

Charting students' development of intercultural competence & proficiency

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Course Background

Initiative Background

The Department of Languages is working to increase students' language proficiency and intercultural competence (ICC). Our proficiency initiative has been underway for a few years, but our ICC initiative is new.

Our innovation

- Extensive faculty training
- Course revamping
- Consistent testing of students at two points in the curriculum to measure our progress

Classes Tested:

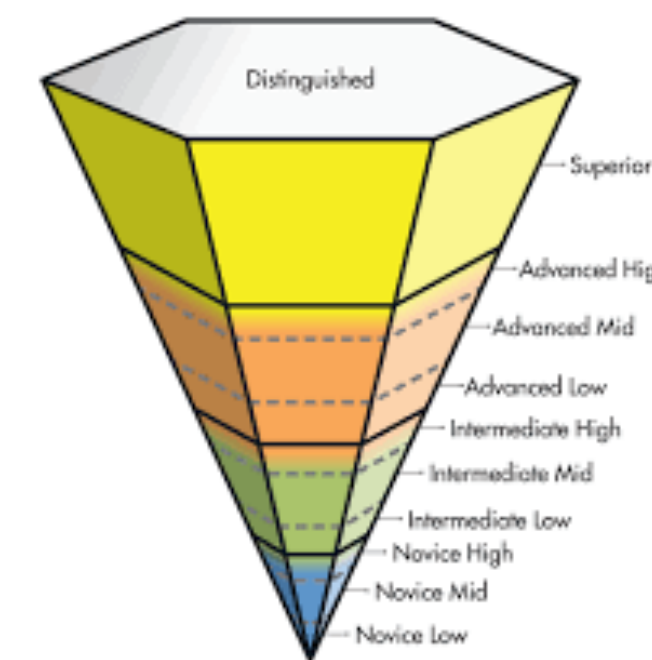
Language	Midpoint	Endpoint
Arabic	ARB 212	N/A
Chinese	CHN 206	CHN 401, CHN 485
French	FRN 204, FRN 207	FRN 412
German	GER 114	GER 486
Italian	ITL 206	ITL 455
Japanese	JPN 302	JPN 402
Spanish	SPA 206, SPA 210	SPA 413, SPA 472

Method

169 students completed two tests

The Oral Proficiency Interview - computer

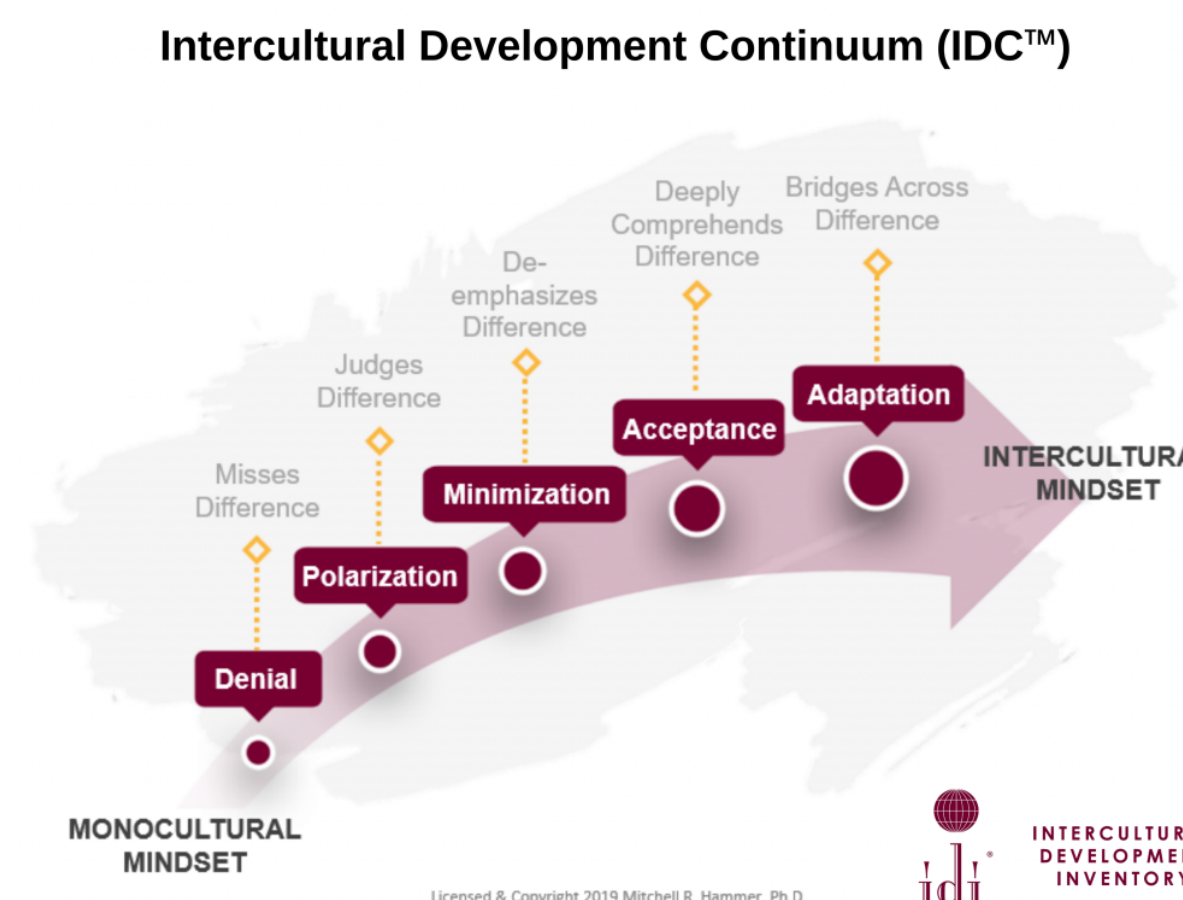
- A standardized, reliable, valid and externally-recognized measure of oral proficiency
- Scores range from Novice Low to Superior



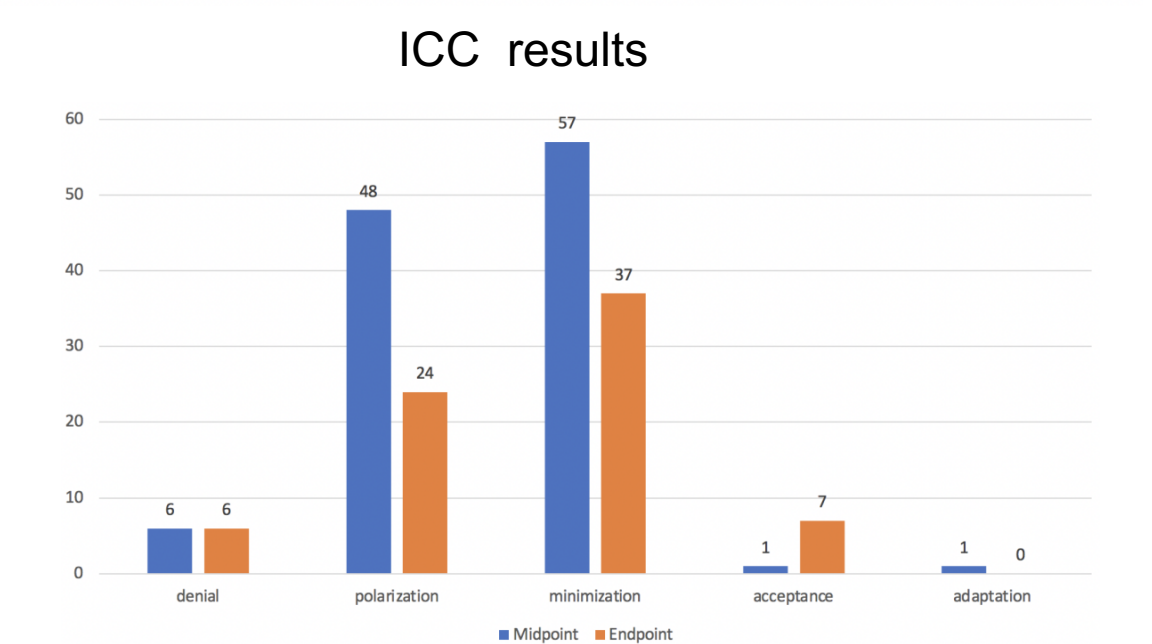
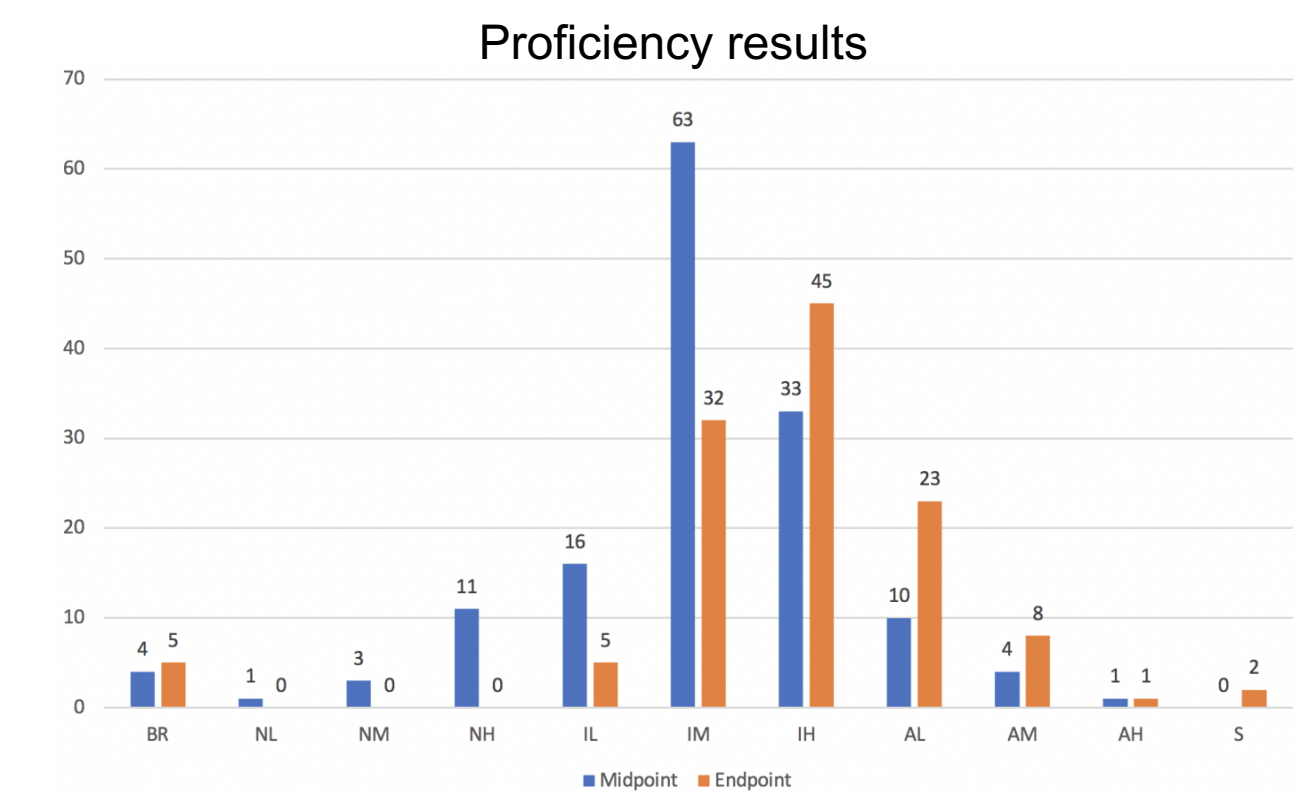
ACTFL
Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

The Intercultural Development Inventory

- A standardized, reliable, valid and externally-recognized measure of intercultural competence



Results



Conclusions

1. In terms of ICC, students are generally at Minimization or Polarization.
2. Students' ICC **does not** improve from midpoint to endpoint.
3. Students' proficiency **does** improve from midpoint to endpoint.
4. There is no relationship between proficiency and ICC.

THINK BIG  WE DOSM