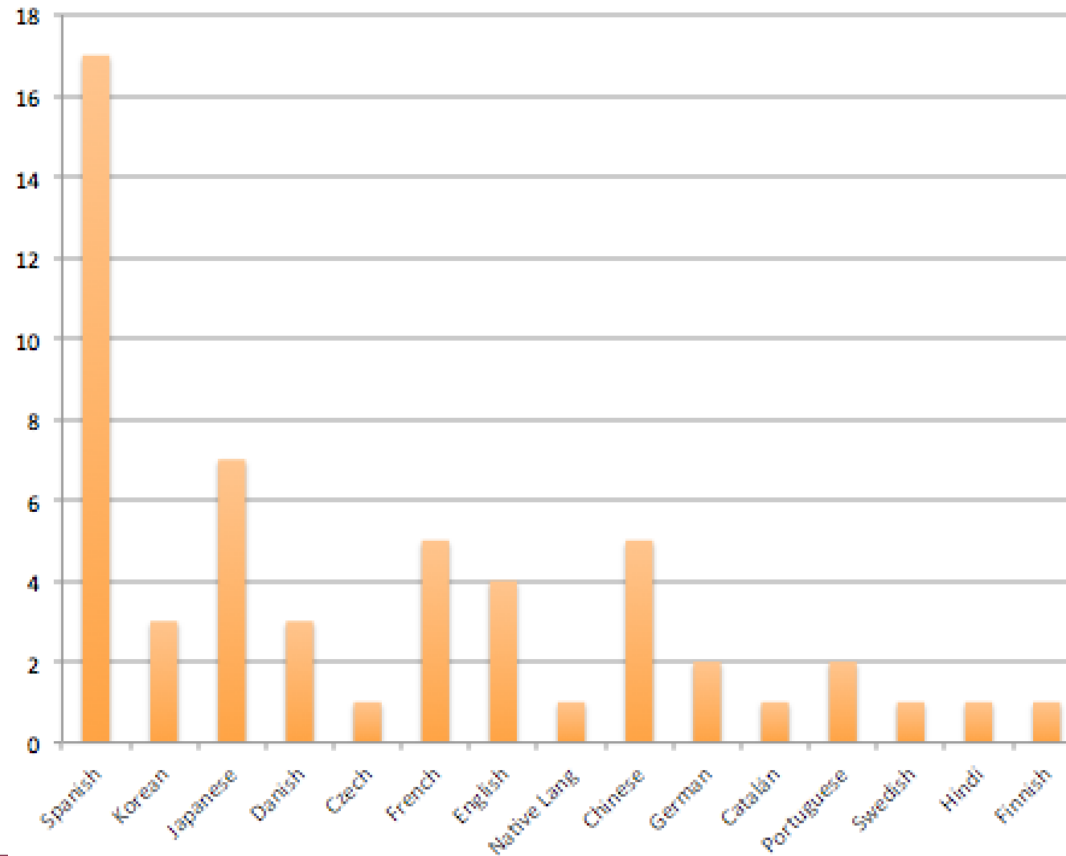


+ Student Survey



+ Student Survey

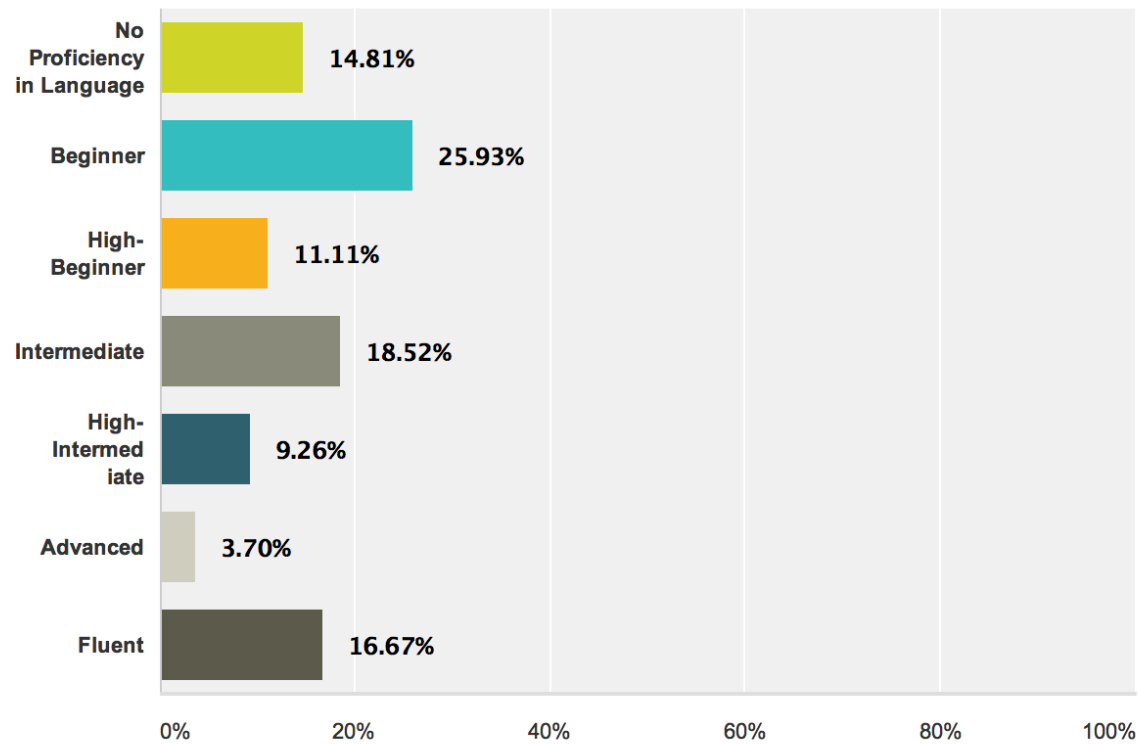
What was the native language of the country where you studied abroad?



+ Student Survey

How would you rate your proficiency in that language?

Answered: 54 Skipped: 0

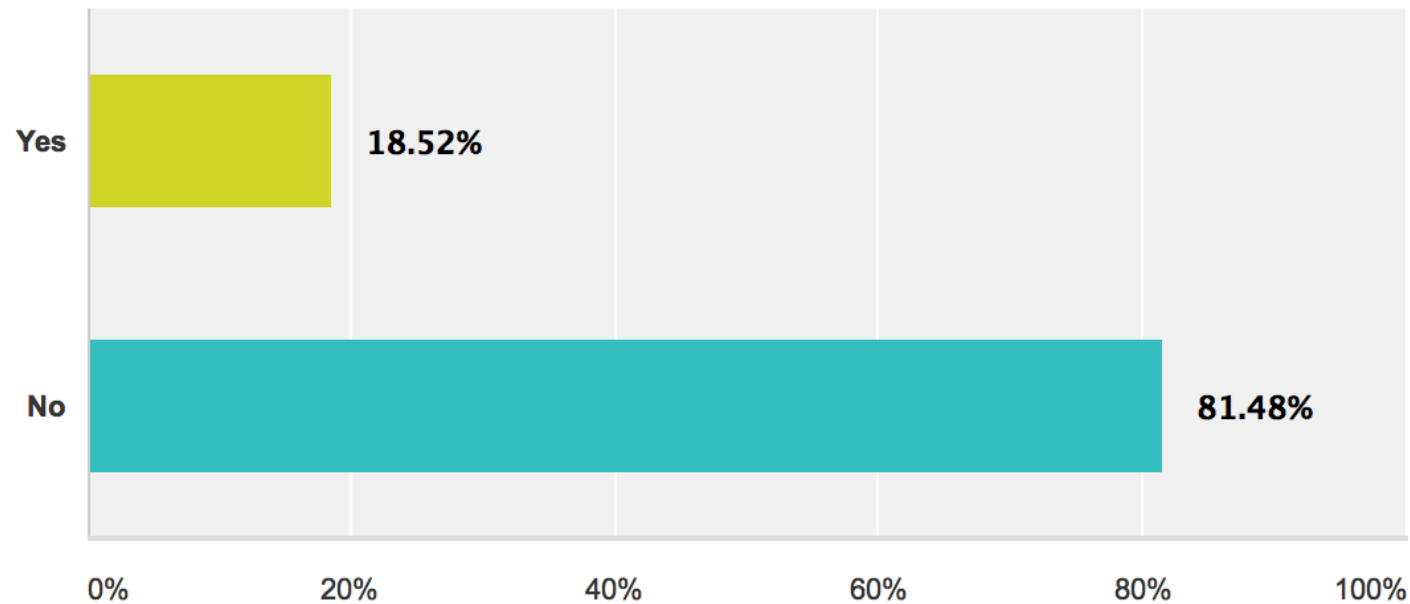


42

+ Student Survey

Are you a native speaker of that language?

Answered: 54 Skipped: 0

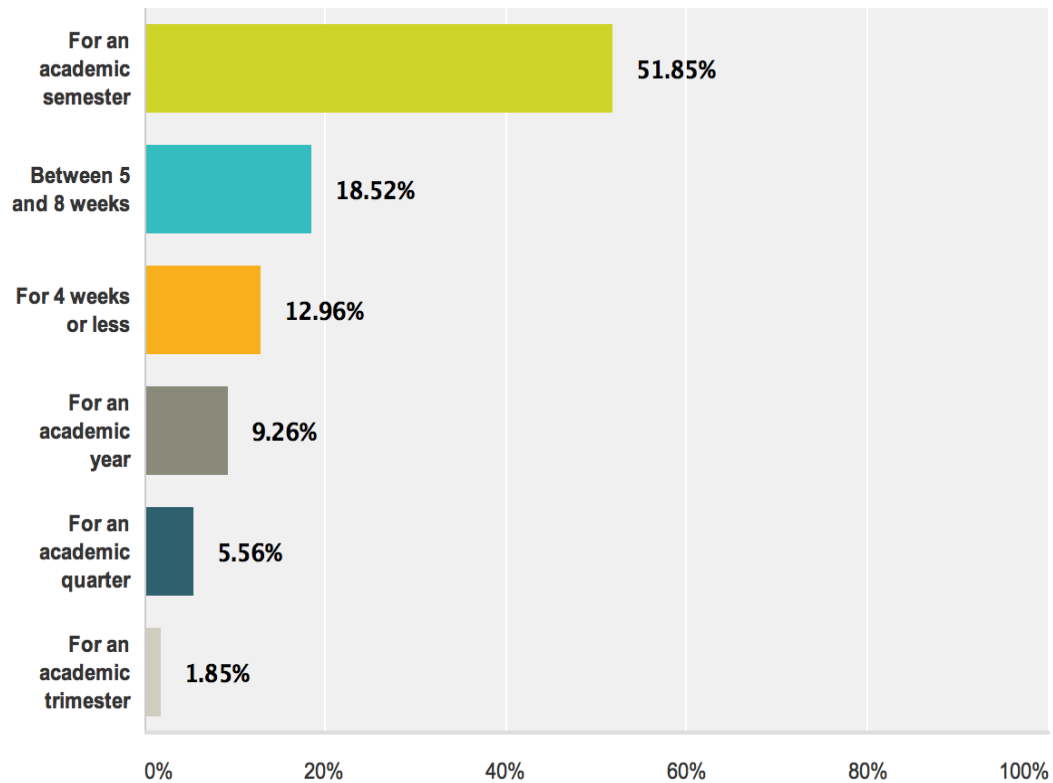


43

+ Student Survey

How long will/did you study abroad?

Answered: 54 Skipped: 0

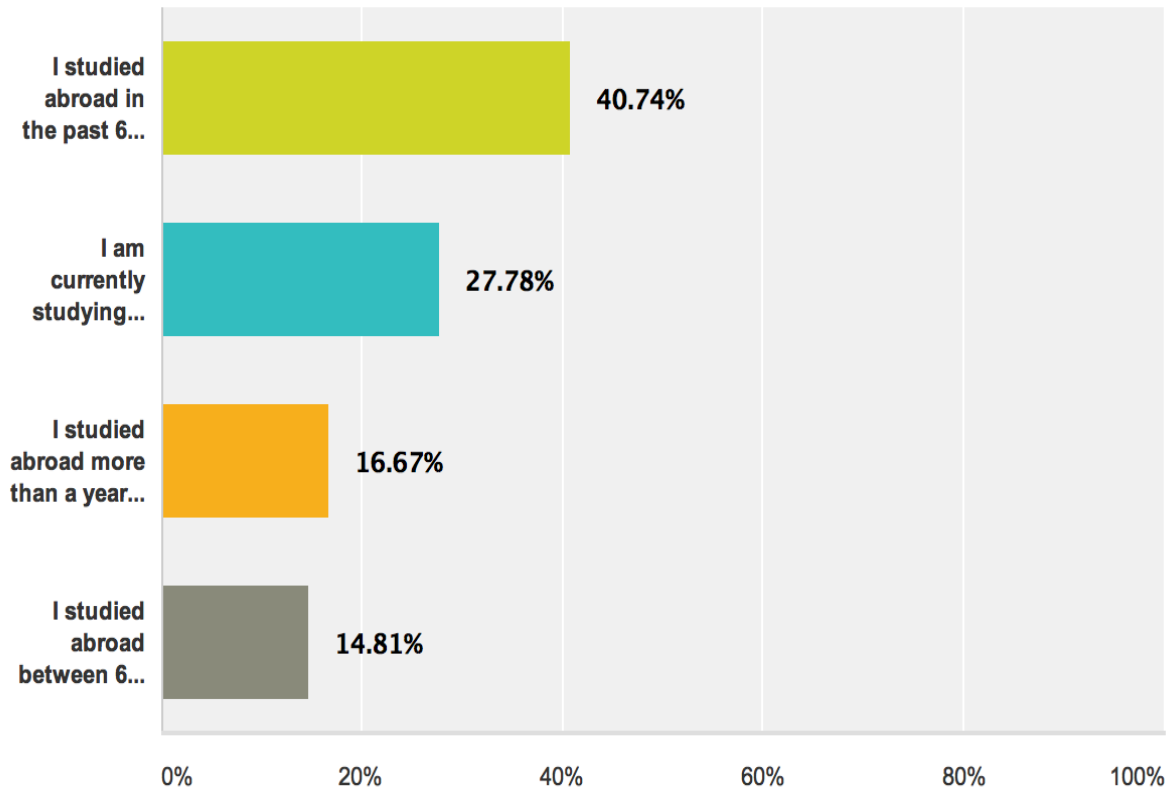


44

+ Student Survey

How long ago did you study abroad?

Answered: 54 Skipped: 0



45

+ Student Survey

Why did you study abroad?

- As a requirement or resume booster or just to travel.
- To gain cultural experience/new way of life/self growth.
- To learn language and culture.
- I studied abroad because I wanted a challenge myself through diverse experiences. Being in AFROTC I want to be stationed overseas and studying abroad is one piece of the puzzle towards me reaching my goal. I also wanted to meet people abroad and form intercultural professional experiences. It is also easier to learn a language if you live in the country.

+ Student Survey

Why did you study abroad?

- I wanted to gain a broader understanding of the culture of Latin America. I also wanted to have a business-related experience so that I could increase my vocabulary and speaking proficiency in that field.
- To broaden my knowledge in school, culture, and life. I learned more about myself in one semester than my whole life.
- Study the language.

47



Student Survey

Intercultural Competency - Attitudes

	Not at all	Very little	Somewhat	Very much
ATTITUDES: Developing respect (valuing other cultures, cultural diversity)	0% 0	6.38% 3	19.15% 9	74.47% 35
ATTITUDES: Developing openness (to intercultural learning, to people from other cultures, withholding judgment)	2.13% 1	2.13% 1	23.40% 11	72.34% 34
ATTITUDES: Developing curiosity (tolerating ambiguity and uncertainty)	2.13% 1	4.26% 2	23.40% 11	70.21% 33

48

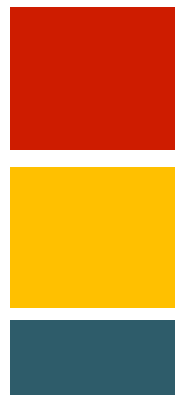


Student Survey

Intercultural Competence–Knowledge/Comprehension

49

KNOWLEDGE & COMPREHENSION: Developing cultural self-awareness	0% 0	2.13% 1	31.91% 15	65.96% 31
KNOWLEDGE & COMPREHENSION: Developing an understanding and knowledge of culture (including KNOWLEDGE & COMPREHENSION: contexts, role and impact of culture and others' worldviews)	0% 0	6.38% 3	27.66% 13	65.96% 31
KNOWLEDGE & COMPREHENSION: Gaining knowledge of culture-specific information	0% 0	2.13% 1	34.04% 16	63.83% 30
KNOWLEDGE & COMPREHENSION: Developing sociolinguistic awareness	0% 0	6.52% 3	26.09% 12	67.39% 31
KNOWLEDGE & COMPREHENSION: Listening	2.22% 1	2.22% 1	20% 9	75.56% 34



+ Student Survey

Intercultural Competency - Skills

50

SKILLS: Observing	4.26% 2	2.13% 1	31.91% 15	61.70% 29
SKILLS: Interpreting	4.35% 2	6.52% 3	28.26% 13	60.87% 28
SKILLS: Analyzing	4.26% 2	4.26% 2	29.79% 14	61.70% 29
SKILLS: Evaluating	4.26% 2	6.38% 3	34.04% 16	55.32% 26
SKILLS: Relating	2.17% 1	6.52% 3	28.26% 13	63.04% 29



Student Survey

Intercultural Competency – Internal Outcomes

INTERNAL OUTCOMES: Adaptability (to different communication styles and behaviors; adjustments to new cultural environments)	0% 0	6.38% 3	38.30% 18	55.32% 26
INTERNAL OUTCOMES: Flexibility (selecting and using appropriate communication styles and behaviors, cognitive flexibility)	4.26% 2	4.26% 2	31.91% 15	59.57% 28
INTERNAL OUTCOMES: Ethnorelativism (cultures can only be understood relative to one another, and that particular behavior can only be understood within a cultural context)	2.13% 1	2.13% 1	38.30% 18	57.45% 27
INTERNAL OUTCOMES: Empathy	4.26% 2	2.13% 1	42.55% 20	51.06% 24

51





Student Survey

Intercultural Competency – External Outcomes

52

EXTERNAL OUTCOMES: Behaving and communicating effectively and appropriately to achieve one's goal to some degree	0% 0	8.51% 4	25.53% 12	65.96% 31
---	----------------	-------------------	---------------------	---------------------



Student Survey

Additional comments about studying abroad?

- It was one of the best experiences of my life. I learned so much, gained confidence in my language skills as well as in myself, and had the adventure of a lifetime. I highly recommend it to everyone.
- It's just great experience! I'd add that studying abroad in the language of host university is much more worthy than studying in "English" in this case. Because studying in host country's language will bring a lot of interaction between the student and local students, thus a lot more exposure to the host country's true culture. While this being true, studying in English, in this case, has a different value. Although it is difficult to find much local friends, it is much easier to find other international students that have come to study abroad as well.

53



Student Survey

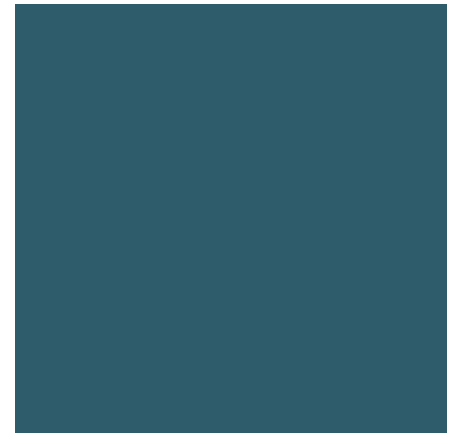
Additional comments about studying abroad?

- It's just great experience! I'd add that studying abroad in the language of host university is much more worthy than studying in "English" in this case. Because studying in host country's language will bring a lot of interaction between the student and local students, thus a lot more exposure to the host country's true culture. While this being true, studying in English, in this case, has a different value. Although it is difficult to find much local friends, it is much easier to find other international students that have come to study abroad as well.
- I feel like my "intercultural competency" has degraded since going abroad.



Part 3

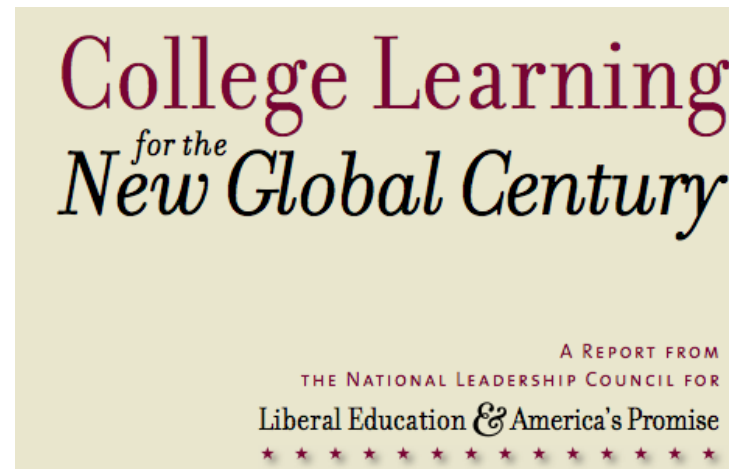
Employer Perspectives



+ Are language skills important?

- 46% of employers believe colleges should place more emphasis on proficiency in a foreign language

Source: *College Learning for the New Global Century*, (National Leadership Council, 2007)



+ Are language skills important?

■ **What Business Wants:** Language Needs in the 21st Century

- Develop New Business and Keep it
- Avoid Mystery Pain: Negotiate Solid Agreements
- Serve Clients, Customers and Partners Well
- Succeed with External Communications in Other Cultures
- Manage Cross-national Projects and Sales with Efficiency
- Win the War for Talent
- Use Translation, Interpretation



THE LANGUAGE FLAGSHIP

Creating Global Professionals



+ Are language skills important?

- **What Business Wants:** Language Needs in the 21st Century
- “The lack of language skills among U.S. business men is an enormous barrier to increasing U.S participation in overseas markets.”

Elisabeth Lord Stuart, Operations Director, U.S. – Algeria Business Council



THE LANGUAGE FLAGSHIP

Creating Global Professionals



+ Are language skills important?

- **What Business Wants:** Language Needs in the 21st Century
- “Advanced language skills provide the foundation to trusted relationships with customers, communities, and partners.”

Herman Uscategui, Director of Global Strategic Initiatives and International Business Development, Starbucks Coffee Company



THE LANGUAGE FLAGSHIP

Creating Global Professionals



+ Are language skills important?

What Business Wants: Language Needs in the 21st Century

- “Ensuring you attract and retain top talent for a globally competitive company requires an investment in developing cultural awareness and language skills in your current workforce..”

Tony Padilla, HR Leader for the 767 Program, Boeing Commercial Airplanes



THE LANGUAGE FLAGSHIP

Creating Global Professionals



+ Introduction

- **Oracle Corporation** is an American multinational computer technology corporation headquartered in Redwood City, California, United States.
- **About me:**
 - **BS in Education from Montana State University**
 - **Over 15 years accounting, legal and contracting experience**
 - **13 Years in the Cloud Computing space**
 - **Traveled to train people in India, Romania, Costa Rica, UK, France and Germany.**

61





Importance of Intercultural Skills in the workplace

62

- Modern workplace is Global- not just International
- The worldwide web has opened up markets to business small and large
- Technical skills are not enough any longer
 - More focus on
 - speaking another language
 - Respect for others
 - And tolerance for cultural differences

+ Working in a global world “virtually”

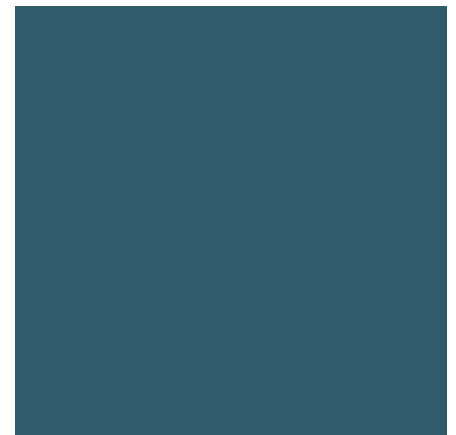
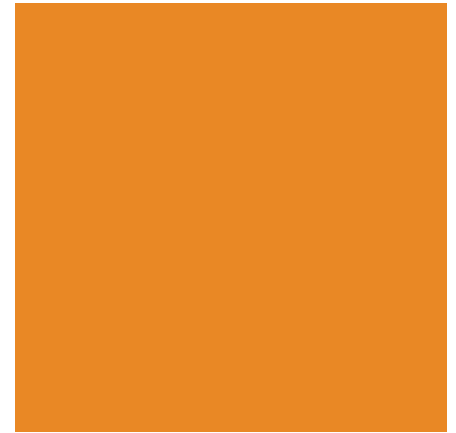
- Have to overcome cultural and geographic challenges
 - Be culturally aware
 - Be Time Zone savvy
 - Build trust
 - Create effective virtual relationships

63



Part 4

Discussion & Debate



+ Key Questions

Given the link between language and culture (linguaculture):

- How can we garner more support for education abroad experiences that encourage the learning of and communication in the local language?
- Are “island programs” and/or “study tours” the best models for fostering intercultural skills development?
- How can intercultural skills be better developed in the language classroom at home?
- Why aren’t language skills given the same importance as other disciplines in the U.S. given the clear need for intercultural skills in today’s workplace?



+ Resources

- Partnership for 21st Century Skills - World Languages 21st Century Skills Map
<http://www.actfl.org/sites/default/files/pdfs/AppendixCAAlignmentFramework21stCentury.pdf>
- National Standards for Foreign Language Education, ACTFL
<http://www.actfl.org/publications/all/national-standards-foreign-language-education>
- College Learning for the New Global Century, Association of American Colleges and Universities
http://www.aacu.org/leap/documents/GlobalCentury_final.pdf
- What Business Wants: Language Needs in the 21st Century
http://www.thelanguageflagship.org/images/documents/what_business_wants_report_final_7_09.pdf
- The Language Shift, Marty Abbott
http://blogs.edweek.org/edweek/global_learning/2013/09/the_language_shift.html
- Engaging the World: U.S. Global Competence for the 21st Century
<http://www.usglobalcompetence.org>
- Video: American Council on Education “Us Global Competence: A 21st Century Imperative”
<http://youtu.be/L6HugjrRKx4>

References

Deardorff, D.K. (Ed.). (2009). *The SAGE Handbook of intercultural competence*. Thousand Oaks, CA: Sage.

Fantini, A.E. (1995). “Language: Its Cultural and Intercultural Dimensions”. Adapted from “Language, Culture and World View: Exploring the Nexus”. *International Journal of Intercultural Relations*, 19, pp. 143-153.



+ Contact Information

- **Lisa Rooney**, Vice President of Teacher Training & Education Abroad | [Bridge](#)
lrooney@bridge.edu
- **Jeff Longwell**, Professor of Spanish, Coordinator of Lower Division Spanish, Graduate Director | [New Mexico State University](#)
jelongwe@nmsu.edu
- **Heidi Miller**, Director, Cloud Deal Management | [Oracle](#)
heidi.miller@oracle.com

THANK YOU for your participation!

