



IMMERSION WEEK 2: INTERCULTURAL COMPETENCE IN LANGUAGE INSTRUCTION

SESSION 2

THURSDAY, DECEMBER 4, 2025



SESSION 2

AGENDA

CULTIVATING INTERCULTURAL COMPETENCE ON CAMPUS: INSTITUTIONAL ALIGNMENT AND INSTRUCTOR PREPARATION

- Session Goals
- Panel Discussions:
 1. Supporting globally-aware campus practices
 2. Role of ICC in teacher training
- Q&A





SESSION 2

GOALS

- Identify ways to connect language instruction with broader institutional goals by incorporating perspectives from campus partners on the value of intercultural competence for student success
- Gain insight into effective approaches for mentoring and preparing pre-service and in-service language instructors to integrate intercultural competence into their teaching



PANEL 1



Jennifer Gerrard
Senior Director for Global Engagement
and Intercultural Initiatives
**Office of the Vice President for
International Relations**



Meghan Ozaroski
Director of Global Collaboration
**Roberta Buffett Institute for Global
Affairs**



Sara McGuinn
Associate Director for Global
Engagement Programs
Global Learning Office



Tracie Thomas
Director of Career Development
Northwestern Career Advancement



OFFICE OF THE VICE PRESIDENT FOR INTERNATIONAL RELATIONS



OUR MISSION

The Office of the Vice President for International Relations was established in 2016 to provide leadership and support in the areas of partnership and program development, staff and faculty internationalization, and general coordination and communication related to international efforts on campus, such as:

- Establishing and strengthening international partnerships and collaborations
- Facilitating and processing international agreements
- Hosting foreign delegations and visitors
- Expanding international opportunities for Northwestern faculty and staff
- Raising Northwestern's global visibility and reputation
- Telling Northwestern's international story
- Fundraising for global programs



Global relationship management

→ Immersive intercultural opportunities for students



Taipei Economic and Cultural Office visit



MOU signing with National Taiwan University



Students on the *Discover Taiwan* trip, funded by the Ministry of Education in Taiwan & the Friends of Taiwan Foundation

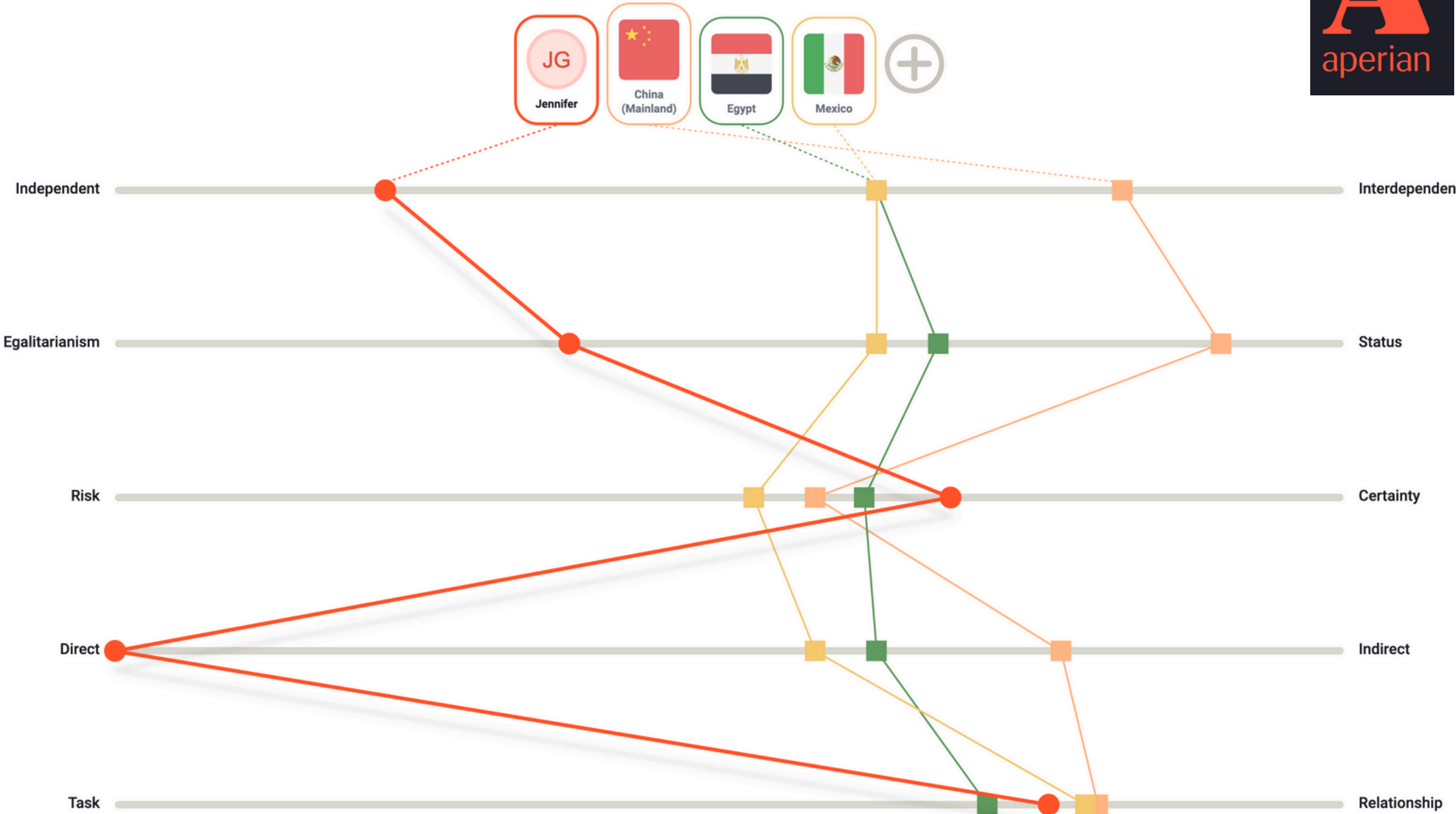
Navigating Cultures training
for university staff
& custom trainings for units and
student groups.

These trainings focus on
practical intercultural concepts
and examples
+ access to tools for future
learning.

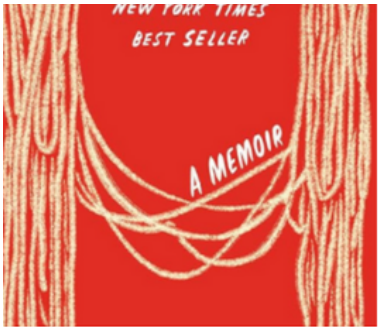
The larger goal is to transform
the university mindset from local
to global.



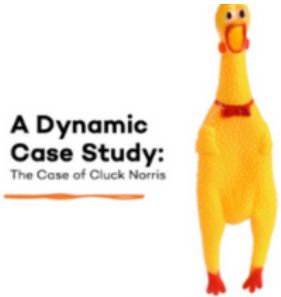
Fall 2024 Staff Cohort



Examples of continuing engagement for staff
who have completed the workshop:



One Book Discussion: Cultural
identity in "Crying in HMart"
Winter 2024



Intercultural Choices: Case Study in
Higher Education
Fall 2023

Collaboration Opportunities:

- Sharing activities, case studies, and other resources
- Adapting teaching approaches with diverse student backgrounds in mind
- Connections to potential speakers from consulates, partner universities





ROBERTA BUFFETT INSTITUTE FOR GLOBAL AFFAIRS

Learning
Collaboration
Leadership

UNDERGRADUATE OPPORTUNITIES

Northwestern | ROBERTA BUFFETT INSTITUTE
FOR GLOBAL AFFAIRS

UNDERGRADUATE OPPORTUNITIES

ALL YEARS
Thinking Globally
Team-taught fall gateway
course with the International
Studies Program



THIRD & FOURTH YEARS
**Climate Change Conference
Research Seminar**
Fall course focused on the United Nations'
annual climate change conference (COP)

RIISING & CURRENT FOURTH YEARS
**International Senior Thesis
Research Grant**
Independent research abroad during the
summer or academic year breaks

NEW GRADUATES
**Buffett
Post-Baccalaureate
Fellowship**
Work for a partner organization
abroad for six to twelve months

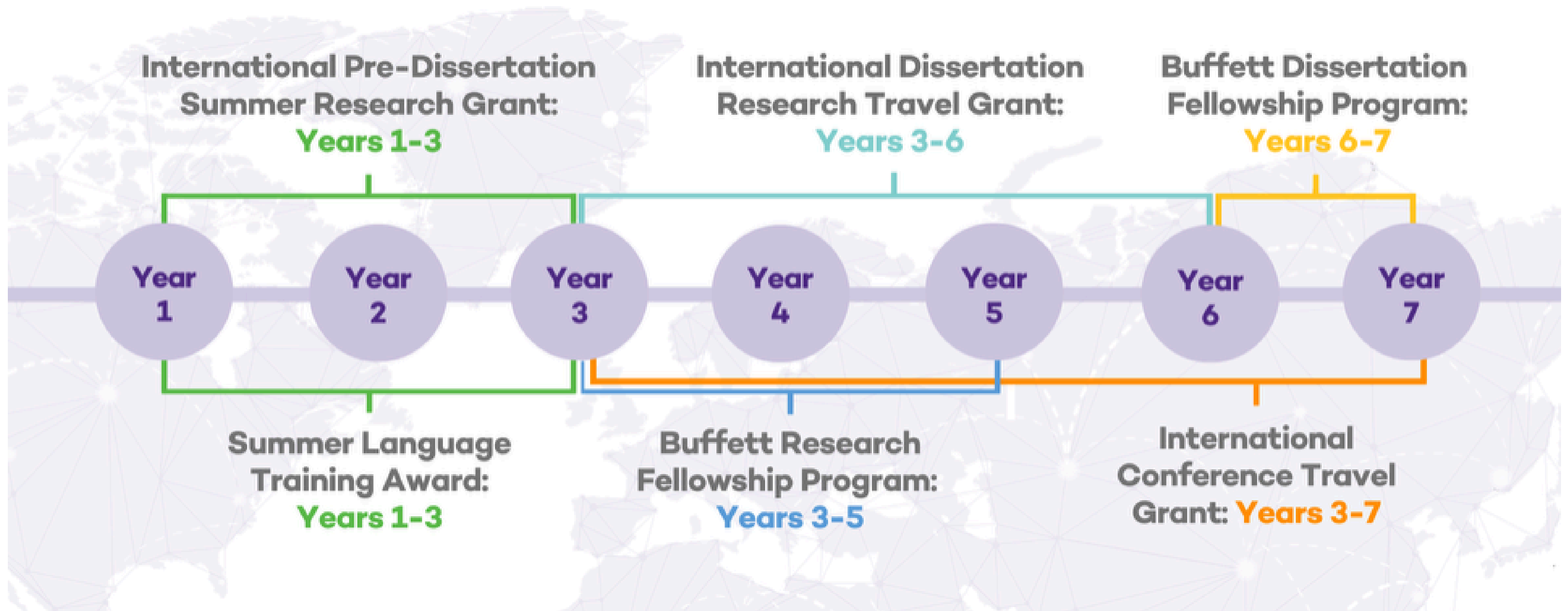
ALL YEARS
Global Academic Freedom: Advocacy Seminar
Spring course focused on designing advocacy campaigns for scholars
imprisoned abroad & conducting human rights monitoring & research

SECOND & THIRD YEARS
Elliott Scholars Program in International Development
Two-quarter course sequence & summer internship abroad through GESI

SECOND, THIRD & FOURTH YEARS
Buffett Undergraduate Research Fellowship
Research assistantship for a faculty mentor's global project



GRADUATE OPPORTUNITIES



UNDERGRADUATE LEADERSHIP SPOTLIGHT

The Peace We Make A Youth-Led Buffett Symposium

FRIDAY, NOVEMBER 7
EVANSTON, IL & ONLINE

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FOR GLOBAL AFFAIRS



Nadia Murad

2018 Nobel Peace
Prize Laureate



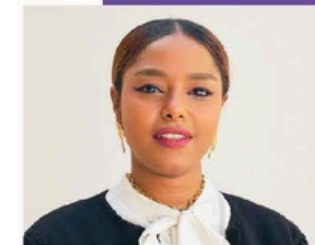
Claire Hajaj

Executive Director,
Inter Mediate



Alana Gebremariam

Pro-democracy activist on
Belarus' Coordination Council



Mayada Adil

UN Young Leader & Sudanese
medical doctor advocating for
women's & refugee rights

FACULTY INVOLVEMENT



FACULTY OPPORTUNITIES

- **Global Working Groups**
- **Reading Groups**
- **Global Collaboration Grants**
- **Visiting Scholars Programs**
- **Fulbright Awards and FLTAs**



GLOBAL LEARNING OFFICE

Our Mission

The Global Learning Office serves as a comprehensive resource for international academic experiences for students at Northwestern. GLO offers a diverse range of programs abroad that challenge students to engage with difference, develop intellectually and emotionally, broaden their global perspectives, and expand their intercultural skills and understanding.

1,000+

Over 1,000 Northwestern students study abroad each academic year.

A lush tropical garden scene featuring a multi-tiered stone fountain in the foreground, surrounded by large green banana leaves and other tropical plants. The background shows more dense foliage and trees. A semi-transparent white box is overlaid on the right side of the image, containing the title and bullet points.

PRE-DEPARTURE ORIENTATION

- Encourage reflection on own identity
- Guide learning about host country
- Emphasis on culture and cultural humility



GLOBAL CO-LAB

- Global network of Northwestern students abroad who create a collaborative visual project across continents.
- Students photograph moments of cultural immersion that prioritizes reciprocal learning and mutual respect.
- After returning to campus, students participate in an exhibition of student photo essay projects.



GLOBAL ENGAGEMENT SURVEY

- Assessment tool through Community-Based Global Learning Collaborative
- The Collaborative advances community-based global learning and research for more just, inclusive, and sustainable communities
- GES measures three components of global learning: cultural humility, global citizenship, and critical reflection

A photograph of the Northwestern University Career Advancement Advising Center. The building is a two-story structure with a light-colored stone facade and large windows. A set of stairs with yellow safety stripes leads to the entrance. A sign on the building reads "Northwestern University 620 Lincoln Street Career Advancement Advising Center". In the background, there are bare trees, a green lawn, and a parking lot with several cars. The sky is clear and blue.

NORTHWESTERN CAREER ADVANCEMENT



INTERCULTURAL COMPETENCE BEYOND THE CLASSROOM

- **Intercultural competence teaches students communication, critical thinking and collaboration**
- These are amongst the top skills sought after by employers
- Northwestern Career Advancement (NCA) can help students:
 - learn to articulate intercultural skills
 - teach students to give examples of intercultural competence in application materials and interviews
 - explore careers that focus on intercultural competence

WAYS IN WHICH WE CAN COLLABORATE



- Classroom presentations and resources
- Articulating skills to potential employers
- Resume development
- Career exploration (e.g. Careers in...)
- Internship and job search strategies



ROLE OF NCA ADVISERS

Meet with students virtually and in person to provide:

- Internships/job searching strategies and resources
- Resume/cover letter development
- Law/Graduate school application assistance
- Mock interviews
- Networking skills/resources
- Career exploration and assessment tools



Appointments: Mon-Fri | **Handshake**

Live Chat: M, W, F | 12-2pm

In-Person Drop-Ins: T, Th | 12-2pm

Online: www.northwestern.edu/careers



PANEL 1

QUESTIONS

What is the biggest challenge you experience in your intercultural competence work at the university?

What is one opportunity for deeper intercultural engagement that you would pursue if resources were not an issue?

PANEL 2



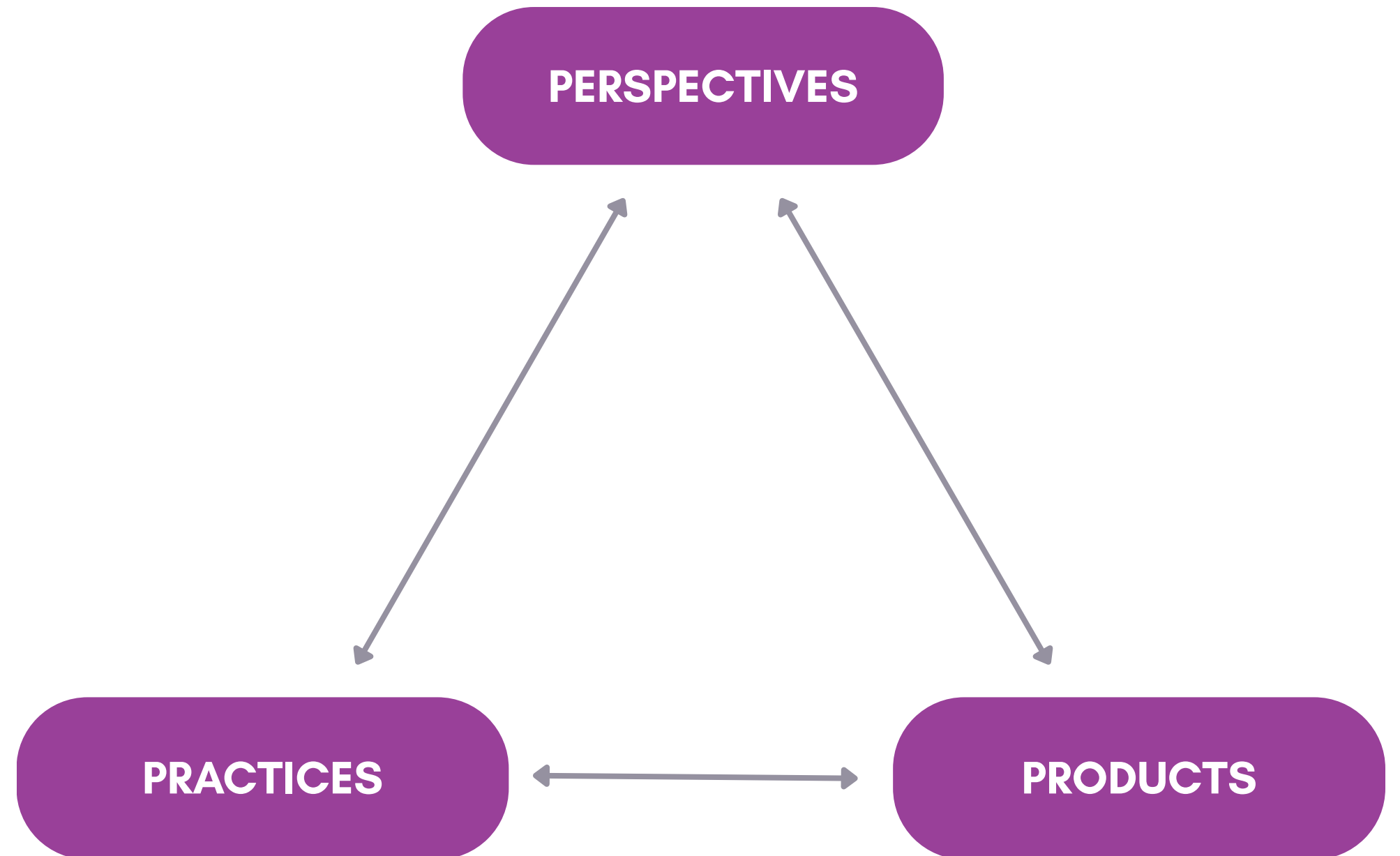
Dr. María Barros García
Director of the Spanish Language Program
Weinberg College of Arts and Sciences



Rebekah Stathakis
Director of Teaching Preparation Programs
School of Education and Social Policy



WORLD-READINESS STANDARDS AND NCSSFL-ACTFL CAN-DO STATEMENTS



EXAMPLE



Circle of Life/Life Cycles
Remembering/
Commemorating/
Celebrating



PERSPECTIVES

he

Setting up an ofrenda
(*altar*)
Cleaning and preparing
the cemetery
Visiting the cemetery

PRACTICES

PRODUCTS

Calaveras (*skeletons*)
Alfeñiques (*sugar skulls/
sugar molded candy*)
Cempasúchil (*marigolds*)



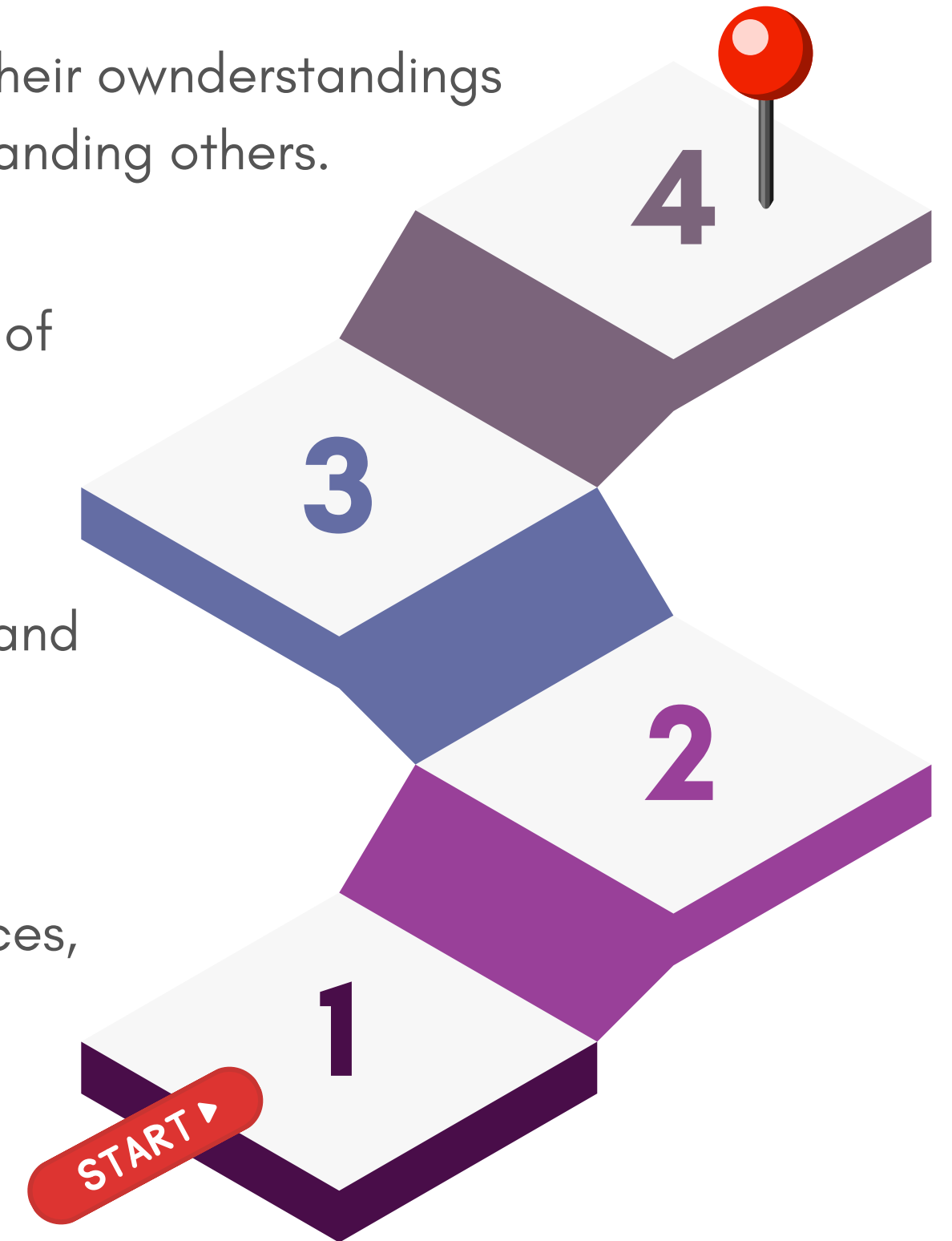
KEY STEPS FOR DEVELOPING ICC

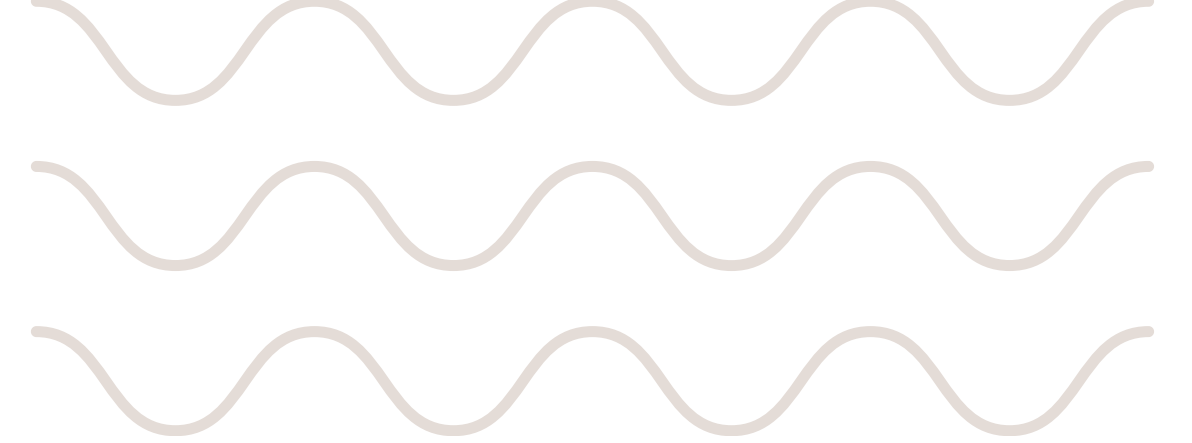
Reflection: Encourage introspection through activities that help people deepen their own understandings of their own products, practices, and perspectives to support valuing and understanding others.

Investigation: Use questioning and responses to develop deeper understandings of products, practices, and perspectives of both one's own culture(s) and others.

Guided Observation: Facilitate exploration and analysis of products, practices, and perspectives of both one's own culture(s) and others.

Background Knowledge: Explore current understandings about products, practices, and perspectives from both one's own culture(s) and others.





“In situations where language learning may be too limited for learners to develop high levels of language proficiency, a deeper understanding of one’s own culture and the ways in which cultures vary may be the most long-lasting outcome of language learning.”

Crozet et al. (1999)

GOALS OF INTERCULTURALITY IN LANGUAGE TEACHER EDUCATION

- **Intercultural (Communicative) Competence**
- **Cultural Learning:**
 - **Knowledge, skills, attitudes**
 - **Student Motivation**
 - **Enduring Value**
 - **Strategies, resources, best practices**

Teacher Performance Assessment

3. Engaging Students in Communication in the Target Language

Refer to examples from the video clip(s) in your responses to the prompts.

- a. Explain how your instruction engaged students in developing communicative proficiency in the target language in a meaningful cultural context with a focus on at least two modes of communication:¹

- Interpretive **AND**
- Interpersonal **OR** Presentational

[]

- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

[]

- c. Explain how your instruction promotes comparisons between students' personal, cultural, or community assets and the cultural practices, products, and perspectives of the target language.

EXAMPLES FROM KEY ASSESSMENTS

Cultural Comparison (AP)

Oral presentational mode of communication + ICC

- Give an oral presentation in which you compare the role of popular celebrations in a Spanish-speaking community that you are familiar with to another community (your own or a different one). You must include information about both communities, explain how they are similar and different, and provide examples to support your response.

As language instructors, how can we prepare our students for this task?



HOW CAN WE ENGAGE AND MOTIVATE STUDENTS?

Connect with students' interests and preferences:

Relate ideas to current celebrities:

- LeBron James versus X athlete from the target culture.
- Ricky Martin or Bad Bunny?

Center students' voices and provide options:

- Co-create a list of empowering music
- Use social media profiles of influential figures
- Create a music video
- Host a rap battle

CHALLENGES



1. What culture? What is culture?



2. What do we do if we don't know everything about the target culture(s)?



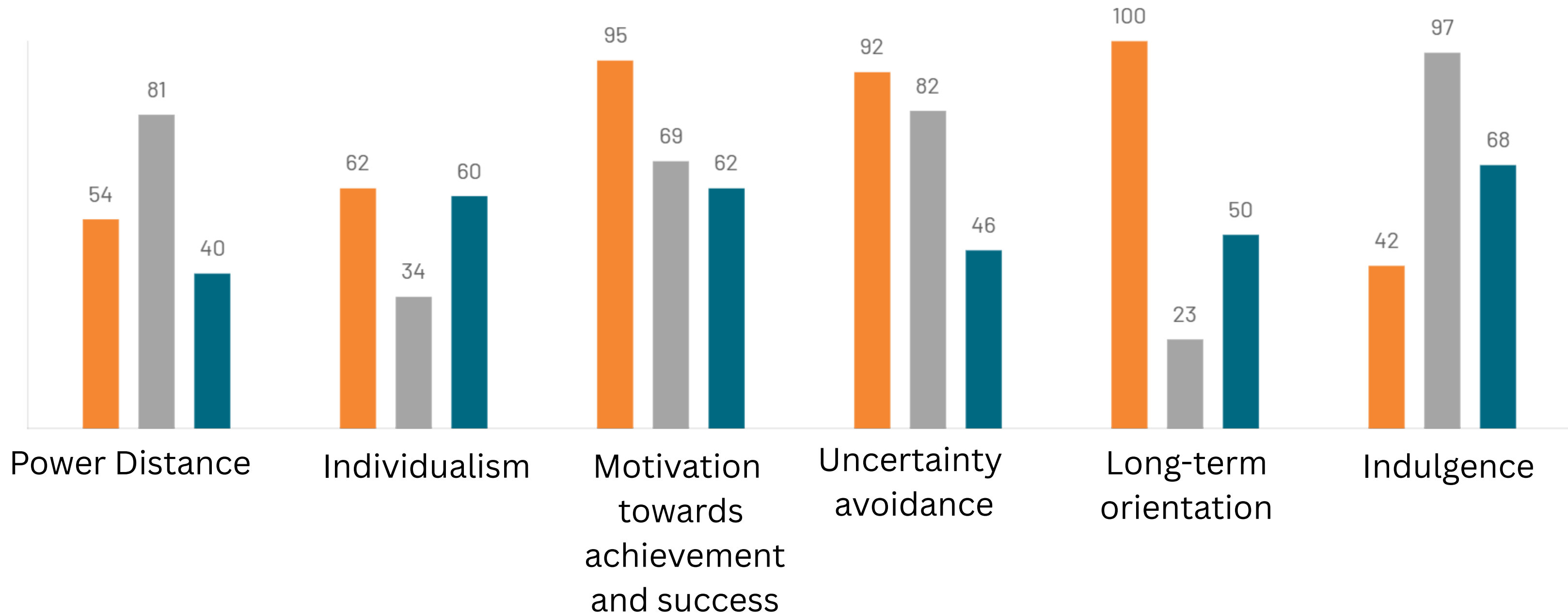
3. Should we use the L1 or TL to work with cultures?



4. How do we avoid or respond to cultural stereotyping?

THE CULTURE FACTOR GROUP

Japan, Mexico, United States





Multiple resources for teachers and researchers:

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SESSION 2 RESOURCES

Roberta Buffett Institute for Global Affairs:
[Undergraduate Opportunities](#)
[Graduate Student Opportunities](#)
[Faculty Opportunities](#)
[Visiting Scholars](#)

[Global Learning Office](#)

[THE CULTURE FACTOR GROUP](#)

[Cultura Project \(MIT\)](#)

[“What we mean by ‘Global Learning’: An updated definition”,
Hilary Landorf and Stephanie Doscher \(2023\)](#)

[Community-Based Global Learning Collaborative](#)



THANK YOU

See you in Session 3!

languageresourcecenter@northwestern.edu
www.lrc.northwestern.edu

