

Foreign Languages and Creativity — The Quiet Connection in a Globalized/Interconnected World

How focusing on "deep work" can help foster creativity, and foreign language competency

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Abstract—This article examines the significance of foreign language learning and multilingualism in the development of those habits of mind that foster creative thought, critical thinking, and analytical skills, all needed in the globalized interconnected world and workplace -- particularly, the role of solitude and quiet in the development of creativity and critical thinking, as well as the deep, although seldom mentioned, paradoxical, significance of quiet, and even silence, in the foreign language learning process. In addition to the traditional and contemporary reasons for studying a foreign language for cultural and communicative reasons, this article demonstrates that foreign language as a discipline develops the ability to focus through often solitary "deep work" and "deep practice" on the development of foreign languages skills that can be generalized to other subjects and tasks across the disciplines and across linguistic and cultural boundaries. Many Languages One World (MLOW) offers an illustrative example of the ability of students who have mastered other languages to turn their ability to quietly focus, in solitude, to the creation of their winning essays, to collaborative teamwork in developing a UN presentation on the Sustainable Development Goals, and to the creation and delivery of their part of the team presentation. Future steps include incorporation of the silent period into foreign language education to foster sustainable creativity, as well as inclusion of this additional benefit of foreign language learning in promotion and advocacy for foreign languages at all levels.

Index Terms—creativity, multilingualism, critical thinking, analytical skills, foreign languages

I. INTRODUCTION

Creativity, highly sought after, yet elusive, demands "deep practice" and "deep work," often "quiet" and solitary, the very same skills developed by successful foreign language learners. However, the development of these very 21st century habits of mind is seldom recognized and discussed, or even mentioned as a reason for students to study another language

In an interconnected and globalized world, creativity, analytical skills, and the ability to work together are essential skills. Creativity is highly sought after, in demand across the disciplines, and the challenge is two-fold, not only to foster and encourage creativity from the earliest years, but to develop multiple pathways to sustainable creativity, critical thinking, and analytical skills in a globalized world. Pinker (2006) wrote that we are entering a conceptual age based on "inventive, empathic, big-picture capabilities" and characterized by "high concept" and "high touch," echoing and building on (Hall, 1976) the concept of "high context" culture.

Yet foreign languages are studied by fewer than 20% of K-12 students and only 8.1% of college and university students, and a mere 25% of Americans are able to hold a conversation in a language other than English.

Foreign language education and study could well be the bridge to creativity, critical thinking, and analytical skills, needed as global talent and necessary for global competitiveness, yet U.S. students lag behind.

However, creativity also needs to be sustainable, and the sustained effort over an extended period of time needed to develop foreign language proficiency and fluency may be an effective strategy to develop creative thought, critical thinking, and other skills and knowledge needed for success in the globalized workplace and world.

In addition to providing a pathway to intercultural understanding, needed both in the globalized interconnected world and in our multilingual communities, foreign language learning provides access to the habits of mind that foster creativity, critical thinking, and analytical skills, yet awareness of these latter linkages among potential foreign language learners.

II. FOREIGN LANGUAGE LEARNING, CREATIVITY, CRITICAL THINKING, AND ANALYTICAL SKILLS -- THE NEED FOR FOCUS IN AN INTERCONNECTED WORLD

Cultural knowledge and communicative skills are traditionally linked to foreign language learning. In addition, the solitude and focus characteristic of the successful foreign language learner have been linked to creativity, and multilingualism has been linked to critical thinking, more rational decision-making, and creativity.

Newport (2016) has written that "deep work is the ability to focus without distraction on a cognitively demanding task. It's a skill that allows you to quickly master complicated information and produce better results in less time. Deep work will make you better at what you do and provide the sense of true fulfillment that comes from craftsmanship. In short, deep work is like a super power in our increasingly competitive twenty-first century economy. And yet, most people have lost the ability to go deep—spending their days instead in a frantic blur of e-mail and social media, not even realizing there's a better way." (instead of arguing distraction is bad, he instead celebrates the power of its opposite).

While there is more information available than at any other time in history, this abundance of streaming information, music, and media can be a distraction for many -- just as a competitive globalized workplace and marketplace have made innovation and productivity ever more highly sought after. Creativity, critical thinking and analytical skills all require focus.

Even as office spaces are routinely open-plan and classrooms are often built around group work, many of the most creative thinkers, including Charles Darwin, Steve Wozniak (Cain, 2012), Marcel Proust (Kaufman, 2015), and Ernest Hemingway (Simon, 2014) have accomplished their most important work alone, and many students who excel do so primarily through "deep practice" (Coyle, 2009) and individual work, or "serious study alone" (Cain, 2012). Productivity and accomplishment are often measured in terms of telling or understanding a story, yet "anything that occupies your working memory reduces your ability to think" (Kahneman, 2011), introverted leaders often produce the best results (Grant, 2012), and "open-plan offices have been found to reduce productivity and impair memory" (Cain, 2012).

Knowledge of other languages and cultures empowers students to look at things objectively, separating meaning from one specific form, or word, and the process of learning another language often provides insight into how another culture might approach analysis of information, as well as broader experience upon which to build thinking, analysis, and decision-making. (Kaufman, 2015) describes the importance of knowledge of other cultures in developing "integrative complexity," the ability and willingness to see new connections, essential to creative thought. In addition, foreign language skills are associated with critical thinking skills, better decisions and decision-making ability. (Keysar, 2012) wrote that "a foreign language provides greater cognitive and emotional distance than a native tongue does" in the decision-making process.

However, Americans are among the least likely in the world to have foreign language skills, or to study a foreign language. Fewer than 20% of K-12 public school students study a foreign language, only 8.1% of college and university students are enrolled in a class other than English, and only 25% of Americans are able to hold a conversation in a language other than English.

In a world, and workplace, where critical thinking, analytical skills, creativity, innovation, and the ability to effectively navigate a multilingual and multicultural environment are increasingly important, foreign language skills, always an advantage, have become a necessity, part of the skills set of global professional and of the global citizen.

It is interesting to note that, among U.S. companies valued at \$1B and more, the highest number are found in states with the largest percentage of the population who speak another language at home (CB Insights, 2017; CIS, 2014), yet the linkage between multilingualism and creativity remains largely unnoticed.

Traditional reasons for learning another language have included the development of a better understanding of the structure/grammar and vocabulary of our mother tongue, especially in the case of study of Latin, and the ability to appreciate literature in the original, especially in the case of modern languages including French. More recently, reasons for learning another language have included cultural and career advantages, as well as the need for a global citizenship mindset and values in an interconnected world.

However, the case for language learning may be, at the same time, much simpler, in that the very process of learning another language to the point of fluency and mastery, or even just to the point of proficiency, can serve as a model of the process that can be applied to the development of critical thinking and analytical skills, as well as creativity. Paradoxically, the key element enabling the generalization of the skills mastered in learning another language is quiet, reflective thought, and introspection.

Creative and innovative thought, and critical and analytical skills are both in demand and are highly rewarded, yet more elusive than ever, requiring focus and concentration in a distracting environment in the workplace, in our homes, and even in our educational institutions.

However, those who are proficient in, or have mastered, more than one language are particularly privileged in terms of both creative thought and critical thinking skills, due to their experiences in learning and in using more than one language.

In terms of innovation and creativity, bilinguals/multilinguals/successful foreign language learners have learned to look at concepts both routine and complex through several lenses efficiently and somewhat effortlessly, and their knowledge and experience of other languages and cultures often enhances acceptance and tolerance, as well as flexibility in envisioning differences and similarities among us all.

In terms of critical thinking and analytical skills, including decision-making, these same effective users of more than one language have learned to manage parallel systems of representation and thought somewhat effortlessly. Big data is certainly a buzzword in business and across the disciplines, and multilinguals effectively manage the analysis of data from multiple sources and in multiple formats on a regular basis. (Hayakawa, 2017) finds that "using a foreign language affects moral choice not through increased deliberation but by blunting emotional reactions."

However, an examination of this phenomenon can only aid in developing an understanding of why and how multilinguals develop this ease in perspective-taking and in developing alternative scenarios in the workplace and in their daily lives.

Mindfulness, listening, and focus are needed more than ever in a multi-tasking world. According to (Ophir 2009), frequent multitaskers tend to perform more poorly on cognitive tasks than those who multitask less frequently. (Tugend 2008) wrote that "while multitasking may seem to be saving time, psychologists, neuroscientists and others are finding that it can put us under a great deal of stress and actually make us less efficient."

Foreign language learning, creativity, and interdisciplinarity are characterized by integrative thinking. Dealing with all aspects of individual identity and collective culture, learning a foreign language is inherently interdisciplinary. The creative element in learning a language is that, in a sense, the language learner re-creates his identity with the framework of the learned second language. The report, *Foreign Languages and Higher Education: New Structures for a Changed World* (MLA, 2007) recommended an integrative approach to the major, and foreign language is clear opportunity to teach these highly sought-after integrative thinking skills.

While foreign language learning has traditionally been associated with cultural knowledge and communicative skills, it is important to consider the value of the habits of mind learned by the successful foreign language learners -- focus, concentration, and solitary, quiet work -- in the development of highly sought-after skills of creativity, critical thinking, and analytical and rational decision-making in the globalized world and workplace.

III. THE PARADOXICAL ROLE OF QUIET AND SOLITUDE IN FOREIGN LANGUAGE LEARNING

While the emphasis is often placed on active communication skills in foreign language learning, it is important to consider the significance of quiet and solitude in developing both foreign language skills as well as the concentration and focus that foster creativity and critical thinking.

The extrovert, the charismatic speaker, and collaborative play and work are hallmarks of modern culture. While no one denies that great artists, poets, writers, and thinkers spend lengthy periods of time working, and creating, alone, many classrooms tend to favor the outgoing talker among students, even in the foreign language classroom.

It is essential to better understand the process of learning another language and the psychology of the foreign language learner in order to maximize the impact of foreign languages on creativity, critical thinking, and analytical skills.

Paradoxically, many of the most successful foreign language learners spend long hours alone, reading the classics and modern works of literature and of non-fiction, which provides the framework for internalizing not only the grammar and vocabulary of the target language, but for absorbing the perspective and approaches to critical thinking and analysis and to the expression of complex thoughts, ideas, and concepts in the target languages, but also for developing an understanding of the culture and worldview prevalent among target language native speakers. (Kaufman, 2013) has examined the importance of practice and of deliberate practice in the development of expertise. (Csikszentmihalyi, 2013) describes the flow of creativity with "creative individuals are often quiet and at rest," capable of "great concentration," with periods of "reflection" an essential part of a learned process, similar to that of learning a foreign language. In (Porter, 2014), Sternberg describes creativity as a "habit," similar to the routine study and use of a learned second language that is necessary for proficiency and fluency.

The ability to engage in deep practice (Coyle, 2009) and deep work (Newport, 2016), primarily alone (Cain, 2012), is certainly learned by the effective foreign language learner and can be generalized to other pursuits and academic disciplines.

Young children typically listen and are exposed to language for some time before they attempt understandable utterances, and many language learners experience a quiet, or silent, period during which they hear and are exposed to language, and even study language before they actually produce language. During this pre-production period, they receive and analyze information without the distraction of participating in conversation.

Whether one learns a language as one's mother tongue or as a second language, typically there is a "quiet" period during which the learner, whatever the age, is exposed to the language and observes its use, developing an understanding of its system and structure. In the case of the second language learner in a classroom setting, the learner observes the language through the teacher and print/media/online materials with very little active use of the language during an initial period, followed by original conversational and, even written, output.

In addition to this quiet period of introspection, there is also an element of creative destruction as the foreign language learner deliberately steps out the security of the system and structure of the mother tongue to embrace and absorb a new one, and as Grant (2016) wrote, the first element in bringing about positive change is creative destruction.

As part of his input hypothesis, Krashen (1982) described the silent period of language acquisition, during which the language learner, while surrounded by input in the target language, does not necessarily yet speak. This receptive silent

period, during which the learner captures input and develops a sense of the language, sets the stage for the development of active language production by the learner.

In addition, the fact remains that many of the creative thinkers throughout history, including Tolkien and Hemingway (Simon, 2014) have had more than one language, and that many areas of the world credited with some of the most remarkable creations and innovations in history have been plurilingual, multilingual, or even polyglot (Weiner, 2016; Florida, 2008). In his McKinsey article, Feser (2017) discusses the importance of focusing on what matters most for leaders in the global workplace.

Perhaps it is by teaching foreign language learners the value of quiet – freedom from distractions – that foreign language learning increases empathy and understanding of others as well as critical thinking and analytical skills.

The value of quiet and solitary work in developing foreign language skills, as well as creative thought, critical thinking, and rational decision-making are not always linked in the minds of foreign language learners and other language stakeholders.

IV. LANGUAGES IN CONTACT -- CREATIVITY, COSMOPOLITANISM, AND MULTILINGUALISM IN THE GLOBAL CITY

The relationship of multilingualism and creativity extends beyond the individual into the community, characterizing some of the most iconic global cities in the U.S. and beyond.

As stated earlier, the highest number of US companies valued at more than \$1B are found in states with the largest percentage of the population who speak another language at home (CB Insights, 2017; CIS, 2014). These states include California, Florida, Illinois, Massachusetts, and New York (in alphabetical order). Although this linkage between multilingualism and creativity exists historically and globally, it remains largely unexamined.

The effects of a confluence of languages, whether within the individual or within the community, have been discussed in terms of personal identity, as well as in terms of creativity, innovation, and leadership. Most recently, Weiner (2016) has examined cities and cultures throughout history, many of which have been characterized by a coexistence of languages, as centers of creativity, innovation, and genius. Engel (2014) examined contemporary clusters of innovation around the world where diversity, including multilingualism, is a driver of innovation. Livermore (2016) examined the importance of diversity in innovation. Florida (2008), building on earlier works on creativity and the creative class, focused on the importance of diversity in effective cities where innovation thrives.

(Kharkhurin, 2012) examined the relationship and linkages between multilingualism and creativity, as did the European Commission report (2009) and (Ghonsooly and Showqi, 2012), who demonstrated, “enhanced divergent thinking skills” among foreign language learners. Gardner (1993, 1995, 2006) linked creativity and leadership with linguistic intelligence and describes the ability of highly creative individuals to be fully engaged in and focused on their goal.

Ross and Jaumont (2012) examined the role of bilingualism in New York within the context of the *revolution bilingue française*, and Grosjean (2010) explained the wide range of linguistic skills and use that can be called bilingualism. Gunesch (2008) examined the relationship between multilingualism and cosmopolitanism. Gardner (2010) examined motivation in second language learning from a sociological perspective.

However, the conversation of the nature and consequences of languages in contact is not limited to the contemporary context of the globalized world. Weinreich (1968) was among the first to discuss languages in contact and the concept of interlanguage -- where the language use of learner and the native speaker can be compared and contrasted -- in the current conversation. Mackey (1965) examined the impact of linguistic interference within the bilingual context of Canada, and Fishman (1971) described the nature and consequences of bilingualism in the New York City area.

While the linkage between multilingualism and the creative city is well-known, it is necessary to include it even more widely in conversations with academic, governmental, and corporate language enterprise partners, as well as in foreign language education planning and in foreign language advocacy campaigns.

V. MANY LANGUAGES ONE WORLD (MLOW) – AN EXAMPLE OF THE CONVERGENCE OF FOREIGN LANGUAGES, CREATIVITY, AND QUIET

The Many Languages One World Essay Contest and Global Youth Forum (MLOW) is a high-profile global example of successful foreign language learning outcomes and of successful foreign language learners. The MLOW winners exemplify the synergy of successful foreign language learning and creativity, critical thinking, and global skills.

MLOW, organized by the UN Academic Impact and ELS Educational Services, Inc., and launched in 2013, is intended to highlight the role and significance of multilingualism in global citizenship and to promote the continued study of the six official languages of the United Nations.

College and university students from around the world may submit essays on an assigned topic related to multilingualism and global citizenship in a learned second language. Finalists are interviewed by Skype, and winners are brought to the U.S., where they spend about a week on a local university campus preparing a presentation on an assigned topic relating to the principles of the UN Academic Impact (2014) or the UN Sustainable Development Goals - - SDGs (2015-2017) that they present in the General Assembly Hall of the United Nations.

MLOW is a wonderful example of the convergence of foreign languages and creativity, with the student winners demonstrating fluency in at least one, but often several learned foreign languages, through their winning essays and their presentations.

In addition to language mastery, the winning essays on the significance of multilingualism in the development of global citizenship are generally characterized by reflective thinking and, often, great depth of feeling, linking multilingualism, global issues, and the student's own life experience. Many of the students credit time spent reading both classic and modern works in the target language with the development of both linguistic skills and a more nuanced and sophisticated worldview.

However, it is in the development of the UN presentations that the interplay of multilingualism and creativity are even more readily apparent. Typically, the students will alternate between brainstorming in larger or smaller groups, and withdrawing to a quieter area to write and reflect as they refine their action plans for implementing one of the sustainable development goals (SDGs) in their home country.

The finished presentations demonstrate their linguistic skills, their knowledge of their topic, one of the SDGs, developed through reading, research, discussion, and reflection. Just as academic disciplines are characterized by their research methodologies, it is also possible to discern the linkage between the critical thinking and problem-solving approaches characteristic of the target language and culture as well as of the mother tongue of the student in their presentations. For example, the French and Francophone cultures have traditionally been well-known for the care with which an idea is presented, and a speech or presentation is built, and the structure and style of the student presentations in French reflect this.

The continuation of the MLOW initiative and its replication -- locally and among younger students -- is a future direction worth considering. It would be possible to replicate the spirit of MLOW, using multilingualism as a global competency as a tool to work together, across linguistic boundaries, to effectively address complex global issues. One example is the Student Essay Contest: Bilingualism and You, open to students in grades 7-11 in the New York City tri-state area, and part of the NYC Bilingual Fair (Frenchly, 2017).

While the impact of these student presentations on complex global issues in a learned second language is considerable, the camaraderie among students from so many different countries and with so many mother tongues, and their teamwork in preparing their presentations, are inspirational. In addition, there is a true sense of community and lasting friendships demonstrated by ongoing social media contact and local mini reunions.

However, it is the linguistic skill of the students, the heart of the event, that impresses the most, with the majority of student winners not only fluent in the language of their winning essay, but also in several additional local, regional, and international/global languages.

It is interesting to reflect on what sets these students apart from the many learners, especially in the U.S. and to some extent, in the rest of the Anglophone world (Yorke, 2017), who struggle with foreign language learning and fail to advance beyond elementary levels, if indeed, they study another language at all.

While the MLOW winners represent a broad spectrum of disciplines and come from all levels of college and university study, it is their ability -- and willingness -- to write an original 2,000-word essay in a learned second on an abstract topic, that is not required as part of their course of studies, that is both noteworthy and commendable, especially so when one takes into consideration the high level of thought and of expression.

The essays, and subsequent presentations, are characterized by the ability to effectively manipulate complex ideas and to express them in an academic and scholarly writing style, complemented by relevant references from the global scholarly literature. This high level academic writing and, at times, literary style are reflective of extensive reading in the target -- and additional -- languages.

It is interesting to reflect on the role of quiet and solitude in the work of the MLOW students, both during an often extended period of foreign language study and as busy students willing to take time away from social activities and social media to compose their winning essays. As (Cain, 2012) wrote, "introverts prefer to work independently, and solitude can be a catalyst to innovation."

Both the willingness to immerse oneself in a challenging writing project, in addition to the coursework assignments that characterize student life (the entrants are all full-time college or university students), and the extensive reading that forms the foundation for the thought and execution of these winning essays are reflective of self-selected quiet time to focus on an idea and goal.

It is also noteworthy that, even as the student winners are working together collaboratively in their language groups as they prepare their UN presentations, that much of the truly creative work that makes each presentation so unique, and so brilliant, is often accomplished alone, as the student revises after discussion and practice.

This model of foreign language learning excellence accompanied by a 21st century skills set including creativity, global competency, critical thinking, and analytical skills, as well as social and public speaking skills, is one that could be examined, deconstructed, and replicated.

VI. NEXT STEPS -- THE IMPORTANCE OF THE QUIET/SILENT PERIOD ACROSS THE CURRICULUM

In a distracted, multitasking world, the importance of quiet and solitary work should not be underestimated, as demonstrated by the excellence of the MLOW winners. Elements of the quiet, solitary work and "deep practice" needed to achieve excellence in foreign language learning can be used across the disciplines.

Kaufman (2015) wrote that "solitude is an important means for artists and thinkers to develop that inner focus. After all, it is only in the stillness of our own company that we can truly begin to truly bring our attention to the inner landscape of thoughts, ideas, and emotion that is a crucial wellspring of creativity."

It is necessary to recognize the importance of quiet, solitude, and focus for the foreign language learner, as well as the significance of these skills of deep work and deep practice across the disciplines in collaborative interdisciplinary and transnational teams, and in effectively addressing complex global issues. The habits of mind acquired by learning a foreign language can form the foundation for success in other academic disciplines and in the globalized workplace.

Just as traditional solitary reading and study characterize successful foreign language learning, online learning can support foreign language learning, whether it is in an academic setting or whether it is part of a program of independent self-directed learning.

Just as the language and subject matter experts working with the MLOW winners as they prepare their UN presentations are called facilitators, guiding and supporting students as they prepare their individual presentations, recognition and support of a silent period across the curriculum and beyond fosters the creative and innovative thought of the independent self-directed learner.

Exemplified in the language learning process, where successful foreign language learners absorb and internalize a linguistic system and way of thought before extensive speaking and writing, this concept can certainly be expanded beyond the foreign language classroom and applied in other content areas, skills, and in the workplace.

Mindfulness, the art of listening and paying attention, is also a skill learned as part of the foreign language learning process, and characterizes the understanding of other cultures so frequently present among successful foreign language learners. It can be generalized to other disciplines and to the workplace.

The creativity of teachers in imparting skills, knowledge, and strategies to learners is invaluable, so too is the creativity of our learners, the most creative of whom may not always thrive in a traditional classroom (Grant, 2012). In addition to learning activities, it is also important to leave time for quiet reflective thought, reading, and listening.

In order to maximize the impact of quiet reflection and of solitude, not only on our foreign language learners, but on all of us, it is important for us to plan for this in our offices and in our classrooms and empower teachers and other leaders so that solitude and creativity can thrive and give hope for the future.

While the reasons often given for learning a foreign language, or for requiring students or employees to learn one, are certainly valid, there are many more reasons that are not often mentioned, including the discipline, deep work, deep practice, and quiet needed for mastery. In addition to developing meta-linguistic awareness, an understanding of other cultures, and the ability to communicate directly with others without need of an intermediary translator or interpreter, it is equally important to value this acquisition of a habit of mind, a silent or quiet period, which fosters individual learning and creative thought.

It is this quiet time, a period of introspection, that both enables the language learner to internalize a new system and new data -- aka grammar and vocabulary, before becoming an effective producer or speaker/writer of said second language.

Thinking about the power of this process, these principles can be applied these principles of focus, mindfulness, and critical thinking to the way we approach our work and our lives in an interconnected globalized world.

Incorporation of quiet study, and independent and self-directed learning, into the curriculum beyond foreign languages, is yet another way to empower a broader cross-section of students to achieve excellence in a wide array of millennial skills, and foreign language educators can lead the way.

VII. CONCLUSIONS -- THE FOREIGN LANGUAGE/MULTILINGUAL CONNECTION -- CREATIVITY, CRITICAL THINKING, AND ANALYTICAL SKILLS IN A GLOBALIZED WORLD

The quiet solitary work, concentration, and practice needed to achieve proficiency and even fluency in another language are also linked to creativity, critical thinking, and analytical and decision-making skills, yet are not widely known among prospective foreign language students and language enterprise partners. Foreign language educators have the opportunity to lead the way in empowering students to develop a 21st-century skills set through the habits of mind learned in the reflective foreign language classroom.

In a globalized world where communication and creativity are key to effectively addressing complex global issues, in a multitasking world where maintaining focus and concentration is increasingly a challenge, and in an interconnected world characterized by social media making it more difficult than ever before to carve out the quiet time alone for creative thought, foreign language learning provides a pathway to developing and strengthening habits of mind conducive, not only to communicative skills and intercultural knowledge, but also to divergent and creative thought, to critical thinking and analytical decision-making, and to the ability to work and interact effectively as part of a transnational team.

In discussing the benefits of foreign language study with students, prospective students and their families, as well as with decision-makers at all levels, it is certainly appropriate to include the ability to generalize the habits of mind

learned and formed in foreign language study and in the use of another language to problem-solving, critical and analytical skills, and to creative and innovate thought in addition to the better-known advantages such as cultural understanding. It is important to teach students to work on their own and the value of individual work, in learning a foreign language, across the disciplines, and in the workplace.

As (Cain, 2012) wrote, “there's zero correlation between being the best talker and having the best ideas,” and the real learning may not only take place in class, but also in quiet, solitary study.

Reflective foreign language education, including a pathway to excellence in translingual and transcultural competency, and to creativity, critical thinking, analytical and other higher-level skills needed across the disciplines, in the workplace, and in the globalized world, can lead to empowerment for our learners.

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