Community, Connections, Collaboration:
The School of Modern Languages at Georgia Tech
"Modern Languages has been one of the best kept secrets that Tech has offered..."
Darren Scott Appling, IAML

Teaching excellence is the centerpiece of the unique multi-dimensional program of Georgia Tech's School of Modern Languages. Comprising a vast array of applied and interdisciplinary course offerings, our School's non-traditional curriculum itself demonstrates faculty attention to present and emerging student needs and evidences our belief in authentic, experiential, and non-compartmentalized learning. From innovative course design and task-based pedagogies that stimulate creative and critical thought in the classroom, to the individual attention, careful advisement and close relationships we maintain with students outside the classroom, uniting our efforts as faculty is an uncommon dedication to each student as learner, as individual, and as colleague. Through constant interaction with our students we, ourselves, continue to learn about learning and thus improve our teaching.

The School of Modern Languages collaborates as an interdisciplinary partner with other units in the Ivan Allen College and across the Georgia Tech campus to prepare future participants in the global workforce through both traditional and applied foreign language studies designed to develop advanced communication skills, critical thinking and professional competency in the language. Our classrooms are places where the acquisition of knowledge is structured and scaffolded, but they are also laboratories for life's interdisciplinary and cross-cultural experiences where, through problem solving, analysis and debate, guided research, and self-reflection, *ways* of knowing are also explored. The 18 tenure-track members of the ML faculty provide the entire GT community of learners an opportunity often not found in their home academic units: an environment in which students and faculty of a variety of disciplines connect with and collaborate on issues from a global and interdisciplinary perspective and, at the same time, develop the linguistic and cultural competencies to interact and communicate internationally about those issues in a variety of foreign languages. While there is no foreign language requirement at Georgia Tech, during the two-year period 2001-2003 the School of Modern Languages witnessed a 47% growth in enrollments, far surpassing the *four*-year national increase in postsecondary foreign language enrollments of 17.9% from 1998-2002 [**Appendix A**]. Further, consistently strong enrollments in advanced-level courses, which comprise an average 20% of total enrollments (37% in Spanish), attest to the serious, career-minded motivation of our language learners. Indeed, data from the ML 2003 Internship Interest Survey show 661 of 1121 respondents expressing enthusiastic interest in the ML International Internship Program—direct evidence of a strong desire to develop their language skills to a level they can apply in professional contexts within the multi-cultural U.S. or abroad.

The extraordinary growth of our programs has not been accidental; rather, it has resulted from a shared and dedicated effort to develop a community of teacher-student, student-student, and teacher-teacher collaboration by forging connections within and across disciplines, inside and outside the classroom, and by building international connections with academic institutions and global companies.

I. Meeting Students' Needs through Connections, Collaborations

"My experiences learning French and Japanese at Tech have been absolutely wonderful. For someone like me, who is interested not only in the language but the cultural and social aspects of the language also, it proved to be a very informative and surreal educational journey" —Ashraf Majid, Comp. Eng.

As part of an institution dedicated primarily to the education of future leaders in business and technology, the School of Modern Languages at Georgia Tech plays a crucial role in preparing students for the global arena that is today's business context. To that end, the School's broad array of language courses has in recent years adopted an applied and distinctly interdisciplinary focus, as reflected in an array of course sequences focusing on languages for business and technology (LBAT), team-taught courses under the aegis of "languages across the curriculum" (LAC), joint degrees with the Schools of International Affairs and Economics, opportunities for study abroad, and a rapidly expanding internship program. Moreover, within the last two years, ML has added two new language sequences: **Korean** 1001-2002 and **Arabic** 1001-1002. The Korean language program was initiated in 2002-2003 as a direct response to student demand: Students presented a petition for Korean to the School of Modern Languages and, when informed of budgetary and staffing constraints in spite of strong interest by ML, the students immediately embarked on a fundraising campaign with local Korean businesses, raised close to $10,000 and located an excellent instructor. ML then immediately launched Korean, and in collaboration with the School of International Affairs and the Center for International Strategy, Technology and Policy obtained a 3-year grant from the Korean Foundation to support its further development. Likewise, Arabic was initiated in response to student demand and in recognition of its strategic importance within the context of national security, and was directly supported by the Office of the Provost.

Connecting with Other Academic Units: Dual-Degree Programs

"I feel confident that my Tech degree has provided me with the skills and language ability to one day work in a Spanish-speaking country. At Tech we do not just speak Spanish; we speak Spanish about the Argentine fiscal crisis or the Zapatista uprising in Mexico. To be truly competitive today, I want to be able to understand the economics behind the growing global market"—Cameron Davis, IAML

Prior to the year 2000, Modern Languages had no major or minor degree programs. Thus, the recent establishment of the ML minor and two joint-degree programs with the School of International Affairs and the School of Economics has been, for us and our students, a significant achievement and a major step in the improvement of student educational opportunities at Georgia Tech. The fruits of a great deal of planning and intensive collaboration between ML and these Schools, the dual-degree programs have strengthened our sense of mission within the Georgia Tech community; moreover, their interdisciplinary character has crystallized for us a unique identity among foreign language departments across the country. We see our two current dual-degree programs as merely the beginning of a host of future collaborations, as evidenced by our current discussions with GT's School of Literature, Communication and Culture (LCC) to offer a joint Master's Program in New Media.

Our first dual-degree program, the joint B.S. in **International Affairs and Modern Languages** (IAML), was initiated in Spring 2000 with two declared majors. Since its inception, this degree, currently offered in French, German, Japanese and Spanish, has experienced quite remarkable growth (**Appendix A**). In Fall 2003 we claimed 137 IAML majors, 19 of whom will graduate in FY2003-04, and in the first of three recruiting phases, IAML-declared freshmen accepted by GT for Fall 2004 comprise one-third of incoming majors in the Ivan Allen College. Continued faculty correspondence with the 23 alumni of this program indicates that, combined with 2003-2004 graduates, approximately 85% of our IAML majors have secured employment or acceptance into advanced-degree programs that *require frequent or sustained use of their foreign language/cross-cultural skills*, with 5% employed overseas (**Appendix B**). The position of Director of Undergraduate Studies was recently created to meet the growing demand for student advising in the School of ML and, together with individual faculty advisors in each language, ML now provides personal advising by a regular faculty member to each student majoring in one of the joint degree programs. ML is perhaps the only unit at Georgia Tech that does not rely heavily on non-teaching staff for undergraduate advising.

Our second dual degree, the GEML (**Global Economics and Modern Languages**) in French, German, Japanese and Spanish, was established in 2003 in collaboration with the School of Economics. This degree program combines a focus on the international application of economic concepts with functional language skills and in-depth knowledge of the historical, social and political contexts of the culture(s) of specialization. At present, we have five declared GEML majors (plus three accepted for Fall 2004), two of whom are also IAML majors, thus pursuing a double dual degree.

Connecting with the Foreign Culture: The LBAT Summer Immersion Program

"I can't begin to describe the impact this has had on my life, my way of thinking…I learned more about myself in these weeks than I have in 20 years… I found myself embracing a new culture, but finding strength in that which was mine"—Elizabeth Plachta, IAML

Our programs not only cross disciplinary borders, but national borders as well. At the heart of ML's dual-degree curriculum is the summer immersion program, *Languages for Business and Technology* (LBAT), offered in Chinese, French, German, Japanese and Spanish. These rigorous 6-8-week programs, conducted in the foreign country and entirely in the target language, offer intermediate-level language students the opportunity for profound linguistic and communicative development as well as in-depth exploration of the underlying cultural values that shape everyday life from the farmer's market to the stock market. Programs are composed of in- and out-of-classroom coursework, professional visits, speaker series', excursions and cultural events, student research and field-based projects and, in some cases, a family homestay component. In addition to direct development of listening, speaking, reading and writing skills, coursework focuses on 1) business concepts and practices and the accompanying community perspectives and cultural protocols; 2) analysis of social, political and economic issues related to country development and world trade; and 3) the cultural conventions and rhythms of daily life and common consumer transactions. In the case of Spanish, a program unique in the country has students traveling to *both* Spain and Mexico for the opportunity to experience two very distinct parts of the 20-country Hispanic world.

Over the years, these programs have proven to be very successful, both in enrollments and in student learning. With very few exceptions, anticipated gains in proficiency have been realized, with students typically reaching an Intermediate High or even Advanced level rating on the ACTFL/ETS international proficiency scale at the conclusion of the program. In the past 10 years, 434 students have participated in an LBAT program, and applicant acceptance has become increasingly competitive.

A focus on content-based courses, such as those of the LBAT, was a crucial element in securing for Georgia Tech the highly competitive multi-year grant by the US DOE that established Georgia Tech as one of the national **CIBER Centers** for *International Business Education and Research.*

Connecting with Foreign Business: The Internship Programs

"I am doing the group project seminar on computer programming for virtual race cars at TU Munich. It is a great way for me to get ready for Siemens. We meet as a team for six hours a week, working with seven other German students and overseen by two engineers from a local firm and a doctoral student at TUM."—Nick Karnezos, ME

According to Peter Olfs, Senior Director, Corporate Communications International, Siemens Corporation: "*Companies are looking for students with outstanding preparation in their field, proficiency in at least one foreign language, and work experience—especially abroad—for leadership tracks to secure the future international competitiveness of the company.*" To mediate the expressed need of global companies and the student educational experience at Georgia Tech, ML has developed basic but flexible internship models to prepare students with professional-level competence in the language and workplace culture while providing an in-depth understanding of how different nationalities approach problem solving in a business and/or academic context. Students participating in this program study one semester in their major discipline at a foreign university and then complete a six-month internship abroad with a foreign company, concurrent with courses in technical language.

These models (**Appendix C**) are particularly well-suited to engineering and computing students, and have now been successfully established in three countries. The **Siemens-TU Munich program** has been enhanced by a 3-year grant from the new DAAD (German Academic Exchange) German-American Initiative in Science and Technology program (GIST), and provides funding, including modest incentive stipends for students, to develop internships for US students in Germany and for German students in the US. Students are screened and advised in ML by their major academic unit advisor, who then approves the curriculum selected by the student abroad, and also by the International COOP department and the GT Office of International Education. Though the program is only two years old (initiated in 2001), all participants have since been offered positions by companies such as Siemens and UPS; one has recently applied for a Fulbright; and one successfully designed the infrastructure for delivery hubs in China in the year just before UPS entered that market.

For Spanish, ML established an exchange program with **Monterrey Tech** in **Monterrey, Mexico** that provides students the option of participating in internships integrated into the curriculum or a 6-month internship with a company in Mexico, Costa Rica, Puerto Rico or elsewhere. A French program has likewise been recently established with the **Technical University of Compiègne in France**, which also will secure student internships. Additional internship programs begin Spring 2004, when ML will recruit students in IAML, INTA, GEML and Management to enter an academic program at the

prestigious university **Sciences Po** (Paris, France) and with academic units at Monterrey Tech and TU Munich.

The existing Chinese summer immersion program, an ML collaboration with the **USG Asia Council** and Kennesaw State University, provides an initial base as we develop an internship model that will be effective for China. Moreover, as of Fall 2003, Modern Languages serves as program manager for the **Japan Export Trade Organization** (JETRO) Internship Program for Japanese companies, and has found long-term internships for the first five students, beginning in June 2004. The study-abroad portion of this program is currently in development and, like the **Chinese program**, will focus on language and culture acquisition instead of engineering curriculum, due to the longer period of time required to achieve proficiency in this language. We believe this procedure will result in a solid foundation for a successful internship.

Student demand for these study/internship programs has increased from 440 in 2001 to 660 in 2003, thus presenting Modern Languages with a daunting task in meeting this demand. By FY2006, we project having up to 100 students abroad in any given academic year, with another 500 enrolled in language classes specifically for study-abroad preparation. Such enrollments will represent a substantial contribution to the Institute's strategic goal of having at least 50% undergraduate participation in a quality international experience.

Connecting the Disciplines: The Applied, Interdisciplinary and LAC Curriculum

"As a Business Major with a Spanish Minor, certificates in International Business and Marketing, this was the one class that tied together my entire past 4 years at Tech!!"---Julia Rugg, Mgmt

Perhaps no aspect displays the creativity and flexibility of the ML faculty more than its dynamic curriculum. The faculty of Modern Languages have created an academic program that includes a wide array of applied, "content-based" and **interdisciplinary courses and course sequences** to accommodate the needs, interests and varied professional goals of our students. Offerings in areas such as business, science and technology, engineering, economics and political science, sustainable development, media and marketing, film and performing arts, acquaint students with the language, cultural context and issues of these fields in the target country (**Appendix D**). In the past few years, **61 new courses** have been developed by ML faculty, of which some 38 employ a distinctly applied, interdisciplinary, or "content-based" approach. Our students have become accustomed to a no-boundaries approach to *teaching* these courses as well; for example, a class lesson in business protocols may incorporate a piece of literature; a lesson in comparative politics may be taught through music; likewise, a film class may require student research on political movements or environmental sustainability.

A significant innovative addition to the ML curriculum is its extensive program of **team-taught courses** in the "Languages Across the Curriculum" (LAC) format. In implementing these seminars as a regular feature of its curriculum, Georgia Tech is at the forefront of this innovative national trend. An article published in the December 1999 issue of the journal *Political Science & Politics,* entitled "German Politics *auf Deutsch:* Teaching Comparative Politics in a Language Across the Curriculum Format" (739-742) describes the success of ML's first LAC seminar, jointly taught exclusively in German by two professors--one in ML, one in International Affairs--on a subject matter chosen from the field of international politics. This course was the first in a series of now four seminars regularly taught in German that command an enrollment of between 20–30

students each. The same kind of team-taught seminars, on topics ranging from the "European Union" to "US- French Relations" to "Revolutions and Revolutionaries" is regularly taught with great success in French and Spanish as well and has recently been implemented in Chinese and Japanese (**Appendix D**). Student course evaluations typically cite the unique learning and research opportunities afforded by these courses via their integration of teaching styles and areas of scholarly expertise. To develop the LAC programs, the School of Modern Languages collaborated with the School of International Affairs to obtain a DOE Title VI grant, and has to date offered **eleven** such courses.

LAC ventures not only require intensive collaboration between the professors involved, but also between the GT units. Indeed, such collaboration for innovative offerings is an important complement to the functions of the USG's **European Union Center** at Georgia Tech, one of only 15 in the country. This center with its numerous international activities, speaker engagements and research projects provides an ideal opportunity for interaction between the School of Modern Languages and the Sam Nunn School of International Affairs, and faculty engaged in the EU Center also jointly teach courses with ML faculty.

II. A Sense of Community

"This class has brought out a creative side I never knew I had and helped give me confidence in my skills...I feel empowered!" Joshua Hopkins, IAML

Our classrooms are filled with voices, energy, and exciting challenges, but they are also places of comfort where each learner's contribution is invited and respected, where each student is part of an important community. Our commitment to preparing future leaders and cross-cultural negotiators finds its expression in efforts to complement sound linguistic skills with the development of personal understanding and respect for difference in ways of seeing and interacting in the world. In our teaching, research, learner and program assessment, curriculum development and extracurricular activities, ML faculty demonstrate commitment to growing a collaborative community of teachers and scholars.

Growing a Successful Learning Community: Inside and Outside the Classroom

Several key notions about learning characterize the collective philosophy that guides our teaching and our student-teacher relationship:

● A belief that each student desires to learn and that this desire is enhanced by a sense of engagement, purposefulness, ownership and personal accomplishment.

● A belief in the relevance, practicality and authenticity of learning experiences.

● A belief in learning as constructive cognitive *process* whose scaffolding must attend not only to the *what's* but the *how's* of comprehension, analysis, connection, application and, ultimately, personalization of knowledge.

● A belief that learning is not compartmentalized or bounded by "academic subjects," "discipline" categories or classroom walls.

● A belief that learning should challenge and stretch—through new responsibilities, creative enterprise, deepened levels of inquiry.

● A belief that learning requires accountability and frequent assessment, including self-assessment.

ML faculty share a philosophy that the best and most durable learning is that which arises from the student's own investment, discovery, connection and communication to others. Thus, task-based approaches that involve students teaching

students are, in various forms (paired research, presentations, small-group discussions, debates, problem-solving or practice sessions), an integral part of engaging students in real-world transactions, inquiries and decision-making contexts. Students are required to demonstrate their personal investment in language acquisition and their abilities to communicate in real-life personal and professional situations in their developing language-culture systems.

As authenticity of experience is a hallmark of our teaching and program development, so is it also in our performance assessment. Aside from the traditional formative and summative classroom achievement evaluation via tests, projects, presentations, debates and other types of tasks, ML has developed a **comprehensive assessment program** that addresses the learner's proficiency development in terms of real-world communicative flexibility and precision, in everyday and workplace contexts. Data from this multi-pronged system not only enable continuous program assessment on the part of faculty, but provide students with the type of feedback they most desire for their own self-monitoring: *How well am I really communicating to a native speaker in his or her culture?* On the whole, comprehensive learner and program assessment in the School of Modern Languages occurs at two distinct levels, individually and within a cohort of students (normally a class), as well as via varied tasks, determined by the language level of the students and the course content. Four of these means are profiled below.

Proficiency Testing. The School of Modern Languages has centered its instructional goals within the framework of the larger community of language instructors in the U. S. by adopting the internationally accepted language proficiency guidelines of the American Council on the Teaching of Foreign Languages (used by the Foreign Service Institute as well as the CIA, NSA and Defense Language Institute). This metric is used to assess, via an oral interview, the ability of language learners to successfully complete a vast and unpredictable array of real-world communicative tasks that progress from "survival" transactions to professional workplace competencies. In the School of Modern Languages, these guidelines, stated as general profiles, are employed as target goals for the assessment of both individual students and levels/courses. For example, faculty test individual students through Oral Proficiency Interviews in order to gauge proficiency for advising and placement purposes, for pre- and post-participation in study-abroad programs, and on entrance and graduation points (for ML majors and minors). Likewise, a number of the language programs within the School have used the Oral Proficiency Interview for all students completing a course or level sequence (such as the 1000- or 2000-level), as one means by which the School informs itself on whether it is meeting its expected outcomes.

Our goal for IAML and GEML majors of French, German and Spanish on graduation is that of Intermediate-High proficiency (rudimentary professional competence) and that of Intermediate Mid for Chinese and Japanese (**Appendix E**). As many published studies have shown, this is a goal not easily attained via classroom learning; however, ML data collected to date indicate that approximately 84% of our IAML alumni have achieved this level of proficiency, with a significant number surpassing it.

Student portfolios. Currently, all students completing majors with the School of Modern Languages are required to complete a portfolio of samples of their work throughout their tenure at GT. These portfolios serve not only as an in-progress record and demonstration of students' linguistic and cross-cultural development as part of their

"career packages," but also as data for program and course review and evaluation. The portfolios contain student-completed course materials such as exams, essays, individual and group projects and so forth, and are collected at various stages of their ML careers (typically course completion, pre- and post-participation in LBAT programs, graduation). Moreover, maintenance of these portfolios enables language advisors and School administration to access useful data for the preparation of promotional material for prospective students interested in what they will be able to do after completing a language major at Georgia Tech. Overall, the use of student portfolios for majors in the School of Modern Language enables us to connect individual student assessment to collective program assessment via up-to-date information about the functional abilities of individual students.

Entrance and exit interviews. With the advent of joint majors in IAML and GEML in the past three years, it has become imperative that the School of Modern Languages not only demonstrate that its graduates have successfully completed all requirements and achieved the desired level of proficiency, but also that the School learn from and improve its teaching and curriculum via the documentation of students' reflections on their language-learning experiences with us. To this end, we have established a system of entrance and exit interviews for majors/minors in IAML and GEML. These individual interviews, relatively new among the various assessment procedures employed by the ML faculty, help us compare the thoughts, attitudes, and experiences of our language majors at the beginning and end of their undergraduate ML experience on a number of issues, both inside and outside the School of Modern Languages. Exit interviews are of two parts and consist of an oral proficiency interview and a program-assessment interview. The latter gather data on effectiveness of instruction, faculty, curriculum, advisement, study-abroad and in-country experiences, adequacy of facilities and technology, and provide necessary information for the systematic career tracking of our graduates.

Examinations beyond the academic setting: As part of a curriculum that responds to the market needs, Georgia Tech offers internationally recognized **business language examinations** to its students in French, German, Japanese and Spanish. As an example, the German *Zertifikat Deutsch fuer den Beruf* (Certificate of German for the Professions) is offered on an average of twice a year. The exam has been developed by the Goethe Institute and is recognized, and in some cases even required, by companies desiring to ascertain the linguistic and cross-cultural skills of future employees. Georgia Tech is a nationally recognized Business German testing site serving the entire Southeastern region. The importance of these examinations is underscored by surveys of international companies indicating that their employees should be able to handle such routine tasks as telephone conversations, business discussions and negotiations, customer contacts at fairs and exhibitions, routine banking operations and, indeed, be familiar with customs and mores of the target country. These exams are also a welcome assessment tool that is independent of the academic institution.

Recognizing that the global competence of GT students is not limited to ML course-related activities and assignments, our faculty have developed and participate in student-centered activities to foster connections and collaborations **outside the classroom** (**Appendix F**):

- *Language Houses*. The School of Modern Languages maintains and serves as advisors of four dedicated dorm wings of 12 students each where target languages of Japanese (new in 2003), French, German and Spanish are spoken during a wide

range of activities from cooking and dining to viewing movies and visiting museums.

- *Outstanding Senior Awards Program:* Each year, faculty elect one outstanding senior from among the majors in each language to receive special recognition from the School of Modern Languages during the INTA/IAML Awards Ceremony. Part of the selection criteria includes student involvement in target-language-related activities outside the classroom, from attending language conferences to tutoring high-school students or recent immigrants to an array of other types of in-language community service.
- *Student Competitions:* ML faculty have developed and participate in a number of on- and off-campus student academic competitions, such as business-language exams, webpage design, dramatic performance. For example, Georgia Tech German students recently won a Goethe Institute-sponsored competition for best performance of *Faust for the 21st Century.* The students worked to condense *Faust* to 15 minutes, tailor it to 21st century, and perform it for the audience.
- *Student Association Sponsorships and Participation.* Modern Language faculty consistently interact with students outside of the classroom as sponsors and advisors to a constellation of student groups: Chinese Student Association, Hong Kong Student Association, French Table, ERT, ODK, German Club, German Table, Japanese Animation Club, and so on.

Growing a Teaching Community

"The class was awesome, you could tell so much time and work went into it not only to make it instructional but also entertaining and memorable. I really liked the use of all the multimedia and all the creativity involved." --- Jamie Papa, IAML

The School of Modern Languages takes pride in continuing to develop a community of traditional and applied language studies by hiring and supporting faculty who consider part of their primary academic responsibilities the enhancement of their own instructional effectiveness as well as the learning environments of their students. As evidenced by a **4.6** (5.0 scale) **average rating on CIOS** student evaluations of teaching effectiveness, ML views teaching as our *profession*—one that demands constant research, feedback, collaboration, in-service development, evaluation and reevaluation. To that end, faculty engage in a number of professional-development activities, such as those highlighted below. We are, indeed, quite proud of that fact that we have accumulated a rather impressive slate of creative accomplishments while maintaining an Institute-high teaching load of **nine credit-hours per semester**. Indeed, as testament to this achievement, ML faculty have, to date, won a combined total of **13 major teaching or research awards** at the international, national, regional or institute levels (**Appendix G**).

Systematic Peer Evaluation. Implemented in 2001 is a system of periodic peer evaluation in which designated two-member teams (one in the target language, one outside the target language) visit colleagues' classrooms as observers. While a general observation instrument developed by ML faculty is used as a guide for evaluative criteria, observers also prepare a written report consisting of strengths and recommendations, which is shared with the teacher-colleague.

Teaching Enhancement Workshops. The School of Modern Languages strives to enable its faculty to use innovative and effective forms of pedagogy and technology. Faculty are encouraged to participate in training seminars funded by the School, and have taken great advantage of such opportunities to improve their teaching effectiveness via cross-cultural and diversity workshops, applications of technology, proficiency

assessment training, classroom management, and learner-centered teaching strategies. For example, in 2002, a team of six ML professors was afforded the opportunity for classes in advanced web design, Flash elements, Fireworks, and digital video editing with Premiere.

Applications of Technology. The School of Modern Languages was one of GT's first to request and obtain PC/projection units for its classrooms, thus allowing instructors and students alike to bring PowerPoint presentations, target-culture-authentic audio and video documents, as well as internet capability into the classroom. ML faculty have integrated large-scale use of internet and multi-media resources such as audio/video clips and flash movies for in-class instruction and independent student research. These capabilities have not only greatly enriched our teaching, but have afforded opportunities for new types of course development that rely on technology, such as the web-based conversation course in Japanese, the recently developed Spanish course in Media, Marketing and Advertising, and French courses in Culture and Website Development or the video-clip-reliant French for Professionals.

ML faculty have also taken the fruits of our learning beyond the classroom, organizing workshops on the use of technology for high school teachers, preparing sophisticated teaching materials and establishing student award programs for technology applications to language learning, such as the French award for best webpage design. Moreover, ML has taken leadership roles in the development and implementation of **online Japanese, Chinese,** and **Russian**, not only for GT students, but also for the University system of Georgia, as an ongoing process.

In a collaborative exchange between teacher and students, ML faculty are continuously exploring new avenues with applications of technology through video-conferencing, student video production, WebCT chat room incorporation, and interactive multi-media documents (**Appendix H**). However, the globalization of our students' learning also requires that they, themselves, develop comfort and proficiency in the use of technology's tools and resources. Effective use of technology is not only an important part of our instruction as teachers, it is also a vital part of student learning. Aside from regular conduct of web-based research, students are counseled in the increasingly important issues of bias detection and source reliability; in class presentations build students' skills in public speaking and use of support tools such as PowerPoint; student design of culture-themed web pages pulls their learning and its organization into its public arena of demonstration.

Pedagogical Research and Professional Involvement. In addition to varied individual research agendas, many ML faculty enjoy national and international recognition in research fields directly impacting teaching, such as learner-centered pedagogy, interdisciplinary curriculum development, language-acquisition and cross-cultural studies. ML faculty are frequent presenters at conferences of academic audiences not only from fields of foreign languages, linguistics, cultures and literatures, but from such fields as business, political science, and sociology/anthropology. ML professors in French, German and Japanese have also spearheaded the organization of national and regional conferences and seminars at Georgia Tech: For example, a seminar in French Cultural Studies sponsored by the Institute of French Cultural Studies; a national conference on Japanese Linguistics; and a German teacher conference on interdisciplinary courses and curriculum design, sponsored by the Goethe Institute and three CIBER centers. Although GT has no ML teacher-training program, a number of ML faculty have built strong ties with the community and area high schools, regularly providing workshops for community businesspersons and high-school teachers and

administrators on cross-cultural education and diversity training, or specific-purpose mini-courses such as Spanish for Medical Personnel.

Indeed, although small in number, our group's record of scholarship in **teaching-oriented fields** *alone* is quite impressive.

- ML faculty have published **50 language textbooks** (including online and CD teaching materials), *in addition to* an impressive array of linguistic, literary and cultural research publications
- ML faculty have published **67 refereed articles** on language acquisition, cross-cultural research and foreign-language pedagogy, *in addition to* articles in literary and linguistic fields
- ML faculty have made **251 conference/workshop presentations/keynote addresses** that *directly* impact foreign-language teaching

Growing a Globally Competent Community

"One of the most important things I've learned is about the importance of observation, that the way people are shaped and the environment in which they are formed decides how they perceive everything in the world around them . One's culture is everything."---- Agnes Kwiatek, STC

Our commitment to preparing future leaders, cross-cultural collaborators and decision-makers finds its expression in our efforts to develop personal understanding and respect for difference in ways of seeing and interacting in the world. While our language instruction is always geared to real-world proficiency through development of eminently practical, usable communication skills, the cultural and cross-cultural development goals that undergird all of our courses—from language to literature to our array of interdisciplinary and applied courses—involve students in authentic other-culture encounters that not only guide them to experience the reality of another sense-making system, but to confront and understand their own.

As foreign language educators, we are profoundly cognizant of the fact that "global competence" does not result from a course or from a single experience. The attributes of global competence--open-mindedness about possibilities, understanding that human choices are made on the basis of different views of the way "things are," recognizing that one's own world view is not universally shared, resistance to stereotyping, emerging empathy--are developed slowly, cumulatively, and very personally. We believe that every course, every experience that our students have with us must, therefore, guide them to:

- access information from a wide variety of sources, media, locations
- read information analytically and critically, recognizing the culturally coded nature of

knowledge construction and being able to detect bias even within this cultural code.

- withhold hasty judgment based on one's own cultural perspective while seeking further information, observation
- understand multiple perspectives on a given issue as arising from distinct cultural, historical backdrops
- see the connections in their learning to form a coherent view of knowledge and a more authentic, integrated view of life
- possess a professionally communicative level of second-language proficiency
- collaborate in a team to solve problems, display tolerance, and respect different points of view

- believe that learning is not only about what *is*, but what *can be*.

The most basic and important goal of teaching excellence is that of opening the mind to instill a sense of wonder and the urge to know more. In the foreign-language setting, we guide our students to approach other cultures with curiosity but without judgment, through the understanding that communication is far more than "knowing" a language: It is understanding a different mindset, history, social structure, set of values and expectations. Being effective in a global setting requires knowledge but also a critical attitude towards oneself and, above all, patience.

We have created in the School of Modern Languages at Georgia Tech a growing, vibrant community of instructors and learners committed to achieving global competence in a variety of international languages and cultures, while connecting to the various academic disciplines offered at the Institute. In line with this vision, we strive daily to exhibit ourselves as excellent instructors and researchers, responding to the needs and interests of our diverse learners, and collaborating with students and faculty within a variety of communities, both local and global.

Preparing Students for the Global Workforce

Knowledge of foreign languages and cultures prepares individuals for life and work in the 21st century global marketplace. The School of Modern Languages integrates on-campus interdisciplinary studies with international study and work experiences. We define student success in terms of providing students the means to acquire a professional level of language competency and an in-depth understanding of another culture, identifying and meeting student interests and career needs, providing flexible opportunities to achieve student learning goals in the classroom and beyond, and by providing appropriate incentives for faculty development.

The key areas of exceptional program development models described in the following pages are the inception of two unique interdisciplinary joint-degree programs, International Affairs and Modern Languages (IAML) and Global Economics and Modern Languages (GEML), a series of four faculty-led summer-abroad immersion programs for Languages for Business and Technology (LBAT), a major DOE grant-driven program in Languages across the Curriculum (LAC), and the development of an extraordinary opportunity to combine study abroad with an extensive international internship.

The interdisciplinary and collaborative nature of our recent program development derives from our philosophy of applied language learning and content-based communicative learning models, and has placed us into close collaboration not only with other units in the Ivan Allen College of Liberal Arts at Georgia Tech, but with units in Engineering, Computing, Architecture and Management, and has led to partnerships with multinational corporations hiring students for internships abroad.
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Although there is no foreign language requirement at Georgia Tech other than for International Affairs majors, overall enrollments in the School of Modern Languages have swelled by a remarkable 47% during just the last two and one-half years, the strongest indication that Modern Languages is meeting student demand with timely and suitable programs, superior teaching and advising quality, and opportunities that match student interests and career goals. The IAML program, instituted in FY 2001 with two

declared majors, has demonstrated a phenomenal growth with 137 majors in Fall 2003, and is now the third largest undergraduate major in Ivan Allen College. Restructuring advisement to ensure that each student has contact with a full-time faculty member, strong involvement in the summer and winter FASET advising sessions for incoming freshmen and word of mouth have resulted in the IAML becoming the most sought-after degree in the Ivan Allen College by Fall 2003 entering freshmen. Assessment includes measuring student proficiency levels when they enter the major, and again just prior to graduation, including exit interviews and student portfolios. Excellence in teaching and advising has resulted in a retention rate of IAML majors of over 95%. The extremely popular Language Across the Curriculum (LAC) courses, team-taught in Chinese, French, German, Japanese and Spanish by faculty from Modern Languages and International Affairs, have grown to eleven courses on interdisciplinary topics that include history, economics, international security, sustainable development, public affairs and comparative political issues.

Statistical surveys we have conducted show that about 70% of students enrolled in languages come from the Colleges of Engineering and Computing. Recognition of this fact has led to curriculum development in content-based language courses in science and technology and to the creation of a model internship program in conjunction with the Technical University of Munich and Siemens Corporation, composed of one semester of study abroad in the student's discipline, followed by a six-month internship with Siemens in Germany. Recently, a DAAD (German Academic Exchange) grant under the German-American Initiative for Science and Technology program was awarded to support further development of internships and to provide modest stipends for both outgoing American students and incoming German students. Following this model, similar programs were established by Modern Languages with Monterrey Tech in Monterrey, Mexico, and just recently with the Technological University of Compiègne in France. In Fall of 2003 Modern Languages became Program Director for the Japan Export Trade Organization (JETRO) to recruit students for internships in Japan with Japanese companies. These activities have led to extensive collaboration with companies such as Siemens, UPS, BMW, ZF Group, Michelin, YKK, and with local consulates and trade organizations. Recently we began developing additional undergraduate internships abroad for IAML, GEML and Management majors with study/internship programs at Sciences Po University in Paris, the Departments of Business and International Relations in Monterrey Tech, and the Department of Business and Economics at the TU Munich.

Modern Languages has successfully nominated faculty for prestigious teaching awards—13 awards have been won by individual ML faculty in recent years—and has placed substantial emphasis on teaching quality as part of the annual faculty evaluations, and for tenure and promotion, including not only peer and student evaluations of teaching performance, but textbook and software development, scholarly publication of research in pedagogy and curriculum design, innovative course development and on-line courses, and implementation of technology in the classroom. ML encourages faculty to enhance teaching skills through participation in ACTFL seminars, workshops on pioneering pedagogy and media use, on-and-off-campus teaching-enhancement programs, and to provide leadership for instructors at other academic institutions.

As an active participant in the Georgia Tech Center for International Business Education Research (CIBER), Modern Languages faculty receive modest grants that enable them to develop new courses, participate in worldwide conferences on the teaching of international business language and culture, and develop new instructional technology. In direct response to student interests, ML participated in local fundraising to initiate Korean language instruction; this was followed by a program-support grant from the Korean Foundation. A grant from the Japan Foundation supported the development of Japanese into one of the largest and most outstanding undergraduate instructional programs in the country (448 students enrolled). As part of our Provost's campus-wide plan to ensure student participation in international programs, Modern Languages is a key participant with Engineering in a FIPSE grant recently submitted to support student recruitment into international-oriented programs and opportunities.

School of Modern Languages Fact Profile

Faculty	18 Tenured & Tenure Track 13 Teaching Awards	1 Visiting Faculty
Instructors	2 Full-time Instructors	13 Part-time Instructors
Staff		3 Staff

Languages	Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish, Linguistics	
Degrees	**IAML** Joint Degree	ML and International Affairs: 24 hours in French, German, Japanese, or Spanish above 2nd year level
	GEML Joint Degree	ML and Global Economics: 24 hours in French, German, Japanese, or Spanish above 2nd year level
	Minor	18 hours in Chinese, French, German, Japanese, or Spanish above 2nd year level
	Certificate	12 hours in Chinese, French, German, Japanese, Spanish, or Linguistics above 2nd year level

International Internship/Study Programs Developed	
2001: Technical University of Munich + Siemens	2003: additional German Companies
2002: Monterrey Tech (Mexico)	Provides integrated internships
2003: Technical University of Compiègne (France)	Provides internships in France
Program Manager for JETRO internships in Japan	Long-term internships in Japan

Recent Curriculum Highlights	**LBAT** Study Abroad: Language for Business and Technology in French, German, Japanese & Spanish (Mexico City and Madrid, Spain)
	GT & Kennesaw: Summer Immersion Program in Chinese
	LAC: Language Across the Curriculum team taught courses with International Affairs in Chinese, French, German, Japanese & Spanish
	Online Courses: Japanese, Chinese & Russian
	Korean & Arabic recently added.
	Intermediate Spanish in Valencia, Spain, Summer 2004

Grants	
DOE Language Across the Curriculum	2-years, $155,000, jointly with International Affairs
Japan Foundation	2-years, $74,000, add instructor
Korean Foundation	3-years, $60,000, supports Korean instruction
DAAD	3-years, $39,000, support student interns in Germany
CIBER	8-years @ $28,000, develop business content

Appendix A: Total MLGrowth Overview at Georgia Tech 2001-2003

Overview: Enrollment Fall 1996-Fall 2003

|	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Totals	997	1109	1108	1173	1145	1431	1702	1864
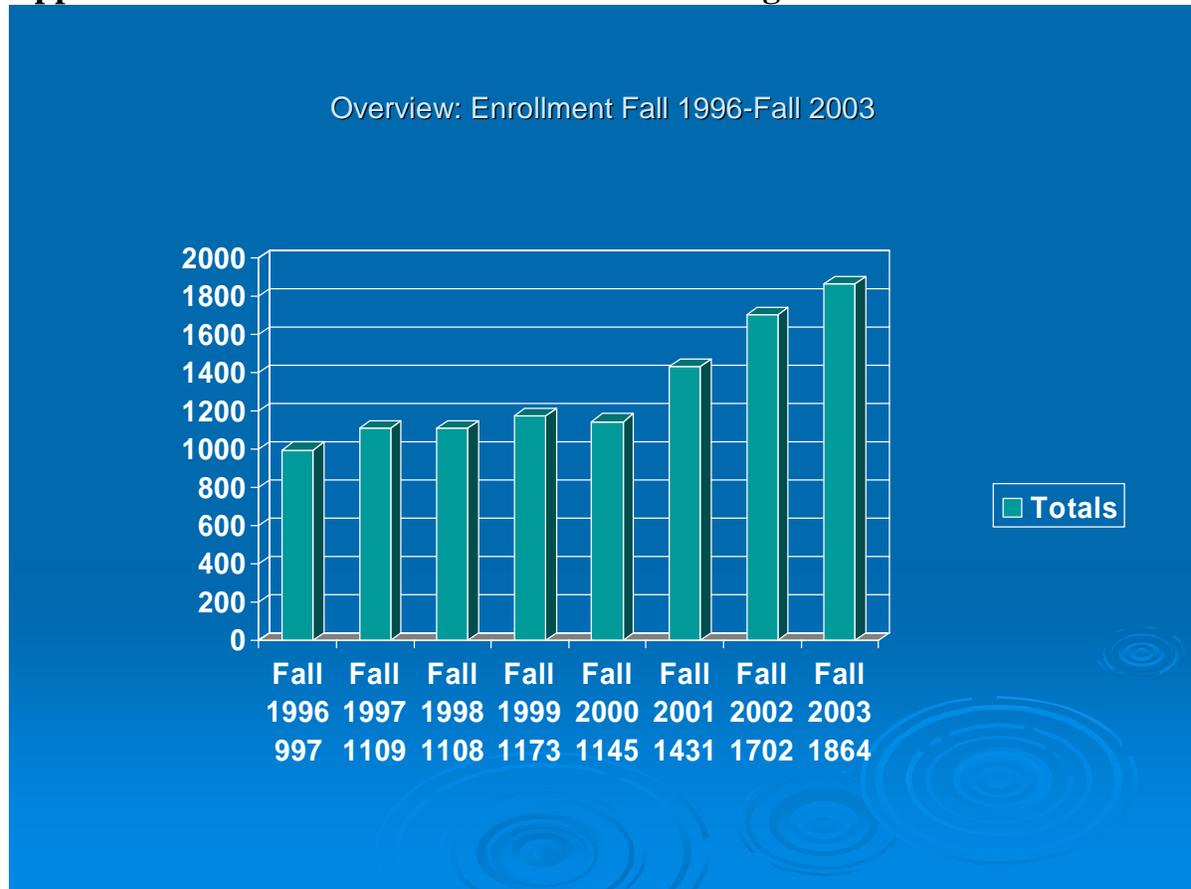
Details to Growth Chart: Georgia Tech Compared with National & State Trends

| Language	National Growth 1998-2002 (MLA, Nov. 2003)	Georgia Growth 1999-2002 (Georgia High Schools)	Georgia Tech Growth 2001-2003
Arabic	+ 92.5%	N/A	N/A (began Fall 03)
Chinese	+ 20.0%	+ 72%	+ 47.4%
French	+ 1.5%	- 16%	+ 19.9%
German	+ 12.5%	+ 16.8%	+ 22.8%
Japanese	+ 21.1%	+ 41.2%	+ 63.5%
Korean	+ 16.3%	N/A	N/A (+12% 1 year)
Russian	+ 0.5%	N/A	+ 86.5%
Spanish	+ 17.9%	+ 12.1%	+ 64.4%
Linguistics			+ 12.2%
Totals	+ 17.9% 1.2million-1.4million	+ 5% 258,000-270,000	+47.2% 2263-3330

IAML Major Growth: 2001-2003

IAML Majors
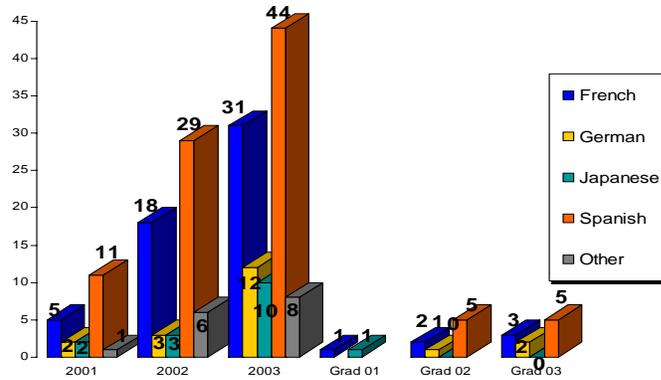
APPENDIX B: IAML and LBAT Student Tracking Examples

- **23 Graduates Fall 200--Spring 2003**
- **19 Graduating 2003-2004**
- **32 of 42 IAML majors reporting so far**
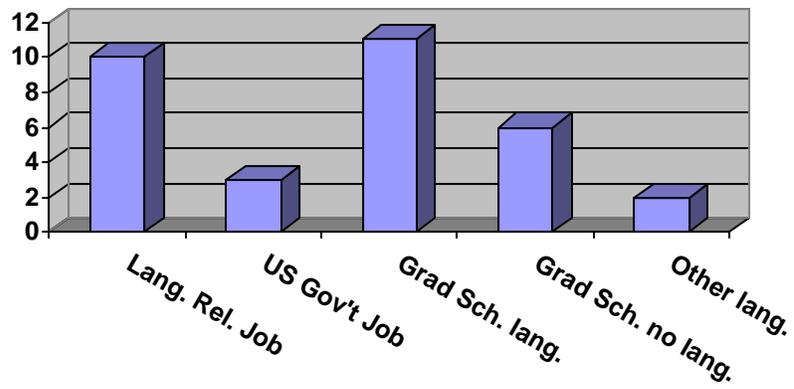
Appendix C: International Internships

Georgia Tech-Siemens-TUM Model

- **Georgia Tech: Two years regular program studies—**
  Plus a foreign language

- **2nd or 3rd year: Language for Business and Technology (LBAT)**
  - **Local internships**

- **4-week intensive German + orientation at TUM**
  - **Credit Transfer**

- **Winter Semester at TUM**

- **6-Month Internship with Siemens**
  - **Coop credit**

Siemens USA 2002

Internships: Interest by Language

	Arabic	Chinese	French	German	Japanese	Korean	Russian	Spanish
Number	24	59	167	97	117	15	26	156
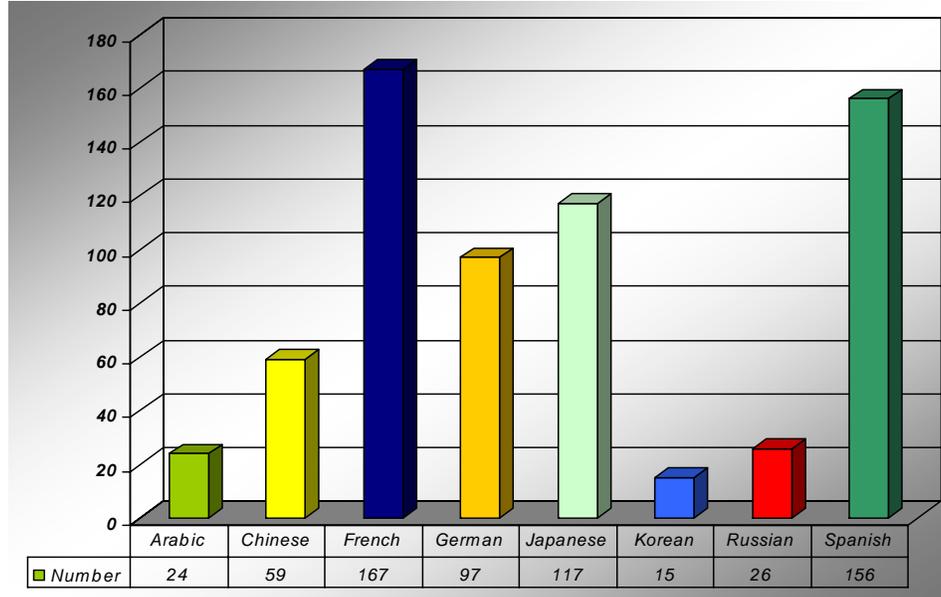
Internships: Interest by Most Common Majors
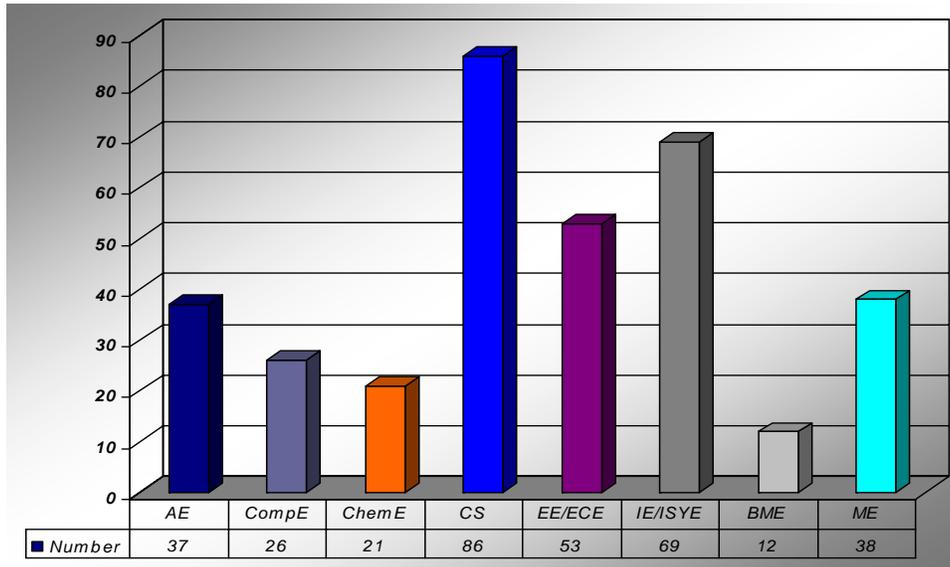
	AE	CompE	ChemE	CS	EE/ECE	IE/ISYE	BME	ME
■ Number	37	26	21	86	53	69	12	38

Selected Student Internship Placements

Company/Country	Interns/Major
Siemens/Germany	Nick Karnezos (ME), Charles Wright (IAML), Doug Niggley (AE), Leif Bernstton (EE), Mac Young (ME), Markus Wegner (ME) Thom Sokol (ME)
Robert Bosch/Germany	Michael Schmidt (ME), Yu Nagai (ME)
UPS/China or Taiwan	Maggie Ma (MGTM), Mo-Han Hsieh (ISyE)
UPS/Italy	Eduardo Capeluto (ISyE
UPS/Mexico	Golberto Sousa (ISyE), Jose Rivera (ISyE)
UPS/France	Vera Zlateva (ISyE)
Matsushita Electric Works/Japan	Arun Sharma (CS), JungSoo Kim (CS)
Nippon Telegraph & Telephone/Japan	Michael Chen (CS)
Mitsuba Corp/Japan	David Lamont (INTA)

APPENDIX D. New Courses Developed

1. "Content Based" Courses (courses of another discipline taught by ML)

Heidi Rockwood	German for Science and Technology
Bettina Cothran	Numerous Business German Courses, intermediate and advanced
Vicki Galloway	Business Culture; Business Communiction and Corresp; Media, Marketing& Advertising in Hispanic World
Barbara Jansma	French for Business, Science and Technology I, II; French for Engineers I, II; French for the Professions
Angela Labarca	Spanish for Science and Tech. I, II; Spanish for Business I, II

2. Team-taught Language Across the Curriculum (LAC) Courses

Bettina Cothran	German Politics and Economics from 1949-1997; The European Union; Fromm the Bonn to the Berlin Republic; Defining Trends and Figures in Post-war Germany
Lionel Lemarchand	French and American Politics and Civilization; France and the European Union: Politics, Culture and Current Topics
Vicki Galloway	Spain and the European Union; Issues and Perspectives in Latin America; Mexican Revolutions and Revolutionaries
Masato Kikuchi	Japanese Society and Politics
Xioliang Li	Sino-American Interactions

3. Other New Courses Introduced

Angela Labarca	**Hispanic Linguistics; Individual and Family in Hispanic Literature; Society in Hispanic Literatrue; Hispanics in the US**
Marianne Mason	**Translation and Interpretation**
Vicki Galloway	**Food, Culture and Society; Hispanic Film; Drama Workshop; Stylistics and Composition; The Conquest and New World Literature; Latin America Today; Individual and Family in Hispanic Literature; Society in Hispanic Literature; Mexico Today; Issues in Sustainable Development**
Lionel Lemarchand	**La Litteráture Fantastique au XIXème siècle**
Frank Pilipp	**German Film of the 60s/70s/80s; East German Cinema**
Rumiko Shinzato	**Introduction to Japanese Linguistics**
David Shook	**Accelerated Elementary Spanish I, II**
Bettina Cothran	**LBAT intensive courses; Advanced Business German; The Spirit of Weimar**
Nora Cotille-Foley	**Francophone Literature;Contemporary French Women Writers; French Education and Post-colonial Issues; Advanced Reading in French; France Today (internet-based course)**

Appendix E. Learner Outcomes by Level (Abbreviated Version)

Level I (1000) ACTFL/ETS Novice High/Intermediate Low	
Listening	**Comprehend face-to-face and some taped speech consisting of connected utterances with strong contextual support on familiar/rudimentary topics.**
Reading	**Use background knowledge, context/cognate clues to comprehend straightforward texts of general readership.**
Writing	**Display ability to meet some practical needs (messages, bio sketches, brief descriptive passages).**
Speaking	**Display ability to meet rudimentary requirements of basic communicative exchanges**
Level II (2000) ACTFL/ETS Intermediate Mid	
Listening	**Sustain global understanding over longer stretches of connected discourse involving different timeframes.**
Reading	**Use effective strategies to negotiate surface meaning and some cultural inference in authentic literary or journalistic texts of general readership**
Writing	**Display ability to write for practic needs and limited social demans on familiar topics; demonsrate some coherence in description; narration across timeframes.**
Speaking	**Display ability to handle variety of straightforward communicative tasks & social situations with confidence and clarity: personal description, plans and history. Converse in contexts beyond most immediate needs w/speech that is fairly comprehensible to native speakers; awareness of routine cultural protocols.**
Level III (3000-4000) ACTFL/ETS Intermediate High/Advanced	
Listening	**Follow native speaker discourse of average speed and complexity with at least 80% accuracy**
Reading	**Comprehend great variety of texts, including specialized texts with the help of a dictionary; demonstrate broad cultural and some stylistic sensitivity in inferencing skills.**
Writing	**Communicate with precision, cohesion and some elegance for a wide variety of personal, research and professional needs; demonstrate protocols of some specialized writing.**
Speaking	**Demonstrate sustained oral interaction and negotiation skills in conflict and professional situations; show historical and cultural awareness ins pecialized fields (business, technology, literature, linguistic analysis)**

Appendix F. Out-of-Classroom Activities; Faculty Outreach

Masato Kikuchi	**Advisor, Anime Club (Japanese Animation); Co-advisor, Japanese Language House;** Director, Japanese Proficiency Testing Center
Barbara B-Jansma	**Mentor of 13 French Graduate Students; French Table sponsor**
Bettina Cothran	**Sponsor of German table, Directo of Test Center for International Business Examinations; Board Member, Friends of Goethe; Trainer for teachers of Business German**
Catherine Marin	**With French Cultural Services and Georgia Department of Education, annual workships with high school teachers on curriculum development, French culture, technology; Board Member of the Center for the Advancement and Study of International Education; CIS and of Alliance Francais;Community School (internationalization of curriculum and develop diversity);**
Nora Cotille-Foley	**Language House Advisor, webpage competition for area high schools**
Phillip McKnight	**Directed student performance of Faust for the 21st Century, and Quartett: German Book Club--introduce new books, Goethe Institute**
Paul Fostor	**Advisor, Hong Kong Student Association, Chinese Student Assoc.**
Frank Pilipp	Advisor, German Club
Vicki Galloway	**Advisor, Spanish House**
Lionel Lemarchand	**Translation services to area businesses**
Angela Labarca	**Spanish for Medical Professionals, translation services**
Rumiko Shinzato	**Co-advisor, Japanese Language House**

Appendix G. ML Faculty Teaching Awards

Dr. Barbara Blackbourn-Jansma

- Georgia Tech Class of 1940 for Excellence in Teaching, 2002

- W. Roane Beard Excellence in Teaching Award (GT Outstanding Teacher of the Year 2002)
- Georgia Tech Outstanding Teacher of the Year Award, 1990
- Commendation for Excellence in Teaching at all Levels, 1985

Dr. Bettina Cothran

- AATG Georgia Professor of the Year Award, 2001
- AATG Georgia Professor of the Year Award, 1994
- Georgia Tech Outstanding Teacher of the Year, 1993

Dr. Nora Cottille-Foley
- CETL/AMOCO Junior Faculty Teaching Excellence Award, 2003

Dr. Paul B. Foster
- E. Roe Stamps, IV, Excellence-In-Teaching Award, 2003

Dr. Vicki Galloway
- American Council on the Teaching of Foreign Languages, Nelson Brooks Award for Excellence in the Teaching of Culture Award, 2002.
- E. Roe Stamps, IV, Excellence-In-Teaching Award, 2001

Dr. Lionel Lemarchand
- E. Roe Stamps, IV, Excellence-In-Teaching Award, 2000

Dr. David Shook
- Professor of the Year, American Association of Teachers of Spanish and Portuguese--Georgia '96)
- Lily Teaching Fellow, Lily Endowment, Inc., 1992-1993.

Appendix H. Faculty Applications of Technology: Examples

Heidi Rockwood	German for Science and Technology Fall 2003, WebCT
Bettina Cothran	Development of interactive teaching unit on the European Union, published by Goethe Intstute and available on their website
Lionel Lemarchand	French Culture and Student Website Development sponsored by CETL Video Conferencing
Masato Kickuchi	4 online courses in Japanese
Vicki Galloway	WebCT; incorporate audio, video clips in course materisls; students in advanced classes filmand edit dramatic performances, produce advertising segments for distribution; web resource page for Mexico
Rumiko Shinzato	Creation of web-based conversations for Japanese
Nora Cotille-Foley	WebCT in all classes--students use chat rooms, download script of conversations for grade; matintain website for students incl. electronic flascards; advanced French courses use interactive multi-media documents incorporating audio segments, video clips and falsh movies; worked with GTCN to teach video production techniques--students played, filmed and edited short dialogues for public broadcasting
Barbara B-Jansma	Created stand-alone multimedia "briefcase" (DVD) mirroring WebCT site, with digitized, video-streamed and segmented 440 video clipswith corresponding interavctive exercises, filmed with French grad students and young professionals, created links toonline reference materials, activity templates, discussion modules, bulletin and graphics boards
Xiaoliang Li	1 of 4 online courses (Chinese 1001); CD for Chinese Characters Primer