

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
- Yinghua 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>
- 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)

Research on Study Abroad

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*)

Research on Study Abroad

Additional Questions of Interest

- 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

- Farrugia, C.A., & Bhandari, R. (2014). *Open Doors 2014 report on international educational exchange*. New York: Institute of International Education.
- Is learning on the job the best way to master a language? (2015, March 31). *The Guardian*.
<http://www.theguardian.com/education/2015/mar/31/is-learning-on-job-best-way-to-master-language>
- Mason, L., Powers, C., & Donnelly, S. (2015). *The Boren Awards: A report of oral language proficiency gains during academic study abroad: A cumulative report over 15 years and 53 languages*. New York: Institute of International Education.

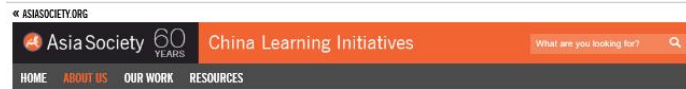
References

- *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>
- Sanz, C. (2016). *SLA in study abroad contexts: A researcher-practitioner's perspective*. Presentation at AAAL 2016, Orlando, FL.
- Sanz, C. (2018). *Study abroad research and practice*. Routledge.

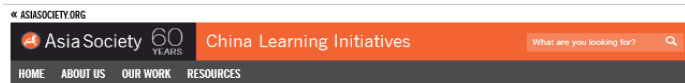
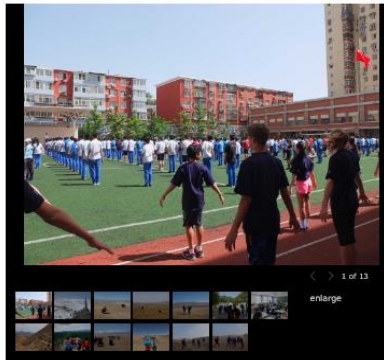
References

- Shiri, S. (2015). Intercultural communicative competence development during and after language study abroad: Insights from Arabic. *Foreign Language Annals*, 48(4), 541-569.
- *Study Abroad Research in Second Language Acquisition and International Education*. New journal published by John Benamins.

Three Study Abroad Programs



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



Minnetonka Public Schools, Minnesota

Capstone Learning Abroad Experience in Collaboration with St. Cloud State University.

www.minnetonka.k12.mn.us

Contacts:

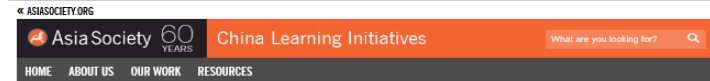
Dr. Dennis Peterson, Superintendent
Joe Wacker, Principal, scenic Heights Elementary
Stacy DeConsey, Principal, Excelsior Elementary
Pete Dymit, Principal, Minnetonka Middle School East
Paula Hoff, Principal, Minnetonka Middle School West
Jeff Erickson, Principal, Minnetonka High School
www.stcloudstate.edu/consortium
Dr. Kathryn Johnson, Director

Immersion in Minnetonka Public Schools

The Superintendent of Minnetonka Public Schools in Minnesota made a very bold decision in strategic planning for the future of the school district that has had a significant impact on student learning opportunities. Dr. Dennis Peterson and the Minnetonka School Board agreed to have each of the six elementary schools develop an immersion language program through a "school-within-a-school model." In the fall of 2007, four schools began offering a full Spanish immersion program, and two schools began a full Chinese immersion program beginning in kindergarten. Now over 55% of the students in Minnetonka Public Schools are growing up bilingual and bicultural with a high level of global competence. These are the future change agents for finding solutions to the greatest challenges confronting our common humanity: environmental, human rights, poverty, food and water shortages, and world health concerns.

Capstone Learning Abroad Experience in China

In the Chinese immersion programs, the pioneer group of students is now transitioning into high school as 9th grade students. In order to sustain the students' interest and motivation in immersion classes, a Capstone Learning Abroad Experience to China was integrated into the



Yinghua Academy, Minneapolis, Minnesota

Yinghua Academy, Minneapolis, Minnesota
<http://www.yinghuaacademy.org>

Luyi Lian, Academic Director

Yinghua Academy is the only full immersion Mandarin Chinese K-8 school in Minneapolis. It opened in 2006, as the first public charter Chinese immersion school in the United States and the first Chinese immersion school in the Midwest.

Study Abroad Program at ISTP

Yinghua Academy offers study abroad opportunities to students in Grades 6-8. After studying in the immersion program for six to seven years, these students are equipped with the appropriate level of language ability and are mature enough to recognize and appreciate cultural similarities and differences. Study abroad provides students with a lived experience—an opportunity to become immersed in an even broader environment of Chinese language and culture, and be able to use their learned language. In addition, real-world experiences in China provide the best material for immersion students to become even more curious and excited about learning. The trip is not only a good tool to measure immersion students' proficiency, but it can also be a wonderful way to motivate them to continue on a journey of knowledge and discovery about the world as a whole. It also serves as a great way for students to see ways that they can use their Chinese in the future, as a foundation for advancing their careers. The trip lasts 14 days. It takes place during spring break or during the first two weeks of summer break. The plan is to have two different routes and to rotate from year to year, so that students can go to China two consecutive years and visit different parts of the country. The northern route has visits to Beijing and Xi'an, and the highlight is visiting and studying in classes of the sister school in Inner Mongolia. The southern route visits Shanghai, Suzhou, Hangzhou, and the sister school. During the sister school visits, students have the opportunity to stay with the host families or in the hotel with the China trip group lead teachers or administrators.

Assignments

Three Study Abroad Programs




CELIN at Asia Society

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

CELIN Web Pages

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 Asia Society

China Learning Initiatives

What are you looking for?



HOME INITIATIVES TOPICS INSIGHTS

Chinese Early Language and Immersion Network

CELIN @ Asia Society



CELIN Chinese Early Language and Immersion Network at 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 educators interested in early and immersion Chinese language education.

Chinese Language Matters

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.

Ask the Experts

Experts in the field of Chinese language education answer questions that practitioners working in the field ask about.

Organizations Supporting Language Learning

A list of organizations that support Chinese early language learning and immersion programs.

Resources for Educators

« ASIASOCIETY.ORG



Asia Society

60
YEARS

China Learning Initiatives

What are you looking for?



HOME ABOUT US OUR WORK RESOURCES

CONFUCIUS CLASSROOMS
NETWORK +

NATIONAL CHINESE
LANGUAGE CONFERENCE

PROFESSIONAL
DEVELOPMENT

CHINESE EARLY
LANGUAGE AND
IMMERSION NETWORK -

Staff and Advisors

Find a Program

Program Profiles

CELIN Briefs

[Resources for Educators](#)

Resources for Parents

Ask the Experts

Language Learning
Supporters

CHINA STRAIGHT UP
RESOURCES

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.



CELIN Chinese Early Language and Immersion Network

RESOURCE

Curricula and Curriculum Frameworks

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



CELIN Chinese Early Language and Immersion Network



Study Abroad

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

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CELIN

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

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