

Preparing Foreign Language Students for Civic Engagement at Home and Abroad

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“Those who know another language are uniquely equipped to help change the world for the better.”



Overview & Goals

- ❑ Civic Engagement and Foreign Language Education
- ❑ Civic Engagement in Departments of Foreign / Modern Languages and Literatures
- ❑ Civic Engagement Project at Santa Clara University
- ❑ Findings and Recommendations

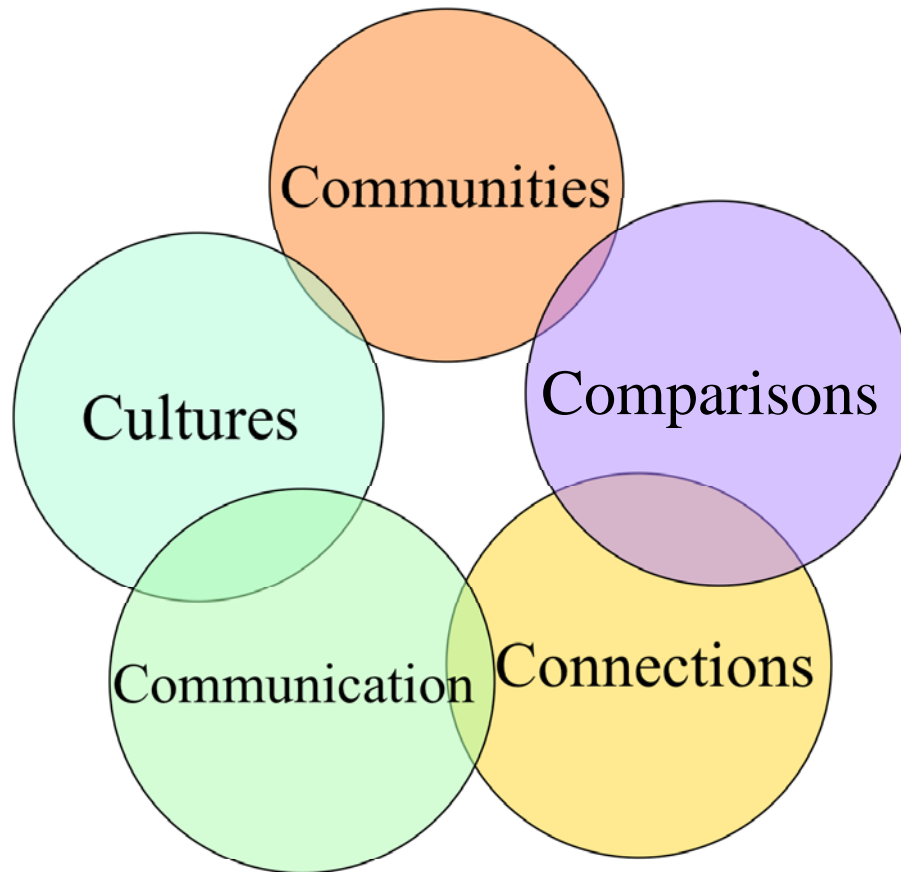


Civic Engagement and Foreign Language Education

- ❑ Carnegie Foundation Community Engagement Elective Classification
- ❑ The Engaged Department
- ❑ The Engaged Institution
- ❑ Center for Liberal Education & Civic Engagement (Campus Compact in partnership with AACU)
- ❑ International Partnership for SL and Leadership
- ❑ The Center for International SL
- ❑ National Foreign Language Standards
- ❑ 2005 Year of Languages
- ❑ 2006 as Year of Study Abroad



National Foreign Language Standards



“ability to understand & be understood in the languages of the world- wide neighborhood”

“educated citizenship”

“successful communication: knowing How, When, and Why to say What to Whom”



Civic Engagement in Department of Foreign / Languages and Literatures

“...We emphasize linguistic, cultural and literary competencies so as to educate students for a more informed, compassionate, productive and civic involvement in our increasingly diverse and global **society**. Throughout our programs, we subscribe to a communicative and proficiency-based language curriculum modeled after the goals of the Standards for Foreign Language Learning and encourage the university’s teaching scholar model through faculty research and creative activity and critical and reflective engagement with society... “



Civic Engagement Project

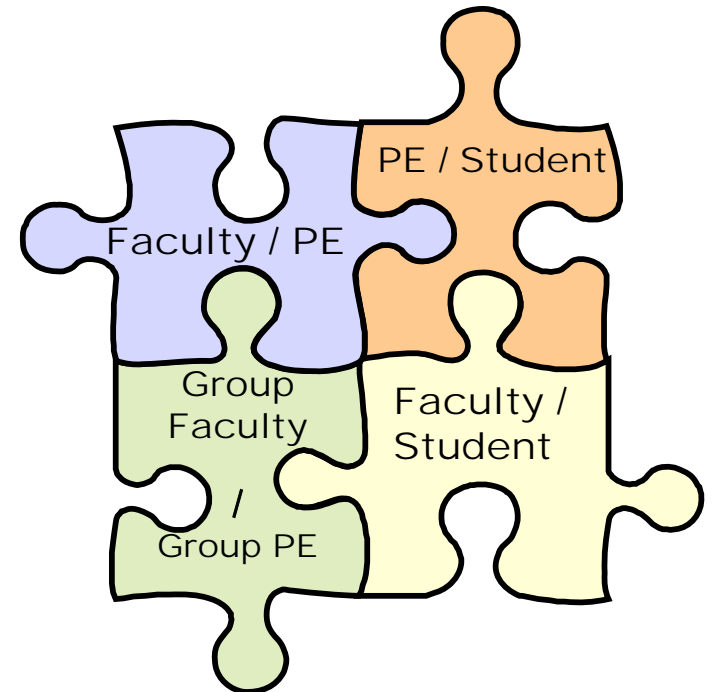
- Goals
- Process & timetable
- Learning activities
 - Community mapping
 - Hypothesis refinement
 - Text/ voice/ e-mail exchanges



Faculty / Peer Educator / Student Coordination & Communication

Each group of participants, whether Faculty, Peer Educator, or Student, played a key role in the success of this project. Recognizing this from the start, the project took this into account and set up a “*Circle of Meetings*” between each set of the participants. These weekly meetings allowed us to stay in continual contact with each other, providing support, mentoring, problem-solving, and even “pats-on-the-back”!

- **Weekly Group Faculty / Peer Educator Meetings**
- **Weekly Peer Educator / Student Meetings**
- **Regular Involvement Between Language Faculty Members/ Students in the Classroom**
- **Constant Communication Between Individual Language Faculty Member/ Peer Educator**





CE Project – US Perspective

- ❑ Discuss and reflect on how students can work on civic issues through active participation on campus and off campus:
- ❑ Groups read ‘Approaches to community mapping’ and complete a community mapping exercise
- ❑ Groups generate a list of stakeholders and engagement activities
- ❑ Groups examine textbook and ancillaries using above list
- ❑ Groups formulate hypothesis about civic engagement abroad

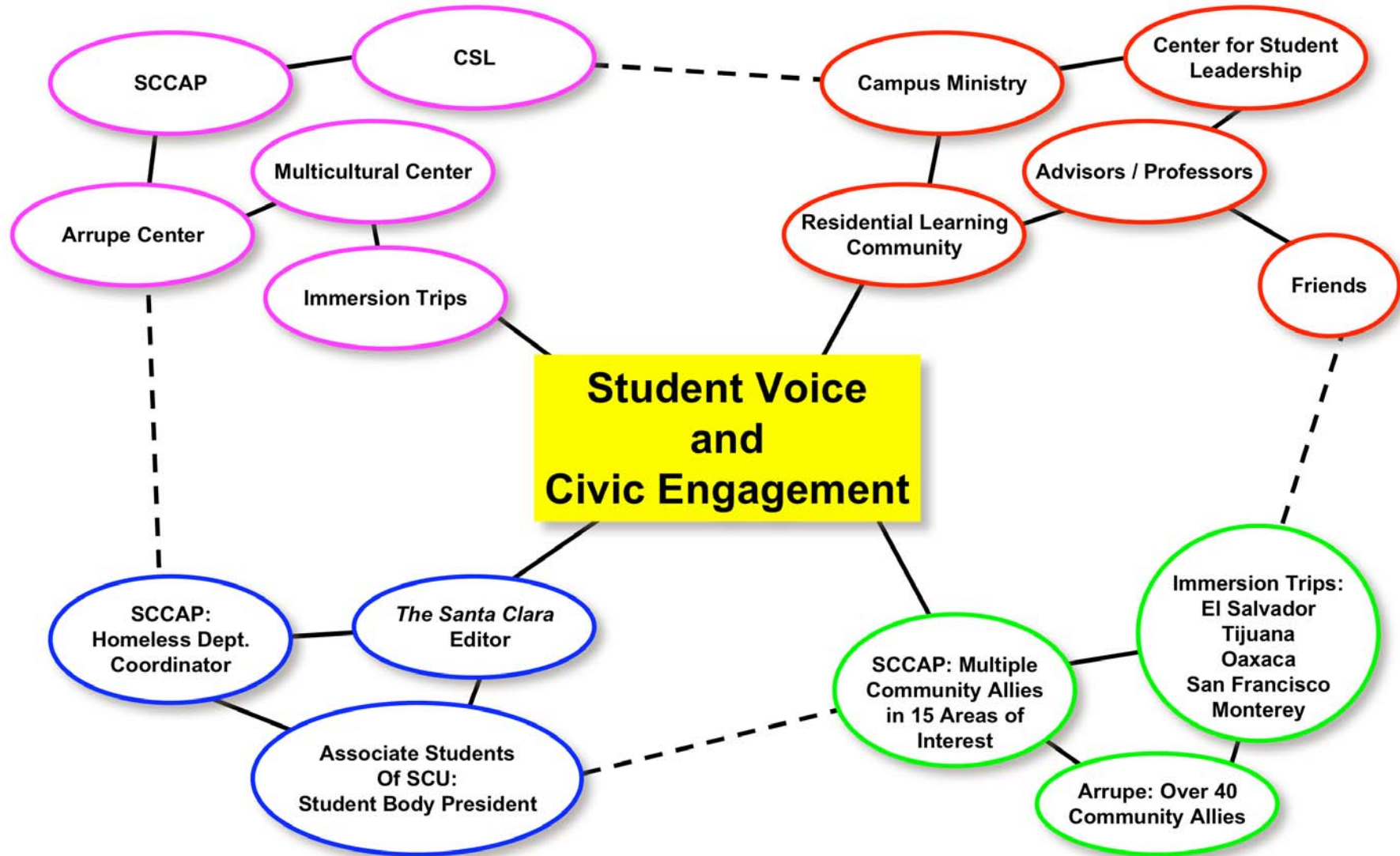


CE Project – European Perspectives

- ❑ Groups contact via online chat rooms students abroad and ask them how they view list of stakeholders and engagement activities at their respective institutions
- ❑ Groups contact via e-mail university and community representatives using indicators from above list
- ❑ Groups read / watch (foreign news / broadcast) for relevant information
- ❑ Summarize findings

Key Stakeholders

Supportive People / Places



Student Leaders / Groups

Community Allies



Student Hypothesis

Phase I: USA Context, Specifically at SCU

- ❑ Key part of the program because students would revisit their hypothesis at the end of the project and confirm whether they had been correct or incorrect.

- ❑ In all groups Hypotheses varied from:
 - European Students are **MORE** engaged
 - European Students are **LESS** engaged
 - European Students are **EQUAL** in civic engagement activity



Project Findings (General Overview)



French Group: Structured SL does not exist on many French campuses. Student participation in service is low



German Group: Almost no University-driven CE projects on campus. Several CE groups through Church and Town/City Organizations.



Italian Group: Students unaware of CE opportunities at their universities. Focus on studies and career advancement



Spanish Group: Student focus on career advancement, lack of CE support structures on campus



Project Activities

STUDENT PRESENTATIONS / PRODUCTS

- French:** CE Brochures, Skits
- German:** Development of Honors Program
- Italian:** CE Glossary
- Spanish:** Team Presentations / e-mail exchange



Italian

Glossary of Italian terms used to facilitate discussions for Civic Engagement Project

Sostantivi e aggettivi (nouns and adjectives)

Abuso (m)	abuse
Apprendimento(m)	learning
Assistenza (f)	assistance
Associazione (f)	association
Attività (f)	activity



German

- ❑ Student Help Guide
- ❑ Proposal for SCU German Honors Program
 - Integrates CE directly into the program requirements



German

- ❑ Proposal for [SCU German Honors Program](#) which Integrates CE directly into the program requirements

- ❑ Related CE Requirements:
 - **Volunteer** minimum 1 quarter at South Bay Deutscher Schulverein, working with young children helping them to learn the German Language
 - One of three options for Supplemental Curriculum Requirement is to **minor in International Studies**
 - *Program offers students the opportunity to examine broad international issues which transcend a single nation or geographic area. Subjects, such as international organization, poverty and development, cultural interdependence, and diplomacy and law, are areas of focus in this minor. The program also offers immersion trips.*



French

- Student Presentations/ Skits
- Engagement Brochures



Spanish

□ Student Presentations (Janna Goebel)

- Do you have organizations like SCAPP y Arrupe in your school that work for social justice?
- Do you help with any?
- What are some social problems there?
- What is the most severe social problem there?
- Is the concept of students working for social justice mutual?
- In Spain we have non-governmental organizations (ONG). There are many associations of this type. Right now I don't have time to help, but I have worked for many years in a soup kitchen for immigrants, giving a hand.



Recommendations

- ❑ Study abroad: help students ID programs with CE components
- ❑ Preparation of students to participate in Intl. CBL / SL programs
- ❑ Vehicle for sustaining CE efforts in Modern Language departments
- ❑ Helps textbook selection
- ❑ Language learning through scaffolding



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