EFFECTIVE STUDY ABROAD PROGRAMS

Chinese Early Language and Immersion Network (CELIN) at Asia Society

National Chinese Language Conference
Chicago, IL
April 29, 2016
Presentations

Study Abroad Approaches and Research – Joy Peyton, CELIN

Three Study Abroad Programs

- Chinese American International School (CAIS), San Francisco, CA – Jeffrey Bissell
- Minnetonka Public Schools, Minnetonka, Minnesota – Eric Schneider
- Yinchhua Academy, Minneapolis, Minnesota – Luyi Lien and Sue Berg

Study Abroad on CELIN Web Pages – Joy Peyton

Questions and Discussion
Interest in Study Abroad

**Focus:** Opportunities to use and develop proficiency in a language by being in a country where it is spoken and being immersed in its use (e.g., *The Guardian*, March, 2015)

**Funding:** NSEP programs: National Security Language Initiative for Youth (NSLI-Y), Critical Language Scholarship Summer Institutes, The Language Flagship, Boren Awards; universities

**Resources:** *Maximizing Study Abroad: Strategies for Language and Culture Learning and Use* – guidebooks for students, program professionals, and language instructors to make the most of the study abroad experience
Primary Experience: College

“A necessary step toward a competitive 21st-century workforce requires institutions of higher education to incorporate language study and study abroad into their international education programming.”

(The Boren Awards: A Report, 2015, p. 22)

Boren Scholarships and Fellowships to study overseas: over 5,000 U.S. undergraduate and graduate students since 1994 (National Security Education Program, NSEP, focus on critical languages)

8-26 weeks, often including homestay

(Open Doors 2014 report)
Some Focus on Middle and High School

- Foreign Language Immersion and Cultural Immersion Abroad (FLSAS) - [http://flsas.com](http://flsas.com)
- 100,000K Foundation
Benefits

Participants …

• Improve proficiency in the language: bilingualism correlates with increased cognitive development, intelligence, memory skills, and problem-solving ability (ACTFL)
• Interact and build relationships with people in the country
• Develop cultural knowledge and intercultural competence (ICC)
• See the world from a broader perspective
• Experience self and others as global citizens
• Develop skills needed to be global citizens: problem solving and analysis, tolerance for ambiguity, cross-cultural competence, empathy, respect
Research on Study Abroad

**SLA: L2 development during study abroad**

- Lexical and grammar: morphosyntactic development
- Listening skills
- Communication skills
- Fluency
- Vocabulary
- Pronunciation
- Pragmatics
- Reading and writing virtually untouched
- Limited research on development of intercultural competence: “continues to be a challenge despite its appeal”

(Shire, 2015; review in Sanz, 2016; 2018)
What factors affect language proficiency gain?

- Duration of time abroad, initial oral proficiency in the language, age, gender, education level, academic major, difficulty of the language, varieties of the language, knowledge of other languages (formal and informal).
- Mixed results.
- One large study (2,466 students, over 50 languages) found a statistically significant relationship between the duration of time a student spends learning overseas and corresponding language gains.

(Mason, Powers, & Donnelly, 2015, The Boren Awards)
What language and cultural experiences do students have while abroad and living with families?

How do students use the language during their study abroad experience? With whom, in what ways, for what purposes; frequency and quality of interaction; amount of rich, meaningful input

What motivates students to participate in study abroad?

What motivates them to continue learning the language when they return?

(Shiri, 2015; summary in Grey, Cox, Serafini, & Sanz, 2015; Sanz, 2016)
Our Interest in Study Abroad

• What are factors that ensure the success of the study abroad experience across contexts and ages of students?

• What are considerations that must be localized and personalized?

• Is it beneficial to establish connections across study abroad programs?
References


• Maximizing Study Abroad: Strategies for Language and Culture Learning and Use. CARLA, University of Minnesota, guidebooks for students, program professionals, and language instructors to make the most of the study abroad experience [http://www.carla.umn.edu/maxsa/guides.html](http://www.carla.umn.edu/maxsa/guides.html)


Three Study Abroad Programs

Minnetonka Public Schools, Minnesota
Capstone Learning Abroad Experience in Collaboration with St. Cloud State University.

Chinese American International School (CAIS), San Francisco, California

Yinghua Academy, Minneapolis, Minnesota
Study Abroad Program at SESP
Yinghua Academy offers study abroad opportunities to students in Grades 9-12. After studying English in China, students are immersed in Chinese language and culture and are able to use their learned language. In addition, real-world experiences include activities such as cultural immersion, classroom learning, and community service. The program aims to foster a deeper understanding of Chinese culture and language through immersive experiences and academic exploration.
Three Study Abroad Programs
Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.
Chinese Early Language and Immersion Network

CELIN @ Asia Society

DOWNLOADS

CELIN flyer.pdf (PDF, 3.1MB)

ABOUT CELIN

Staff and Advisors
Meet the Staff and Advisors of the Chinese Early Language and Immersion Network (CELIN)

Directory of Programs
We are developing an online directory of Chinese early language and immersion programs across the United States.

Program Profiles
Profiles of specific early language and immersion programs.

Resources for Educators
Research and resources for educators interested in early and immersion Chinese language education.
schools, we are pleased to announce the establishment of the Chinese Early Language and Immersion Network at Asia Society (CELIN @ Asia Society).

Our Mission

CELIN was established to strengthen and expand Chinese language education in early childhood, primary grades, and immersion programs. With a focus on Chinese language education, we convene and work together with practitioners, researchers, policy makers, parents, and advocates for language learning across the United States and beyond.

CELIN activities include:

- Making available an online directory of Chinese early language and immersion programs
- Serving as a clearinghouse for information and resources on Chinese early language and immersion education on the Asia Society website and through a monthly newsletter, "Chinese Language Matters".
- Identifying and sharing best practices in Chinese early language and immersion education, including in Confucius Classrooms
- Supporting and providing professional development for educators and Chinese language teachers in early language and immersion programs by collaborating with professional organizations, teacher preparation programs, state certification agencies, and local education institutions
- Supporting the development of curriculum, instruction, assessment, programs, and research in the areas of Chinese early language and immersion education

Stay in touch with the work of CELIN through Asia Society's monthly newsletter, "Chinese Language Matters". If you have resources and opportunities to share, or ideas for resources articles, please write to CELIN@asiasociety.org.
Resources for Educators

Chinese Early Language and Immersion Network (CELIN)

On this page you’ll find links to research and resources for educators interested in early and immersion Chinese language education. This is an ongoing effort, and we welcome your contributions and feedback.

---

CELIN Briefs on Chinese Language Learning and Teaching

There is a great need in Chinese language education for research-based information, examples of best practices, and useful resources for administrators, teachers, and parents. In response, we developed a series of briefs to fill that need.

---

 RESOURCE

 Assessment

 Experts in the field of Chinese language education answer questions about assessment.

---

 RESOURCE

 Curricula and Curriculum Frameworks

 CELIN staff and colleagues are embarking on an ongoing effort to identify and make curricula and materials available.
Study Abroad

Question: What is the role and what are the benefits of study abroad in Chinese language and culture learning for students in grades K-12?

Jonathan Henry, Director of Development at the Washington Yu Ying, a Public Charter School in Washington, DC, asked this question, as school staff seek to improve and expand their study abroad program.

This is an important topic, which educators around the country have been asking about, so we invited colleagues working in Chinese immersion education who have study abroad programs to describe their programs, using the following questions as guidance:

- What are the ages and grade levels of your students involved in study abroad?
- What are the criteria for participation?
- How long is the program? When does it take place? Where do students go?
- How is the program funded?
- How are students, teachers, and chaperones selected? Who is involved in decision making about the program?
- Do students produce anything at the end of the program? (e.g., a portfolio, presentation, journal, report, or capstone project)
- What are the benefits of the program?
- What are the challenges? How do you address the challenges?
- What is your biggest message to programs that are considering organizing a study abroad program?

Leaders of study abroad opportunities in six Chinese immersion programs responded to our inquiry. In the links below you will find summaries of their programs, along with a brief research-based overview about study abroad.

If you are involved in a study abroad program focused on Chinese language learning, please tell us about your experiences, successes, challenges, and lessons learned, following the guidance in the questions listed above. We would love to hear from you, and your experiences will benefit the field.

http://asiasociety.org/china-learning-initiatives/study-abroad
Resources for Educators

**Study Abroad Programs**

Chinese American International School (CAIS), San Francisco, California

Global Village Academies, Colorado

International School of the Peninsula (ISTP), Palo Alto, California

Minnetonka Public Schools, Minnetonka, Minnesota

Portland Public Schools Mandarin Immersion Program, Oregon

Washington Yu Ying Public Charter School, Washington, D.C.

Yinghua Academy, Minneapolis, Minnesota

*(Check back to see additional programs that will be added.)*

http://asiasociety.org/china-learning-initiatives/study-abroad
Thank you! 谢谢！

Contact us
Shuhan Wang: shuhancw@gmail.com
Joy Peyton: joy@peytons.us

CELIN
http://asiasociety.org/chinese-language-initiatives/chinese-early-language-immersion-network

Sign up to receive the newsletter
http://asiasociety.us1.list-manage1.com/subscribe?u=a9f6c180278a62e01d817ae4b&id=471f06bc9d