

PSMLA GLOBAL SCHOLARS: Cultivating Interculturality

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PSMLA Global Scholars Program



- 1. Why is there a need for the PSMLA Global Scholars Program?** (Slides 3-10)
- 2. What is the PSMLA Global Scholars Program ?** (Slides 11-21)
- 3. How have schools been participating?** (Slide 22-26)
- 4. How do I learn more about how implement the PSMLA Global Scholars Program ?** (Slide 27)



International companies are located throughout Pennsylvania from all over the world. According to Dun & Bradstreet (July 2018), there are

- 6,549 foreign-owned locations in Pennsylvania,
- from 66 countries
- employing over 335,530 people
- in every county of PA.



<https://dced.pa.gov/business-assistance/international/foreign-owned-companies-in-pa/>

Pennsylvania

	Country of Origin	# of Company Locations	# of Employees in PA
1	ENGLAND	989	49296
2	FRANCE	521	49091
3	GERMANY	855	43089
4	JAPAN	593	28218
5	SWITZERLAND	388	23328
6	CANADA	714	19429
7	IRELAND	232	13945
8	NETHERLANDS	259	12610
9	BERMUDA	75	9336
10	LUXEMBOURG	102	8165
11	MEXICO	106	7865
12	SWEDEN	128	7718
13	NEW ZEALAND	46	7541
14	SCOTLAND	113	5487
15	AUSTRALIA	110	5431

16	BRAZIL	23	4805
17	SPAIN	275	4337
18	ISRAEL	44	3474
19	AUSTRIA	44	3418
20	ITALY	85	2867
21	CAYMAN ISLANDS	26	2701
22	CHINA	84	2594
23	FINLAND	43	2498
24	DENMARK	50	2288
25	NORTHERN IRELAND	13	2020
26	INDIA	75	1999
27	NORWAY	26	1929
28	UNITED ARAB EMIRATES	12	1915
29	BELGIUM	112	1027
30	SINGAPORE	14	851
31	TURKEY	15	776
32	SAUDI ARABIA	9	765

Countries in red reflect those with official languages typically taught by PSMLA members.

During the current global pandemic, the importance of global collaboration is evident.

Pfizer and Moderna develop the first authorized Covid-19 vaccines in the western world thanks to collaboration with international partners. When working together as a global community, many perspectives can result in great accomplishments.

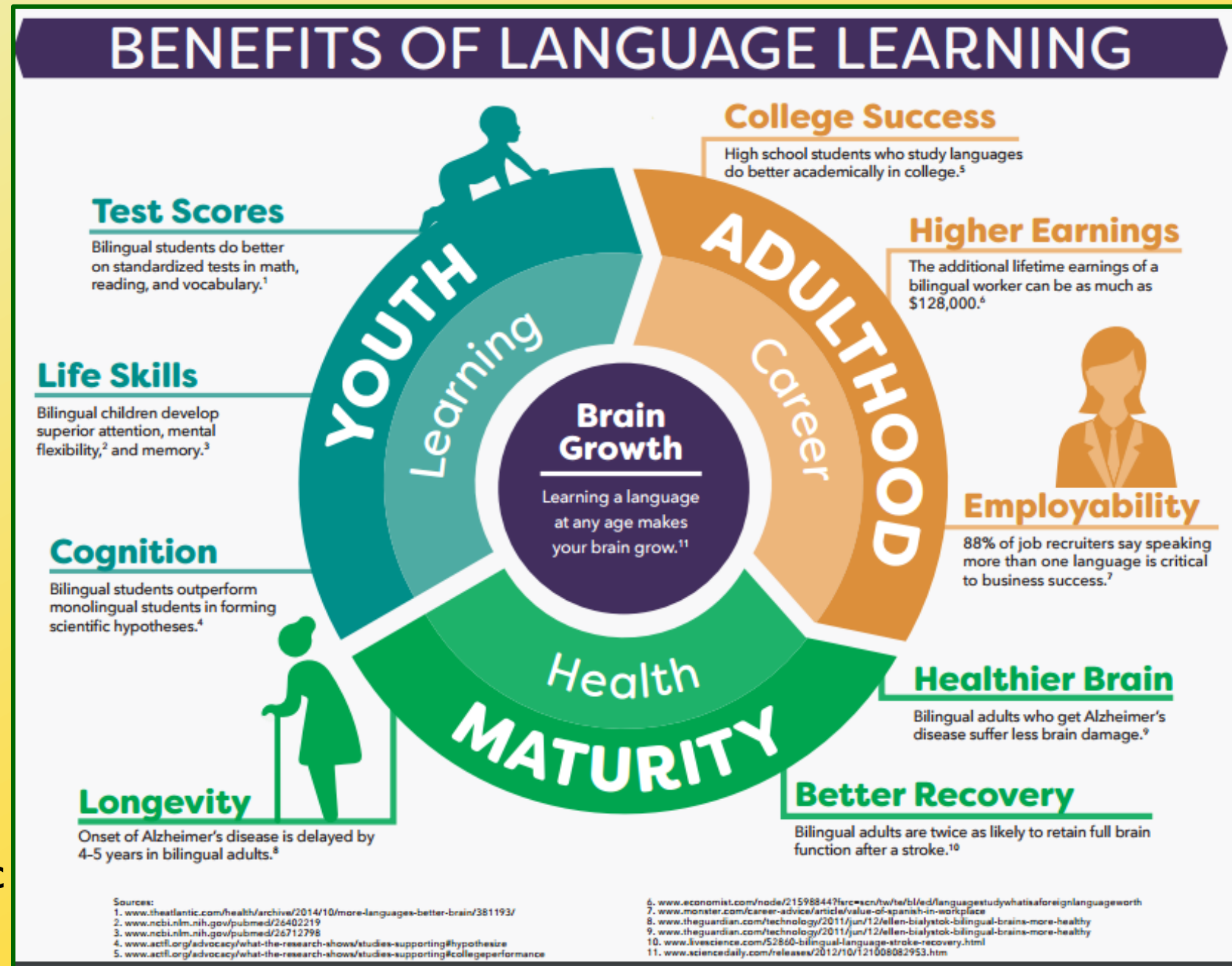


- **American** company Pfizer partnered with **German** Company BioNTech to develop the first authorized vaccine.
- BioNTech founders are husband and wife Ugur Sahin (born in **Turkey**) and Özlem Türeci (**German**).
- Albert Bourla is a **Greek** who serves as the chairman and chief executive officer Pfizer.
- Noubar Afeyan, an immigrant from **Lebanon**, is the cofounder and chairman of Moderna.
- **Canadian** Derrick Rossi is a co-founder of Moderna.
- Stéphane Bancel is the **French** chief executive officer and a 9% owner of Moderna.
- **Chinese** professor Zhang Yongzhen constructed, along with his team, the genetic map of the coronavirus and releasing it for free to the world.

MLA: Modern Language Association

<https://www.mla.org/Resources/Advocacy/Infographics/Infographic-Benefits-of-Language-Learning>

2017 graphic



Global Awareness vs Global Competence

Global Perspective, Global Citizenship, Global Community



Global Awareness

- a recognition and appreciation of the size, complexity, and diversity of the earth conceived as a single entity. <https://globalawarenessprofile.wordpress.com>

Global competence

- acquisition of in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from **diverse linguistic** and cultural backgrounds, **proficiency in a foreign language**, and skills to function productively in an interdependent world community. (NEA-
http://www.nea.org/assets/docs/HE/PB28A_Global_Competence11.pdf)

Interculturality



- **The interrelationship between language and culture and the skills and competencies needed to fully function in today's diverse and interconnected world.**
 - https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan14_Article.pdf
- **The 2017 NCSSFL-ACTFL (National Council of State Supervisors for Languages) Can-Do Statements for Intercultural Communication and the Reflection Tool for Learners**
 - provide a set of examples and scenarios that show
 - how learners use the target language and
 - knowledge of culture
 - to demonstrate their Intercultural Communicative Competence (ICC).
 - <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

The Transatlantic Divide In Language Learning

by [Niall McCarthy](#)

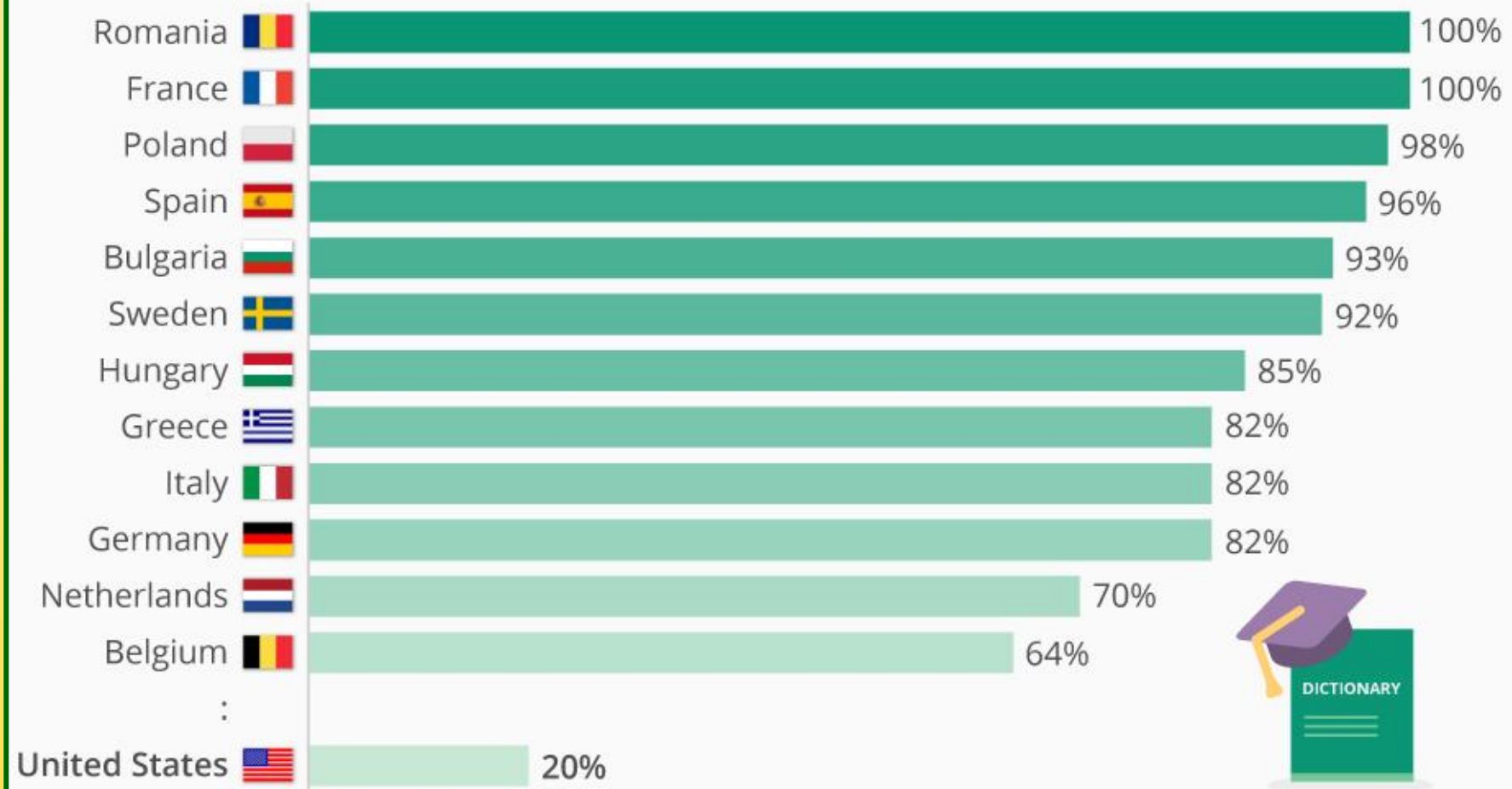
Aug 15, 2018

- The Pew Research Center conducted an analysis of the situation, finding that a median of 92 percent of European students are learning a foreign language at school.

<https://www.statista.com/chart/15078/the-share-of-primary-and-secondary-students-learning-a-foreign-language/>

The Transatlantic Divide In Language Learning

Share of primary and secondary students learning a foreign language*



* Selected EU countries in 2016. U.S. data is from 2017.

Data not available for the UK and Ireland.



@StatistaCharts

Source: Pew Research Center



statista

2018 iLanguages.org



- **Monolingual:** A person knowing only one language (40% of world population)
- **Bilingual:** A person using or able to use two languages especially with equal fluency (43% of world population)
- **Trilingual:** A person speaking three languages fluently (13% of world population)
- **Multilingual:** A person who speaks more than two languages, but used often for four languages or more (3% of world population speak more than 4 languages)
- **Polyglot:** Someone with a high degree of proficiency in several languages (less than 1% of world population speak 5 languages fluently)

Programs that support and integrate foreign language study:



1. International Baccalaureat Program (IB) (ibo.org)
2. Seal of Biliteracy (<http://sealofbiliteracy.org/>)
3. PSMLA Global Scholars Program
 - Is interdisciplinary as well as supports foreign language learning and
 - Can be implemented alone or in the same school in concert with the IB or Seal of Biliteracy programs.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES PSMLA 1919	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

What is the PSMLA Global Scholars Program ?



- Free
- Interdisciplinary
 - Respects and integrates a multi-disciplinary approach to developing global competence
- Incorporates all components of the World-Readiness Standards for Foreign Languages
- Can be implemented in concert with the IB and/or the Seal of Biliteracy

Part of a national initiative



1. PSMLA developed the “Global Scholars Program” to help students better understand different

- languages, cultures, and perspectives in the world.

3. Such programs exist in some universities and high schools such as:

- | | | |
|---------------------------------------|-------------------------------------|--------------------------|
| • Wisconsin DPI Global Education | • Brown University | • Marquette University |
| • North Carolina Global Education | • Notre Dame University | • Boise State University |
| • Asia Society | • Yale | • Rice University |
| • World Affairs Councils (OH, PA, CT) | • Princeton | • Ohio Wesleyan |
| • Dickinson State University, | • University of Southern California | • University of Denver |
| • North Dakota | • Marymount University | • NYU Law |
| • University of Michigan | • Cornell University | • As well as others... |
| | • Fulbright Global Scholar Award | |

4. The Global Scholars concept is being developed in various states so that it could become a commonly understood concept with higher ed and employers.

COMMON TRAITS OF Globally Competent Students



**The goal of the
PSMLA Global
Scholars Program:**
to help PA's students
evolve into globally
competent students
with an understanding
of interculturality

What is the PSMLA Global Scholars Program ?



During 4 years of high school, a student completes four components:

1. Course work:
 - 4 levels of same world language at the high school level
 - 4 additional credits of courses with a global nature
2. 8 literature / media reviews
3. 20 hours of community service with a global nature
4. Involvement in 4 extracurricular activities with a global focus



Program requirements: Courses with a B average



- ▶ **4 levels of the same world language (grades 9-12)**
- ▶ **4 additional credits, such as:**

- ▶ World Literature
- ▶ World History
- ▶ AP English Literature
- ▶ AP Economics
- ▶ AP World History
- ▶ Ecology
- ▶ another world language
- ▶ Great Civilizations
- ▶ Humanities
- ▶ International Business
- ▶ Fund. of Theater I
- ▶ Concert Choir
- ▶ Art History
- ▶ Anthropology

N.B.: Special cases include

1. Small school (700 or less 9-12 enrollment)
2. A 3-year program language program in a school
3. Courses in other disciplines with “nearly” primary global focus

Program requirements: Extra-curricular



- **Active participation as confirmed by a sponsor in extracurricular activities (minimum of 4) such as:**
 - World Language Club and/or Honor Society
 - Cultural Experience Club
 - School-sponsored field trips or activities that explore global perspectives (international restaurant, involvement in a play or musical production that is international in nature, Pitt Nationality Rooms, foreign film, foreign travel, etc.)
 - Other community activity that includes a global component, as verified by the adult in the community in charge, and accepted by the school's criteria including mission trips abroad, foreign travel, etc.

Program requirements: Service hours



- **Service (20 hours)**

- Tutoring in the target language
- Volunteering to teach a world language to elementary students and/or working with a middle school or elementary world language activity
- Christmas caroling in the target language at local retirement/nursing facilities
- Working with English Language Learners
- Other activities with an international/global nature
- An advisor-approved original project

Program requirements: Literature/media review



- **Write a review of 8 pieces of literature / media, of which at least 4 are books)**
 - Write a minimum of 100 words on each of these themes in the literature / media being reviewed:
 - ▶ Cultures
 - ▶ Connections
 - ▶ Comparisons
 - ▶ Communities

Upon completion, a PSMLA Global Scholars Graduate may receive:

- ▶ A certificate (hard copy mailed to the school and/or a .pdf)
- ▶ Global Scholar honor cords to wear at graduation





Costs

- Nothing except:
 - The Global Scholar Advisor must be a member of PSMLA.
 - The school may choose to purchase honor cords (\$5 ea.) and/or certificates from PSMLA (\$2 ea.).

Courses

- Those which already exist in the school's curriculum

Monitoring the students' progress



- **Students will have a monitor teacher each year who will record their progress in an electronic file.**
 - Recruit faculty willing to work with the Global Scholars Program.
 - Engage the world language, guidance, and social studies departments, administration, and school board to review and subsequently approve a Global Scholars Program.
- **The following will be recorded:**
 - literature/media reviews,
 - community service hours,
 - and extracurricular activities,
 - among others.

How have schools been participating?



- **The program was initiated in 2015 with PSMLA Global Scholars Graduates in every year since!**
 - **2016** – 3 graduates from 2 high schools
 - **2017** – 37 graduates from 8 high schools
 - **2018** – 71 graduates from 12 high schools
 - **2019** – 88 graduates from 17 high schools
 - **2020** – 121 graduates from 17 high schools
- **There are currently 26 schools registered as PSMLA Global Scholars Schools.**

What each school needs to do:



- **Talk it up with** the world language, guidance, and social studies departments, administration, and school board to review and subsequently approve a Global Scholars Program.
- **Recruit**
 - A PSMLA Global Scholars Advisor
 - faculty willing to work with the Global Scholars Program.
 - students to participate.
- **Maintain records** for each participating student in your school. PSMLA recommends electronic records.
- **Review your school's existing curriculum** to determine which courses have a 50%+ global focus.
- **Advertise** to the school and community through
 - Development and distribution of a brochure.
 - Interacting with middle school guidance counselors.
 - Articles in the school and local newspapers.
- **Establish a date of implementation** to launch the Global Scholars Program.

What has worked for some schools:



- Establish a **Global Scholars Club**.
- Form a **Global Scholars homeroom**.
- **Display names** of PSMLA Global Scholars Graduates.
- Recognize PSMLA Global Scholars Graduates in the **graduation program, the local newspaper, and the school newspaper**.
- **Bulletin board** for announcements/ information
- **Website**
- Create a **brochure and/or flyer**.



***Announcing:* The PSMLA Global Educator Certificate**



PSMLA is proud to recognize

- the efforts and dedication of the advisors
- who have supported the PSMLA Global Scholars program in their schools
- to lead to PSMLA Global Scholars graduates
- in two consecutive years
- with the **PSMLA Global Educator Certificate.**



**FEBRUARY 11, 2021 PSMLA GLOBAL
SCHOLARS**

JAN HOSTLER STEWART

***Announcing:* The PSMLA Global Educator Certificate**



Global Educators 2021-22 (in alphabetical order):

- | | | | |
|----------------------------------|------------------------|--------------------------------|----------------------|
| 1. Theresa Andreucci | Saucon Valley HS | 11. Beth Marsiglio | Shaler Area HS |
| 2. Kelly Barone | Fox Chapel Area HS | 12. Donna Montich | Penncrest HS |
| 3. Joan Bastian | Selinsgrove Area HS | 13. Melissa Reagle | Avonworth HS |
| 4. Karen Belcastro | Chartiers Valley HS | 14. Erica Shafran | Hempfield Area HS |
| 5. Patricia D'Annunzio | Plymouth Whitemarsh HS | 15. Karen Snyder | Kennard-Dale HS |
| 6. Laura Fleischer Proano | Highlands HS | 16. Kerrie Tonet-Berlin | Franklin Regional HS |
| 7. Cherie Garrett | Dallastown Area HS | 17. Katie Zalewski | Greater Latrobe HS |
| 8. Stacy Hart | Avonworth HS | | |
| 9. Casey Hoffman | Governor Mifflin SR HS | | |
| 10. Danielle Llerena | Norwin HS | | |

**FEBRUARY 11, 2021 PSMLA GLOBAL
SCHOLARS**

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How to learn more about Implementing the PSMLA Global Scholars Program



On the PSMLA website (<https://psmla.org/global-scholars>) :

1. PSMLA Global Scholars Program **brochure** for an overview
2. PSMLA Global Scholars Program **proposal** with a detailed account of the PSMLA Global Scholars Program
3. PSMLA Conference Global Scholars **PowerPoint Presentation**
4. PSMLA Global Scholars **suggested reading list** created by PSMLA Global Scholars Advisors
5. PSMLA Global Scholars Program **Application/Registration**

Enroll your school



- Complete and email the PSMLA Global Scholars Program **Application/Registration**
- Questions, concerns, suggestions? Contact:
 - Jan Stewart @ stewhos@gmail.com

Offer your students further opportunity to develop global competence and interculturality:

Enroll your school in the PSMLA Global Scholars Program!!





PSMLA Global Scholars: Cultivating Interculturality

Thursday, February 11, 2021 6:00-6:45 p.m.



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SCHOLARS**

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