DO I REALLY HAVE TO SPEAK FRENCH?

ARTICULATING AND ASSESSING STUDENTS’ PERSONAL AND PROFESSIONAL DEVELOPMENT, CULTURAL EXCHANGE AND THE IMPORTANCE OF LANGUAGE WITHIN THE CONTEXT OF ACADEMIC INTERNSHIPS IN EUROPE.

AMY TONDU – MIDDLEBURY COLLEGE SCHOOL IN FRANCE, PARIS
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WRITE DOWN 3 CULTURAL OR PROFESSIONAL SKILLS YOU HAVE ACQUIRED THROUGH LIVING AND WORKING IN A FOREIGN COUNTRY.

ΓΡΑΨΤΕ 3 ΠΟΛΙΤΙΣΤΙΚΕΣ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ ΠΟΥ ΈΧΕΤΕ ΑΠΟΚΤΗΣΕΙ ΖΩΝΤΑΣ Η/ΚΑΙ ΕΡΓΑΖΟΝΤΑΣ ΣΕ ΜΙΑ ΞΕΝΗ ΧΩΡΑ.
PLAN

• Best practices
• Are we doing a disservice to students if they have no prior knowledge of a country’s language and culture?
• How can students self-evaluate and use their experience to secure a future career?
• How international internships foster cultural understanding through reciprocity
United Kingdom Cultural Profile

- Task: Relationship
- Explicit: Implicit
- Individual: Group
- Risk Taking: Risk Avoiding
- Tight: Loose
- Shared: Concentrated
- Linear: Circular
- Facts: Thinking
- Simple: Complex

United Kingdom

USA
Students Leave US

Leave Host Culture

Study Abroad

Students return to US
What makes the internship « academic »?

Several parts to the academic portion of the internship:

• 15-20 page minimum written internship report and research paper;

Credit: G. Bishop, Spring semester 2013-14
• Oral defense

CREDIT: C. HAMET, SPRING SEMESTER 2015-16
### Internship journal

**The « standard », table format:**

| Internship journal | Credit: A. Gaye, Fall semester 2014-15 |

<table>
<thead>
<tr>
<th>Semaine 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission générale: Observatrice</td>
</tr>
<tr>
<td>Objectif de la mission: apprendre des théories qui soutiennent les analyses médicales et la structure du laboratoire. Découvrir si les analyses médicales m'intéressent.</td>
</tr>
<tr>
<td>Détails des tâches: j'ai appris comment les formes des régions fluorescentes dans les cellules qu'on étudie peuvent indiquer la sortie d'auto-anticorps qui provoque une maladie. Le concentration des régions fluorescentes peuvent indiquer le gravité de la maladie et son étendue. En faisant la lecture, j'ai appliqué mes connaissances en essayant d'identifier les auto-anticorps. On doit dire si les régions fluorescent qu'on voit sois le microscope sont mouchetées, solide, etc.</td>
</tr>
<tr>
<td>Compétences acquises: travail en équipe, observation et réflexion, pensée critique et analyse,</td>
</tr>
<tr>
<td>Elles sont acquises comment?: j'ai travaillé en équipe en identifiant les auto-anticorps avec les biologistes et internes. Il fallait observé les images générées par les microscopes et puis appliquer mes connaissances des auto-anticorps et l'immunofluorescence indirecte pour arriver à le bon diagnostic.</td>
</tr>
</tbody>
</table>

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**The « literary » format:**

| Credit: S. Redfield, Fall semester 2014-15 |

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*Images and tables are not visible.*
The « creative » format:

1. I already learned a lot of things: about the French business culture and my career goals. Since I arrived at Le Book, I have improved my competencies in the areas of PILOT EUSA, to meet my professional goals.

2. I used my adaptability to write my own story in the workplace, and to explore new opportunities. I have also continued to keep my portfolio updated.

3. I made 600 phone calls to New York to invite the creative directors to visit and for « Connections New York ». I continued to create my portfolio and present their work during the event.

4. In fact, now I am more satisfied with the opportunity to do an internship at Le Book. Because I assume a positive attitude for people and for the company.

Credit: B. Meira, Summer semester 2016
DO I REALLY NEED TO SPEAK FRENCH IN ORDER TO PARTICIPATE?

Elizabeth Sun, Middlebury College School in France, Intern at ‘Parisianist’, Spring 2016
Sarah Rollman, SUNY, Intern at ‘Apprentis d’Auteils’, Spring 2014
Jessie Modlin, Middlebury College School in France, Intern at ‘Librairies Without Borders’, Fall 2015
Daniel O’Connor, SUNY Oswego, Intern at ‘The Irish Embassy in Paris’, Spring 2013
IS KNOWLEDGE OF THE LANGUAGE ALONE ENOUGH TO INTEGRATE INTO AND UNDERSTAND A CULTURE?
PILOT GOALS
WHAT IS PILOT?

The Personalized Learning Objective Toolkit (PiLOT) serves to equip students to:

- examine…
- analyze…
- reflect upon their study abroad experience.

It’s been designed to give students the tools, time, and space to begin the process of conscious reflection and analysis throughout each aspect of their experience of living and working abroad.

To promote mindful engagement with the host culture and the students’ own emotional, social, academic, professional and personal development
HOW DOES PILOT WORK?:

Social and Emotional Growth:
- Independence
- Problem solving
- Resilience
- Adaptability
- Open-mindedness
- Self confidence

Leadership and Professionalism:
- Working in multicultural setting
- Oral communication
- Ability to navigate ambiguity
- Ability to manage stress
- Teamwork
- Time management
- Initiative
- Knowledge of professional field related to discipline

Academic / Disciplinary Knowledge:
- Observation and reflection
- Foreign language skills
- Research skills
- Organization

Global Perspectives:
- Intercultural communication
- Resourcefulness
- Understanding of Host Culture
ELIZABETH SUN, Middlebury College School in France, Intern at ‘Parisianist’, Spring 2016
SANYA SHAHRASBI, University of Berkeley, Intern at the ‘Delegation of Palaos at UNESCO’, Summer 2015
SHUBHA GANESAN, Middlebury College School in France, Intern at ‘Robin des Bois’, Fall 2015
In a recent study of EUSA alumni from the past 3 years, using their PiLOT skills students stated that:

- 90% became more resourceful
- 100% enhanced their intercultural communication skills
- 80% developed a more global perspective
- 100% improved their adaptability
- 100% enhanced their language skills (students working in a foreign language)

All students at all EUSA sites, including anglophone sites

Students interning in French as a foreign language.
CATHERINE HAMET, Middlebury College School in France, Intern at ‘Enfants et Developpement’, Spring 2016
SHUBHA GANESAN, Middlebury College School in France, Intern at ‘Robin des Bois’, Fall 2015
DANIEL O’CONNOR, SUNY Oswego, Intern at ‘The Irish Embassy in Paris’, Spring 2013
SARAH ROLLMAN, SUNY, Intern at ‘Apprentis d’Auteils’, Spring 2014
We often focus only on what students are getting out of the experience but cultural exchange by its very nature is a 2 way process.
THE IMPACTS OF CROSS-CULTURAL UNDERSTANDING
WHO BENEFITS AND HOW?

• Students, obviously.

• Students bring with them and share with the host culture (internship supervisors, academic advisors, etc.) to name but a few:
  - Bi / multi language skills
  - New perspectives and points of view
  - New expertise and skills that are lacking or are unfamiliar to the host company or association
  - Familiarity and ease with social networks, software and web technology
  - Enthusiasm and passion for their particular subject or topic
  - Insight into home cultures
  - Cause or incentive for the French to self reflect on their own culture, beliefs, practices, etc.
CÉDRIC MOREAU DE BELLAING, Assistant Professor of Sociology of Law and Political Science at ENS and Academic Advisor
BÉATRICE CASTELLANE, Founder and Director of Cabinet Castellane with her intern CHERISH MOLEZION, Middlebury College School in France, Fall 2015
LAURENT SIDIER, Founder of ‘Optionizr’ and Internship Supervisor
CARL DE PONCINS, Founder of Theatre in Paris and Internship Supervisor
'40% of our book is thanks to our American interns’ research and 70% of the English version is thanks to those same interns (and it’s going to the UN)’ - Sandra Ayad, Fondation SCELLES/CRIDES
ACTIVITY:

SOCIAL AND EMOTIONAL GROWTH:
- Independence
- Problem solving
- Resilience
- Adaptability
- Open-mindedness
- Self confidence

LEADERSHIP AND PROFESSIONALISM:
- Working in multicultural setting
- Oral communication
- Ability to navigate ambiguity
- Ability to manage stress
- Teamwork
- Time management
- Initiative
- Knowledge of professional field related to discipline

ACADEMIC / DISCIPLINARY KNOWLEDGE:
- Observation and reflection
- Foreign language skills
- Research skills
- Organization

GLOBAL PERSPECTIVES:
- Intercultural communication
- Resourcefulness
- Understanding of Host Culture

My attitude, I’m ashamed to admit, was not at its brightest upon starting my internship, with heavy doubts weighing down my usual optimism. I was working on marketing but really wanted to work on translation. Managing to express this to my manager over the course of a few days, he began assigning me tasks more and more related to that aspect of the work, and I revelled in it. Now I find myself in the middle of a massive research project that deals directly with my Biology major. Having to research food-related allergies for a training session this November, I must pore over French government and science foundation sites and collect all of the relevant information into a format that can later be used by my manager.
CONCLUSION
QUESTIONS:

• Do I really have to speak French? Do students need to speak the language to succeed?
• Pressure to send students with no language? Best practices to allow them to have a beneficial study abroad experience?
• Would it have been easier at the beginning to have identified your skills set if you had had this list?
• Do you have something like this in place on your respective programs?
We hope you have enjoyed the presentation and are enjoying your time in Greece so far.

But we ask you to consider how your experience may have been enhanced, had you arrived with a list of skills on which to work and had you spoken Greek.
WE WOULD LIKE TO THANK...

- **SARAH ROLLMAN**, SUNY, Intern at ‘Apprentis d’Auteils’, Spring 2014
- **JESSIE MODLIN**, Middlebury College School in France, Intern at ‘Librairies Without Borders’, Fall 2015
- **DANIEL O’CONNOR**, SUNY, Intern at ‘The Irish Embassy in Paris’, Spring 2013
- **SHUBHA GANESAN**, Middlebury College School in France, Intern at ‘Robin des Bois’, Fall 2015
- **SANYA SHAHRASBI**, University of Berkeley, Intern at the ‘Delegation of Palaos at UNESCO’, Summer 2015
- **CÉDRIC MOREAU DE BELLAING**, Assistant Professor at ENS and Academic Advisor
- **CHERISH MOLEZION**, Middlebury College School in France , Intern at ‘Cabinet Castellane’, Fall 2015
- Madame CASTELLANE, Director of Cabinet Castellane and Internship Supervisor
- **LAURENT SIDIER** – Founder of ‘Optionizr’ and Internship Supervisor
- **CARL DE PONCINS** – Founder of Theatre in Paris and Internship Supervisor
- **JULIA SEAVEY**, Program Assistant Middlebury College School in France , for her technical wizardry
- **JULIA KELLEY**, Intern at Middlebury College School in France, for her editing skills
- **ALMENDRA STAFFA-HEALEY**, Director of EUSA Madrid, for her intercultural insights
‘TO HAVE ANOTHER LANGUAGE IS TO POSSESS A SECOND SOUL’

Charlemagne