

Language and Study Abroad Across the Curriculum: An Analysis of Course Development

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Abstract: *Preparing undergraduates and training faculty to succeed in a global society requires colleges to infuse international and intercultural dimensions into the curriculum. A Title VI grant funded the development and pilot of six Integrated Intensive Courses Abroad (IICA). These courses incorporate discipline-specific content studies with foreign language and ground them in a study abroad experience. Content and language instructors were paired and cross-trained in each other's discipline to enable them to design and teach these interdisciplinary courses. This article outlines the purpose, development, essential resources, and preliminary outcomes of integrating IICAs into a college curriculum. Results from a postcourse survey suggest that the IICA model improved students' language proficiency and understanding of the content discipline beyond what would have been expected in a traditional course.*

Key words: *language across the curriculum, study abroad, faculty development, multicultural education*

Language: *Spanish, relevant to all languages*

Introduction

In 2002 Goucher College, a small liberal arts college in suburban Baltimore adopted a new strategic plan, "Transcending Boundaries of the Map and the Mind." At the core of that plan was a commitment to educate students to become global citizens through a curriculum infused with an awareness of the international and intercultural dimensions of every subject. Three years later the plan was expanded to include a required study abroad experience. These new initiatives demanded some revisions in the curriculum; in particular, the role foreign languages would play in the development of these global citizens. Although students were still required to complete at least 12 credit hours in a foreign language, the need to integrate foreign language programs more comprehensively into an intercultural,

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interdisciplinary, and now international curriculum was very clear.

None of these areas was new to Goucher College. However, without opportunities to incorporate cross-cultural immersion experiences and enriched foreign language skills within their chosen fields of study, students often miss the purpose of global studies: to help them develop the skills and perspectives to interpret cultural settings other than their own. What new perspectives on multiculturalism might they acquire after spending time on an indigenous reservation in Costa Rica? What language and content skills would peace studies students need to learn in order to participate firsthand in conversations with the different social groups involved in the peace process in the Basque country?

Background

According to Open Doors Report, the annual statistical survey published by the Institute of International Education, the number of students from the United States studying in short-term-abroad programs has increased over 75% in the past ten years. Of the total number of students going abroad in 2003–2004 and in 2004–2005, 56% participated in short-term programs and the report concluded that “. . . short-term programs have played an important role in increasing the popularity of study abroad, offering international study abroad opportunities to students who might otherwise have been unable to afford to participate in traditional-length programs” (Institute of International Education, 2005). These figures slightly decreased by 2005–2006 (i.e., 52% participated in short-term programs), with 58% of those students participating in programs in Europe and an increased interest in nontraditional destinations, such as African countries, India, and China. Although these short-term programs have been in existence in some schools for more than a hundred years, data collection on participation is a more recent trend.

Since the 1960s extensive research has been conducted to assess the linguistic

benefits of study abroad programs (Carroll, 1967; Milton & Meara, 1995; Hadis, 2005). These studies show that students who study language abroad dramatically improve their vocabulary and grammar as reported recently by Golonka on an immersion program in Russia (2006).

In the early 1980s, the Languages Across the Curriculum (LAC) initiative was introduced (initially called FLAC, but the term *foreign* was dropped to consider heritage speaker students) to ensure that students would be linguistically and cross-culturally prepared for the global society in which they lived:

LAC attempts to contextualize language learning while simultaneously establishing much-needed conceptual links between discipline-related topics or issues and “foreign” approaches towards them. LAC can provide meaningful connections between otherwise separate learning spheres and consequently lend more coherence to students’ overall educational experiences. (Kecht & von Hammerstein, 2000, p. xxi)

Literature suggests that the instruction of language in content-matter contexts is a more effective pedagogical approach than methods that focus on the second language in isolation (Kramsch, 1993; Nieto, 2002; Omaggio Hadley, 2000). The combination of language and content study in the classroom before travel with extended language practice in an immersion setting while abroad is one of the best methods to achieve foreign language competency and increased cultural awareness (Gorka & Niesenbaum, 2001, p. 102). The goal is to facilitate students’ adjustment to the new setting and increase cultural empathy (Gao & Gudykunst, 1990; Brislin & Kim, 2003; Kitsantas, 2004). Parallel results can be found in regard to the role of advanced or intense language instruction on increasing students’ competency during a short-term abroad program. Specifically, the outcomes of several short-term abroad programs in

France have indicated that improvement in French language proficiency is possible even with students who start at the intermediate level (Ingram, 2005; Magnan & Back, 2007).

Recent initiatives offered through the American Council of Teachers of Russian (ACTR) and the American Council for Collaboration in Education and Languages (ACCELS) have opened doors for students who want to explore regions of Eastern Europe and Eurasia, in particular a study abroad teaching program in the city of Astana in Kazakh (Thomas, 2006). Other initiatives take students to Asian countries; however many of them are taught in English (Festervand & Tillery, 2001; Knight, 2006). Only recently has the Chinese government initiated the development of educational exchange programs, including language programs such as the summer immersion program at Soochow University in Suzhou developed by Howard Community College in 2006 (Connell, 2006). Overall, research confirms that any study abroad program, whether short-term or a year long, has a measurable impact on a student's linguistic and cultural proficiency. These programs continue to attract the attention of scholars who examine the overseas experience of language learners in diverse countries, including Indonesia and Japan, while addressing current concerns central to second language acquisition (DuFont & Churchill, 2006).

The Integrated Intensive Course Abroad (IICA)

Goucher College's new strategic plan, the need for relevant connections between disciplines, and the necessity of increasing the research in the field of language acquisition in content-based contexts led to the development of Goucher College's *Integrated Intensive Course Abroad* (IICA). Goucher's IICA model is a three-part sequence of study that includes a seven-week content course on campus, followed by three weeks of study abroad, and a summative seven-week course back on campus. The additional

summative component after the immersion abroad gives students the opportunity to bring together their newly acquired knowledge and skills and to reflect on how to integrate these experiences in their future plans. The IICA structure requires students to pursue language study beyond the minimum graduation requirement. Additionally, the co-teaching and interdisciplinary nature of this model requires faculty development. Instructors must receive training in each other's discipline as well as learn techniques for cross-teaching both content and language.

The cross-discipline training did not incur direct costs, as faculty participants took Goucher classes in each other's discipline. However, funding was required to offset their workloads and to employ external consulting for cross-teaching techniques. In order to meet these faculty development needs, a group of administrators and faculty members applied for external funding. In March 2005, Goucher College received approximately \$150,000 from a Title VI grant from the U.S. Department of Education Undergraduate International Studies and Foreign Language (UISFL) program for a two-year period. The grant was matched dollar for dollar by Goucher College. In addition to providing some educational materials and fees for outside consultants, the bulk of the grant funds were used to hire part-time faculty so that permanent faculty could be released from full-time teaching for an academic year in order to study in their partner's discipline and visit the international site. After completing a year of cross-training, faculty returned to their departments prepared to offer a new interdisciplinary, international course.

The curricular transformation indicated in the grant proposal included the participation of 12 professors, three languages (German, French, and Spanish [AU: Italian?]), six disciplines (physics, geography, theater, film studies, religion, and sociology) and six countries (Spain, France, Germany, Tunisia, El Salvador, and Puerto Rico). However, changes in human resourc-

es led to the development of a course that had not originally been included in the grant proposal, *Multicultural Education in Costa Rica*. The faculty members were selected on the basis of the following factors: experience and/or interest in developing study abroad programs; existence of both intensive study abroad programs as well as courses infused with an international curriculum; and basic knowledge of the partner's discipline. These courses were designed to be offered in alternate years and fulfill elective credits for majors and minors in both the foreign language and the discipline.

The IICA model awarded eight credits upon completion of all three parts (content course, study abroad, and summative course). Four of the credits were awarded toward the language requirement and the remaining four credits towards the content subject. The sequence, by design, integrated discipline-specific content studies with foreign language classes and grounded them with a study abroad experience. Originally, the IICAs were designed to dedicate 20% of the class to language instruction during the first seven weeks, with the other 80% dedicated to instruction in English on the course's content discipline (two credits). This was to be followed by a three-week intensive experience abroad held in January (four credits). During the component abroad, 30–40% of the content instruction was in English, while the remaining 60–70% was taught in the study/target language. The third part was to be conducted in the spring semester course on campus (two credits). In this third phase, it was predicted that students would be linguistically prepared to study 80% of the content matter in the target language, with the remaining 20% dedicated to instruction in English. Hence, language and content instruction were to be integrated gradually, culminating in a content course taught in the study/target language by the third and final phase.

Course Development

The design and implementation of the course, *Multicultural Education in Costa Rica* (SP272Y/ED272Y), will be used to illustrate the process and general logistics of preparing for and creating an IICA. The major steps involved in developing the course included determining the course content, specifying student prerequisites, placing faculty for cross-training, visiting and setting up a study abroad component, and visiting and designing a service-learning component.

Course Content

The first step was to determine the content of the course in order to enrich the already existing curriculum at Goucher College. A course in multicultural education was an invaluable asset to the new strategic plan because it encouraged the creation of a more international and intercultural curriculum to help students become well-grounded global citizens.

Such a course also seemed a timely and relevant subject to integrate into the curriculum of future teachers. Over the last five years, with the federal government's focus on accountability through "No Child Left Behind" legislation, achievement gaps across various ethnic, socioeconomic, and special education groups have challenged school administrators and teachers to find strategies for leveling these disparities.

Considering the general movement toward a global society and the fact that Hispanics are the dominant minority in the United States, it is imperative that teachers be versed in cultural and individual learning differences in order to provide the context for effective learning and allow students to reach their maximum potential. The goal of multicultural education, after all, is to provide equitable access to education for all students (Grant & Ladson-Billings, 1997). New teachers armed with training in multiculturalism will also be able to assist their students in developing "new perspectives and raise their levels of consciousness about human diversity" both

in and out of the classroom (Ambe, 2006, p. 691). Although not all of the students enrolled in this class were majoring in education, the basic skills they acquired would be applicable in nearly any professional setting, particularly if students remain within the field of Spanish.

From the linguistic point of view, the participant professors decided that this course would correspond to intermediate-high Spanish Composition and Conversation, available to fifth-semester students. This decision was based on three parameters: the professors' ability to teach at a particular language level; the skills that students would need in order to meet the course objectives and outcomes; and the extent to which the course would build on and complement the Spanish program's existing study abroad offerings.

Eligible Students

Educational psychology was initially established as the content prerequisite for the course, because it is the prerequisite for all other advanced high-level education courses and demonstrates that students have completed the major foundation courses in education. At this level, students have a fairly strong educational knowledge base and the maturity to gain the most from a multicultural experience. However, with the relatively small number of students in each major at Goucher, this prerequisite, combined with the Spanish prerequisites and the highly structured nature of the education program, made the potential pool of students quite small—essentially, education majors in their junior year who had completed four semesters of Spanish. To overcome this limitation, the course was opened to noneducation majors who had met the Spanish prerequisites (four semesters of Spanish).

Faculty Cross-Training

Once the decision as to the course content was made, the faculty cross-training started. First, the level of proficiency that the participating professors had in each

other's discipline was assessed, and professors identified which courses they would take during the Fall 2005 and Spring 2006 semesters in each other's fields. The education professor completed a language placement exam and was placed in a Spanish literature seminar at the advanced-high level. However, as this IICA was designed to be offered at the intermediate-high language level, this placement proved a mistake for several reasons.

After one year of academic training and debriefing meetings with the other professors, it became clear that it made more pedagogical sense for professors to attend the same level of language instruction in which they would be teaching the content matter. This condition helps the content professor design lesson plans at the adequate language level. Furthermore, although literature seminars helped to improve the professor's oral fluency, the focus on literary analysis and on academic papers did not enhance the professor's ability to teach her discipline in another language and added unnecessary pressure on her schedule. Thus, for future courses, it was recommended that the education professor imparting the course take two sequential Spanish courses, one at the language level of the IICA.

Since the language professor had taken graduate-level education courses, her cross-training placement was based on a review of her prior course work. Following a review of the graduate courses she had taken in this discipline, she was placed in Adolescent Development and Issues in Education courses to enhance her knowledge on the latest educational reforms in the United States.

Exploratory Trip

The next step was to determine the location in which the language immersion component of the course would be conducted. Costa Rica was identified for its particular multicultural characteristics: Afro-Caribbean and Asian immigration for geo-economic reasons; Nicaraguan refugee

flow as a result of Hurricane Mitch; and the existence of indigenous reservations.

In March 2006, the faculty conducted a very productive exploratory trip to design a comprehensive three-week intensive course consisting of daily courses (two hours of language instruction at the intermediate-high language level and two hours for content-based instruction in Multicultural Education in Spanish led by a Costa Rican college professor); weekend excursions; service learning in a nursing home and an orphanage; and home-stays with Costa Rican families. In addition, the professors visited an indigenous reservation in Talamanca where students later spent four days, during which they enhanced their multicultural awareness by living with the members of the reservation; learned functional *Bibri*, for purposes of courteous communication; attended lectures on the indigenous philosophy of life and on the survival of indigenous identity through the maintenance of their language; visited with a medicine man the garden of medicinal plants; visited the artisan workshop of a women's organization; and crossed the border to Panama through the jungle within the same indigenous reservation.

Service Learning

Fieldwork, where students observe and participate in local K–12 classrooms, is a major component of the structure of Goucher's education program as evidenced by the fact that freshman are placed in classrooms as early as their first semester. Unfortunately, due to the timing of the abroad component of this course, Goucher students were unable to observe local classrooms in Costa Rica because their schools were closed for holidays during the month of January. However, given the connection with the Montessori daycare, the nursing home, and the orphanage that the participant professors had made during their exploratory trip, they decided that service learning was a reasonable alternative.

The literature on service-learning practices and outcomes shows strong consis-

tency with this course's instructional objectives. Service experiences help students gain knowledge of cultural differences and diversity in personally meaningful ways (Sheffield, 2005). Service learning provides a means for students to gain "greater cultural awareness and tolerance" (Steffes, 2004, p. 49). Steffes (2004) argues that students' observations and reflections of the service experience also help them decide on future practices. This last point is particularly important, as one of the objectives of this course is that the knowledge gained will not end when the course terminates, but that the students will apply their multicultural and intercultural skills in their day-to-day interactions.

In Baltimore, professors established contacts and arrangements with similar service sites. Students would participate in service learning throughout the entire program and have the opportunity to compare U.S. and Costa Rican service experiences.

Due to current efforts to place children directly into foster homes, traditional orphanages no longer exist in Maryland. However, professors were able to set up service learning at St. Vincent's Center, a center where children temporarily reside after experiencing many unsuccessful foster care experiences. To parallel the nursing home experience, professors established a relationship with Timothy House, a local adult-living community in Baltimore. Finally, two Montessori schools were contacted; one that is primarily a daycare (ages 3–6) and another that is an academy with instruction through the eighth grade.

This parallel service component gave students the requisite perspective to write a comparative piece about these U.S. and Costa Rican institutions, as well as a reflective evaluation of their experiences. The goal was that within these institutional contexts students would come to understand the unique cultures and subcultures of each and reflect on how they viewed and reacted to them. These observations would prepare them to make similar observations in the

future as they entered schools, other professional environments, and social settings.

While other pilot courses varied in the type of experiences students had abroad and the level of language required for enrollment, the design, training, and implementation process followed the same general progression. As can be expected, each team encountered nuances that had to be worked around but the timeline for course development and the exploratory trip helped maximize the success of the courses. In fact, most of the objectives of the grant were met.

Grant Project Outcomes

The project funded by the Title VI grant had seven objectives: (1) Give a group of 12 faculty a set of skills that would help them to develop and teach a more effective interdisciplinary, comparative curriculum; (2) Design and offer six Integrated ICA courses; (3) Offer students six additional study abroad opportunities, presented in a design that helps fulfill the institutional goal that all students who enroll at Goucher will have a firsthand experience with the international and intercultural aspects of their course of study; (4) Increase the number of students studying intermediate/advanced French, German, or Spanish; (5) Design and use formative and summative assessment instruments to measure the efficacy of the Integrated ICA concept for faculty, and for students; (6) Create a framework to sustain energy beyond the time of this project; (7) Share work in content and language with public school teachers from middle and high schools in Baltimore City and County.

Objectives one through three were partially met as the 12 professors were trained and successfully developed five IICAs, five new study abroad courses were offered, and four were implemented.

Shortly after receiving the funding, the directors of the grant encountered some human resources issues that required changes in the original plan. Due to unanticipated departures and sabbaticals, four

of the twelve original faculty members withdrew from the program, and another two withdrew after the cross-training. As a consequence of these losses, the directors solicited the participation of new faculty members and the following courses were finally created: *French Theatre in Paris: Languages of Performance* (Theater and French); *Understanding Conflict: A Peace History in Spain* (Peace Studies and Spanish); *Exploring the Italian Language and History through Music* (Music and Italian); *Acá y Allá: Issues of Identity in Contemporary Families of Puerto Rico* (Women's Studies and Spanish); and *Multicultural Education in Costa Rica* (Education and Spanish).

These changes were not easy because the directors had to identify faculty who were willing to embark on the task of learning a new discipline or a foreign language, who would be committed for a two-year period, and who had permission from their departments to hire part-time instructors to replace them. Unfortunately, even though the professors participating in the course *Exploring the Italian Language and History through Music* completed the cross-training process and the exploratory trip and designed the IICA, this course was ultimately cancelled due to lack of student enrollment.

Still, we can safely say that these objectives were partially met because the participating professors were given the skills to develop and teach more effective interdisciplinary, comparative courses. As one of the participating professors described it:

It was enormously beneficial to team-teach. This is one of the most important parts of the IICA model, in my opinion. I learned a tremendous amount from my colleague in theatre and it will enrich my teaching of other courses. Also, it was very helpful to take courses in theatre at roughly the same level as the level of the students taking this IICA course – it contributed to course planning as it helped me understand what could be expected of undergraduates in theatre. (postcourse survey)

Objective four was partially met as one IICA course was offered in French and three in Spanish. However, the IICA in Germany was never designed or implemented and the IICA in Italy was cancelled. Furthermore, as only the pilot courses have been conducted it would be premature to predict if the number of students studying intermediate/advanced French and Spanish has increased in the long-run.

Issues associated with the efficacy of the IICA courses, objective five, are difficult to assess as they are dependent on the continued funding by the college, the support of the departments to hire part-time replacements, and the willingness to make a long-term commitment to training, designing, and implementing these courses. At this time, it is also difficult to assess whether the energy of these projects, objective six, will sustain beyond the pilot courses. This will be partially determined by the number and frequency in which these courses are offered in the future. None of the three courses conducted in the 2006–2007 academic year was scheduled to be offered in 2008–2009. However, *Acá y Allá: Issues of Identity in Contemporary Families of Puerto Rico*, conducted during the 2007–2008 academic year, is projected to be offered again in 2009–2010, and the professors from the Peace Study and Costa Rican IICAs have voiced their interest in conducting their courses again in the future.

A forum with public middle and high school teachers from Baltimore City and Baltimore County, objective 7, will be scheduled for Spring 2009, as it appears in the grant project final report. The intended purpose of this event is to have Goucher College faculty, who taught IICAs, share techniques for blending content and language with local school teachers.

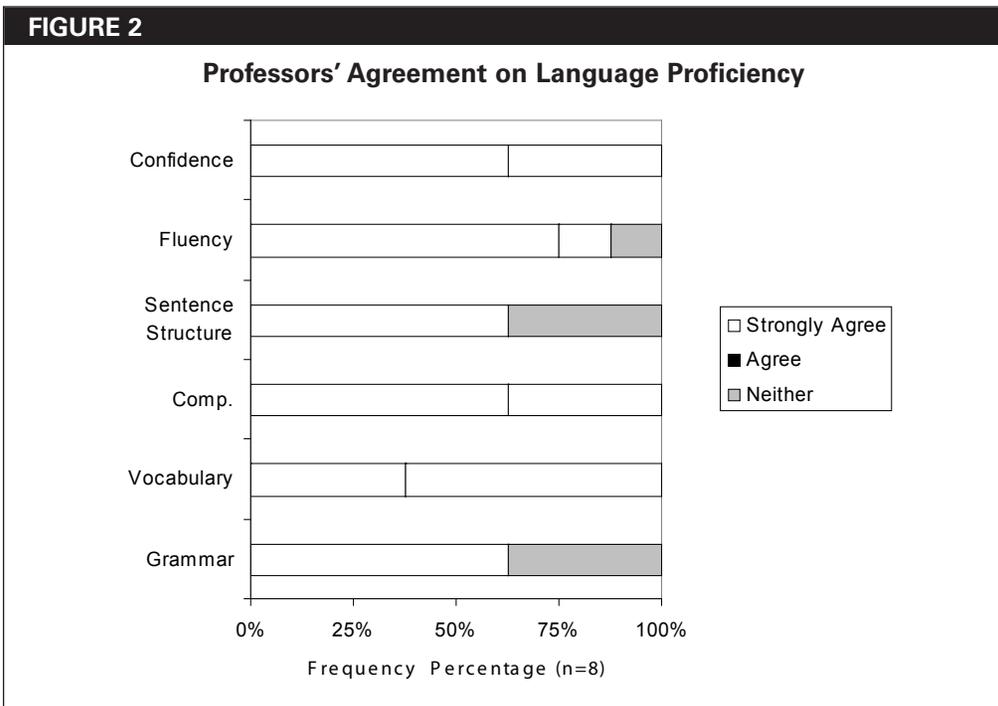
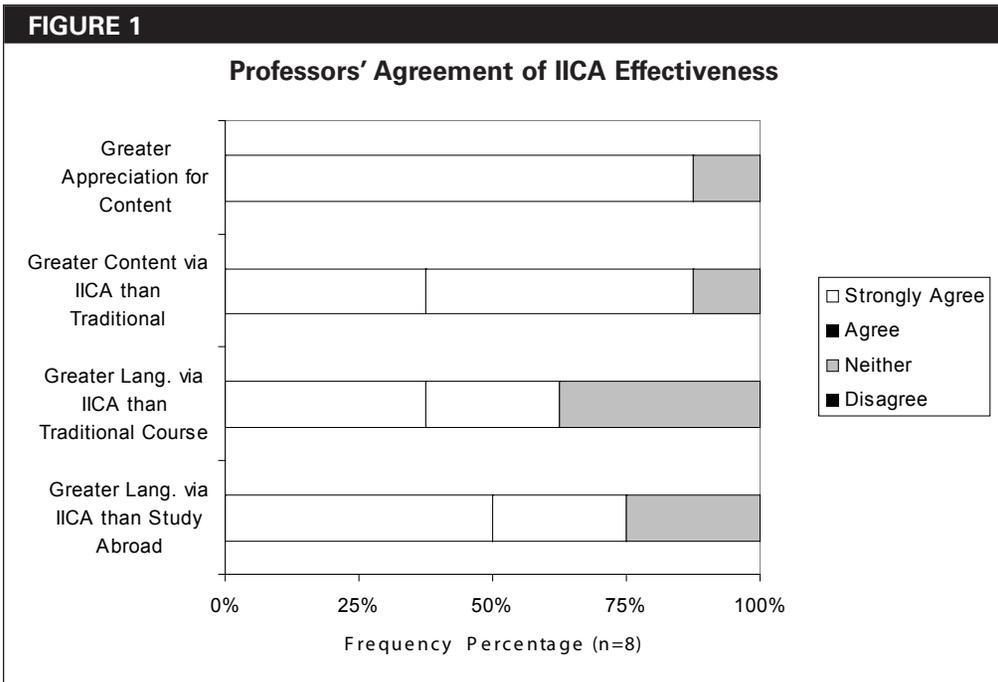
Beyond the objectives described in the grant, all eight professors who taught the pilot courses completed a postcourse survey measuring their perceptions of how beneficial the IICA format was in improving student's language proficiency and their understanding and appreciation for the

field of study. The survey consisted of eight Likert scale items and two open-ended questions. The results of the Likert scale items are summarized in Figures 1 and 2.

Overall, there was a high level of agreement among the faculty that the IICA model took students beyond what they would have achieved in a traditional foreign language, content area, or study abroad course (see Figure 1). Five out of the eight professors agreed or strongly agreed that students showed improved proficiency in grammar, vocabulary, comprehension, sentence structure, and fluency (see Figure 2). Three content professors did not feel qualified to assess the students' improvement in their grammar or sentence structure and therefore indicated that they neither agreed nor disagreed.

Seven out of the eight professors reported that students showed the greatest change in language proficiency during the three weeks abroad. All of the professors agreed or strongly agreed that students gained greater language proficiency through the IICA format than they would have through a traditional *language* course. However, three of the eight professors neither agreed nor disagreed that students gained greater language proficiency through the IICA format than they would have through a traditional *study abroad* course. Again, these professors had never conducted a study abroad program before and may not have felt qualified to assess this comparison.

Five out of the eight professors reported that students showed the greatest change in understanding the field of content during the three weeks abroad. One professor believed that the first seven weeks were the most beneficial to students' acquisition of the content. This professor started studying the language at the beginner level and, consequently, she had less control over her content of expertise while experiencing the abroad component of the course. Additionally, she was the only one of the eight professors to believe that the students would have learned more about the content area in a traditional course than in an IICA format.



Seven out of the eight professors all agreed or strongly agreed that students gained a greater appreciation for the field

of study through the IICA format than they would have in a traditional course.

The generalizability of these results is greatly limited by the small sample size

($n = 8$) and the somewhat subjective nature of completing a Likert-scale survey. A more detailed and in-depth analysis of student results and measure of course objectives would add to the strength of future IICA courses. However, in general, those faculty members participating in the pilot IICA courses believed that there was advantage to this pedagogical approach.

Overall, the objectives of the Title VI grant were accomplished in the sense that it allowed professors to experiment with a new curricular design, and to assess, at least provisionally, the utility of integrating language acquisition in an applied context. Professors were able to create a new set of courses, and most importantly, a collaborative process among different academic disciplines. As a result of this grant project, participating faculty came to better understand and appreciate the value of collaborative learning, as well as the contribution language instruction can make to a student's overall learning style. Concrete evidence of the indirect impact of this grant project on the overall college curriculum is the fact that recent faculty hires in the Spanish and the Physics departments have begun the process to reinstate the course *Astronomy in Spain* that had originally been planned as part of the grant project.

Future Considerations and Questions

Learning a second language can be intimidating even for some accomplished professors, especially if the IICA remains at the intermediate-high language level, as the grant proposal envisioned. Thus, one consideration would be expanding the cross-training phase for a two-year period to allow a more intense study of both the discipline and the language. Although there are many models that departments can adopt to integrate these IICAs within their curricula, their success will mainly depend on several factors: (1) the language and content proficiency of the faculty who design these integrated courses; (2) their willingness to continue their language and content instruction

at the intermediate-high language level; (3) the commitment of department chairs to internationalize their curriculum; and (4) the availability of resources to support these types of initiatives.

Since few nonlanguage faculties are prepared, or have the time, to teach content courses in a foreign language at the intermediate-high language level, one possible scenario is to design different courses based on the language skills of the faculty who will teach them. As these courses are designed to be offered in alternate years, it would be perfectly acceptable for a department with many sections of a particular course to offer two sections of similar IICAs with one course at the beginner level and another one at the intermediate-high level taught by different instructors who have gone through the cross-training period. This model would not only encourage faculty to participate in the teaching of these integrated, interdisciplinary courses and involve them in curricular transformation but would also attract students at different levels of language and content acquisition. In this model the international site would become the constant, while the discipline-specific content and the language level could be inserted from a wide range of offerings that currently exist at the language and discipline department.

Another argument in favor of developing multiple sections of the IICAs is the need to design courses that group students with similar language background. However, this has not always been the case for our project. Since the actual cost of the abroad segment of these IICAs is paid by the student, faculty of some of the IICA courses (such as that of Peace Studies) found themselves in need of opening their course to students who exceeded the language requirement established in the original grant proposal. As the number of students in the class increased, the cost per student was therefore reduced. However, this exception can pose a problem not only for the language instruction but also in terms of how to assess the

students' language proficiency at the end of the course. If students enter the IICA at the equivalent of an advanced-high level but the course was designed to be equal to an intermediate-high language level, then which language course will students have fulfilled upon the completion of the IICA? At the moment, and for the purpose of the grant proposal, the language instructors have been assessing the students' language skills at the beginning and end of each semester and determining which would be the equivalent language course in the department.

With the pilot courses completed, it is unquestionable that the main goals of the project have been achieved. At this point what remains to be assessed is the long-term success of the faculty cross-training. Unless professors who participate in these types of team-taught interdisciplinary course have a high level of language proficiency, the burden of teaching in the target language may easily fall into the hands of the language instructor. This is particularly evident in the use of the target language. It was anticipated that by the end of the semester, 80% of the course would be conducted in the target language and 20% in English. However, while the students demonstrated the proficiency to receive 80% of the instruction in the target language, this proved to be an unrealistic expectation for the professors. Therefore, by the last seven weeks of the course, the target languages and English were used equally with each professor teaching content material in their mother tongue. The language barrier also becomes evident in the design of the abroad component, where language expertise is especially relevant in coordinating the logistics of the trip. Having multilingual staff members at the Office of International Studies may alleviate this burden for faculty who participate in these types of short-term abroad courses.

As new professors are hired under the new study abroad requirements at Goucher College, the directors anticipate that the linguistic skills of the professors may also

increase, and thus, their participation in the development of courses in a greater number of disciplines. One option to consider would be to reduce the percentage of the course content that can be realistically taught in the target language by the content-area professor with just one year of faculty cross-training. Another model would be to design these integrated courses at a lower language level and make them available to first-year students. It would also be important that these new IICAs become part of the regular course offerings of the departments, which could also offer the possibility of faculty rotation. Ultimately, the success of this program will depend on the willingness of other faculty to engage in curricular training and on the administration's financial support of their development. The Title VI grant and matching Goucher commitment have funded this pilot project for three years, but the program will require systematic support from the college for sustainability.

Conclusion

The project funded by Title VI responds to the current trends to shift the role of foreign languages at the university level. Instead of focusing exclusively on the education of undergraduate students as potential candidates for graduate study, research indicates that the goal for departments of modern languages is to see language courses "no longer as service courses but prerequisites to use complex levels of cultural and literary analysis" (Gilman, 2000, p. 1035). This is the pedagogy and teaching methodology that has been developed in programs such as Languages Across the Curriculum (LAC), in which existing content courses have an add-on component taught in a target language. Research indicates that the value of these LAC courses is in attracting not only the best of undergraduate students but in giving new meaning to the expertise of faculty who teach in language-based departments. The development of the LAC courses addresses an important recommendation cited in the December 2006

MLA report, which is to turn language programs into area studies programs (Modern Language Association, 2007).

The implementation of the new IICAs developed at Goucher College has expanded the concept of languages across the curriculum by grounding the content-based, team-taught courses with an intensive abroad experience in which students meet their professional goals. The format of these innovative courses is useful in easing the students into the language and cultural knowledge they will need in order to make the abroad component as meaningful as possible. Students are exposed to real situations in which they are required to apply the language, content, and cultural skills they have learned during the predeparture course or in other content and language courses. The goal of the postabroad course is to develop deeper critical analysis of the cultural and content material acquired during students' interaction with foreign experts in the content of study and while they use the target language. With this model, language and content become an integrated unit. These new IICAs depart from the previous LAC model that envisions language available only to those students who have enough language background to continue the study of content areas in a foreign language. The cooperation among content and language faculty is crucial in producing students who have a greater understanding of how their disciplines are practiced in both academic and workplace settings in the United States and other countries.

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