

Creating and Sustaining Effective K-12 Study Abroad Experiences for Immersion Students



Schedule

The Study Abroad Experience

Overview: Joy Kreeft Peyton, Chinese Early Language and Immersion Network (CELIN)

Portland Public Schools: David Kojo Hakam

Washington Yu Ying and Opportunities for Collaboration: Jonathan Henry

Discussion



Interest in Study Abroad

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

Participation: Nearly double the number of undergraduate student participants since 2000, almost 300,000 in 2013 (Institute of International Education, 2014)

Funding: Open Doors; U.S. State Department-sponsored Scholarships (NSLI-Y and others); www.exchanges.state.gov; youthprograms@state.gov

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 Focus is College

- Often 8-16 weeks, including homestay
 - Some opportunities in middle and high school
 - E.g., FLSAS – Foreign Language Immersion Programs (academic year, semester, 2 or 3 months, one week or longer)
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Benefits of Study Abroad

(See discussion on CELIN web pages: <http://asiasociety.org/china-learning-initiatives/study-abroad>)

Immersion in the language and culture of the country

Continuous and rich opportunities to

- Interact with people in the country and develop cultural knowledge and language proficiency
 - Learn the importance of proficiency in the language for education and work
 - See the importance of building relationships with people from other countries and cultures
 - See the world from a broader perspective
 - Experience self and others as global citizens and develop skills needed: problem-solving and analysis, tolerance for ambiguity, cross-cultural competence, empathy, respect
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Research on Study Abroad

Focus is often on:

- *Length* and type of *stay* (classroom, home stay, service learning)
- *Language use*: Who talks with whom, in what ways, for what purposes?
- *Language development*
- *Social network development*

(e.g., Baker-Smemoe, et al., 2014; Pryde, 2014)

Research on Study Abroad

Findings:

- Positive correlation between study abroad experience and grade point average and university degree completion rates (O’Rear, Sutton, & Rubin, 2012; Sutton & Rubin, 2010)
 - Positive impact on participants’ creative thinking: “Cultural experiences from living abroad have wide-reaching benefits on students’ creativity, including the facilitation of complex cognitive processes that promote creative thinking” (Lee, Therriault, & Linderholm, 2012)
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Research on Study Abroad

Study Abroad Research in Second Language Acquisition and International Education,
John Benjamins www.benjamins.com/catalog/sar

- Role of study abroad in language learning and educational development:
 - **Language:** nature of linguistic development; input, engagement, and interaction; the role of contextual, social, and socio-biographical factors underpinning the learner's experience abroad.
 - **Issues beyond language:** The relationship between study abroad and academic, professional, personal, and social development; educational policy and planning issues
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Research on Study Abroad

Course on Study Abroad (SA) Research at Georgetown University (Fall 2015)

Classic SLA theories (Krashen, Long, Swain) suggest that SA provides the optimal context for language development, with opportunities for attention and noticing.

More recent approaches to SLA suggest that only “immersion-like” conditions lead to an electrophysiological signature typical of native speakers.

However, contrary to all these expectations, SA research often finds minimal or no effects of immersion experience on linguistic development (e.g. Collentine, 2004; Díaz-Campos, 2004 for Spanish). Most studies have compared the SA context and the traditional L2 classroom context regarding lexical and grammatical development and fluency.

Of interest are the multiple interactions among internal and external factors that affect L2 development in SA contexts. For example:

1. **Context:** as it affects quantity and quality of input and interaction: study vs stay abroad; program characteristics including length; language vs. content programs; living arrangements
 2. **Individual differences:** general cognition; aptitude, memory; attitudes, identity
 3. **Target:** How is language development operationalized and measured?
 4. **Research methods**
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References

Baker-Smemoe, W., Dewey, D. P., Brown, J., & Martinsen, R. A. (2014, Fall). Variables affecting L2 gains during study abroad. *Foreign Language Annals*, 47(3), 464-486.

Institute of International Education. (2014). *Report on international educational exchange online* (Open Doors report).

<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad/Student-Profile>

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>

Lee, C. S., Therriault, D. J., & Linderholm, T. (2012). On the cognitive benefits of cultural experience: Exploring the relationship between studying abroad and creative thinking, *Applied Cognitive Psychology*, 26(5), 768–778.

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>

O'Rear, I., Sutton, R. L., & Rubin, D. L. (2012). *The effect of study abroad on college completion in a state university system*. Athens, GA: University of Georgia.

Pryde, M. (2014, Fall). Conversational patterns of homestay hosts and study abroad students. *Foreign Language Annals*, 47(3), 487-506.

Sutton, R. C., & Rubin, D. L. (2010). *Documenting the academic impact of study abroad*. Final report of the GLOSSARI project. Athens, GA: University of Georgia.

CELIN Homepage


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Asia Society China Learning Initiatives

HOME INITIATIVES TOPICS INSIGHTS

Chinese Early Language and Immersion Network

CELIN @ Asia Society



CELIN Chinese Early Language and Immersion Network at Asia Society

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[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.

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

PROGRAM DIRECTORY

 Asia Society

China Learning Initiatives

What are you looking for?



HOME INITIATIVES TOPICS INSIGHTS



Directory of Programs

CELIN's Online Directory of Chinese Early Language and Immersion Programs Across the U.S.



Be counted! Add your Chinese early language or immersion program to the directory. (iStock)

DOWNLOADS

-  [Find a Program \(PDF, 144KB\)](#)
-  [Document Your Program \(DOC, 42KB\)](#)

Resources for Educators

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China Learning Initiatives

What are you looking for?



HOME INITIATIVES TOPICS INSIGHTS

Resources for Educators

From the 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.

RESOURCE

Assessment

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



Ask the Experts: 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?

- 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, your experience will benefit the field.

Study Abroad

Study Abroad Programs

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

Global Village Academies, Colorado

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

Portland Public Schools Mandarin Immersion Program, Oregon

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

Yinghua Academy, Minneapolis, Minnesota

(Check back for additional programs!)

The PPS Chinese Abroad Programs



Washington Yu Ying PCS Study Abroad

- Two weeks, during the school year
 - 5th grade for 3 years, moving to 8th grade in coming years
 - First year was partially “pre-packaged”
 - Trip is now designed “in house” but more a hybrid program in practice (w/ ISE)
 - Multiple cities, homestays and in-school experiences
 - Cost is approximately \$3000 per person
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What We Learned in the Program Profiles

The results received so far are shared on the CELIN website, but we are still collecting input. There were common themes throughout, but the biggest take away was the diversity of programs currently available.

- All have some element of journaling, reflection, etc.
 - All do the trip to expose students to some new or “authentic” interaction using their language ability
 - Most, if not all, built it around a relationship with a sister school and/or homestay families.
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Cost is Almost Universally an Issue

Portland runs programs for about \$2000, Yu Ying comes in just under \$3000, both for about the same amount of time and both with extensive work to match the trip to the curriculum.

- *Cost is an issue, particularly for public schools*
 - *Very little, if any outside funding was mentioned.*
 - *Funding the cost of the trip almost always fell to parents & small, local fundraisers*
 - *What does this mean for equity?*
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How Does That Compare?

\$3300 - 12 days, one city

\$3900 - 10 days, with an element of homestay

\$13000 - a semester w/ college credits

\$6000 - four weeks w/ brief homestay

\$7500 - 3 weeks

\$10500 - a semester w/ multiple classes

\$5600 - 3 weeks

How is This Currently Addressed?

Most programs said that most of the work to pay for the trip falls to the parents or parent-run fundraisers that lead up to the trip.

- *Several programs talked about lessons on saving starting years before the trip happened*
 - *A few schools had or participated in some sort of scholarship program for low-income students*
 - *The ability for scholarships to cover students varied, from on a percentage to the entire trip*
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So, what benefit could their be?

Share best practices for the academics/curricular aspects of the trip.

- *Improve use of language during the trip, better match outcomes/goals to students are doing in their home classrooms*

Offset some of the costs

- *Bulk purchase of airline tickets, lower cost of insurance and payment processing, etc.*

More effectively advocate for study abroad at this (or any) age

- *Collect data and analyze over a larger group, increase the ability to “tell our story”*
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So, what benefit could their be?

**Even with all that, the short
answer then is:**

We're not sure!



Thank You!
Let's discuss.

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