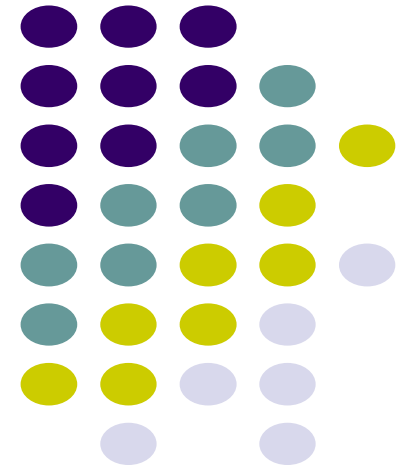


# Short-Term Study Abroad in an Intensive English Program

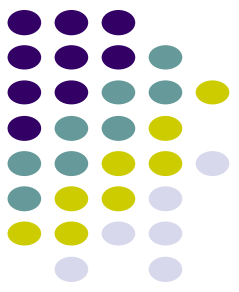
Jonathan McNair and Alison Camacho  
Georgia State University

“My experience abroad this summer has truly changed my life because I realized just how small we are in such a big world... I brought back a new outlook that a classroom could never teach.”

- Student from a short-term program (Gaia, 2015)

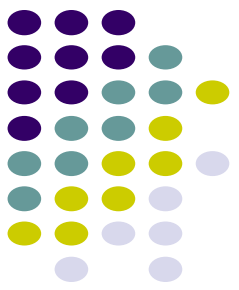


# Overview



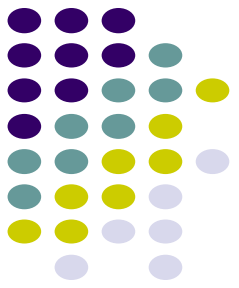
- Short-term (ST) study abroad programs (< 8 weeks) are growing in popularity
- Specific goals for ST programs will vary, but the general aims for ST programs in an IEP are: 1) improving language ability, 2) developing intercultural competence, and 3) furthering Ss' interest in the host culture.
- This presentation will propose several recommended practices for developing an effective ST program, with a focus on the social aspect of the program.

# Literature Review



- **Benefits:** Studies consistently find improved fluency in the target language, higher cultural awareness, more independence, and a global perspective in Ss after completing a ST study abroad program (Allen, 2010; Castañeda & Zirger, 2011; Jackson, 2006).
- **Challenges for Ss:** Biases and unrealistic expectations; limited or discouraging interactions with the host culture; ST program does not feel relevant to their lives (Allen, 2010; Kamdar & Lewis, 2015).
- In addition to creating opportunities for Ss to engage with local cultures, coordinators must prepare Ss to overcome internal barriers to interaction (Allen, 2010; Castañeda & Zirger, 2011)

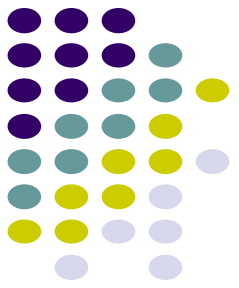
# Intensive English Program - GSU



- Accredited English Language Learning Program for Nonnative Speakers of English
- English for Academic Purposes Program (EAP)
- A curriculum designed to prepare students for U.S. college & university courses - “The IEP prepares you for placement in a demanding academic environment”
- Two 14-week semesters (Fall / Spring); One 10-week semester (Summer)
- Courses in....
  - academic writing (essays, research papers, for university exams), process writing & grammar
  - intensive reading
  - extensive reading
  - oral communication
  - oral fluency
  - reading and listening for academic purposes
  - test prep



# Short “Special” Programs @ IEP



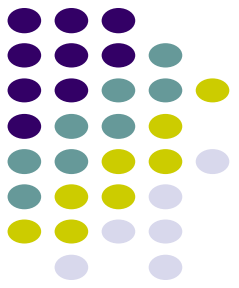
- Grant Programs (e.g. U.S. Embassy; USAID) w/ AL
  - Iraq University Linkage Program
  - Egyptian Teacher Training Initiative
- Professional Programs
  - English for Professional Purposes: Law (EPP:L)
- Customized “Special” Short Programs
  - English for Health Sciences Students from Peking University, China
  - Summer Cultural Exchange Program – Soka University, Japan
  - Daejeon Educational Teaching Institute (DETI) – K-12 Teacher / Language Training Program
- 2 – 7 week programs
- Non-credit
- Courses have a cultural / social focus and limited number of class hours (required by B-visa)
- Marketed to partner schools who are sending cohorts
- Special academic focus (e.g. English for Professional Purposes: Law & English for Health Sciences)
- Strong social / cultural calendar



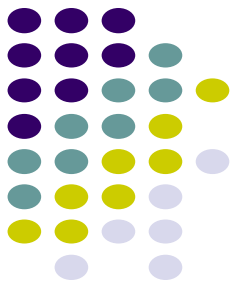




# Grant Programs: Iraqi Linkages

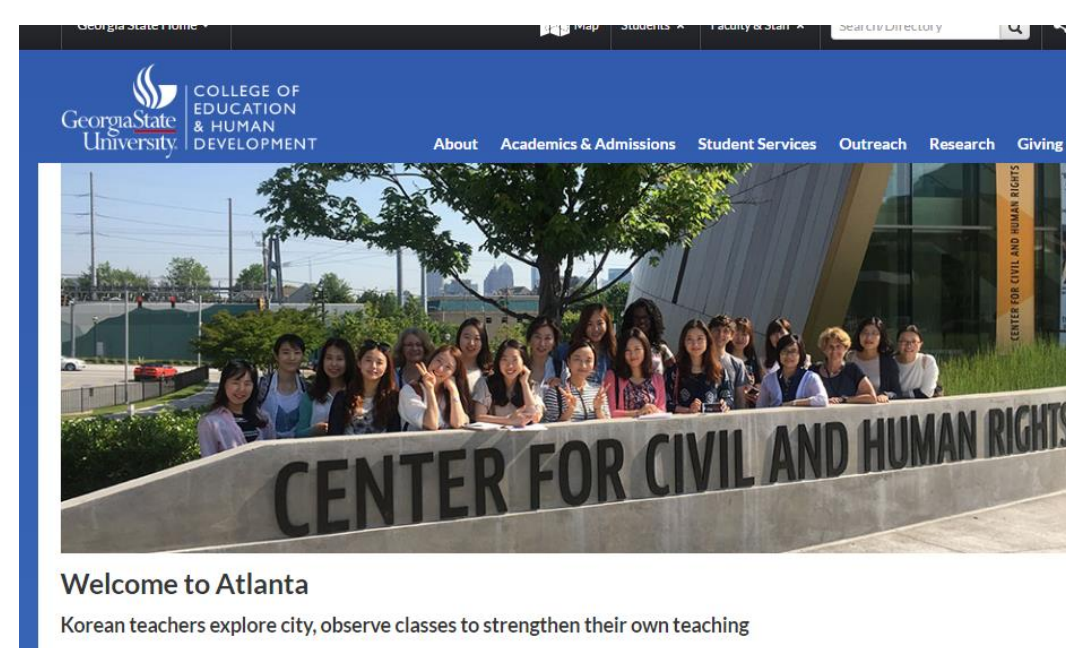


# Increase in Short Programs – Why? For IEPs.....

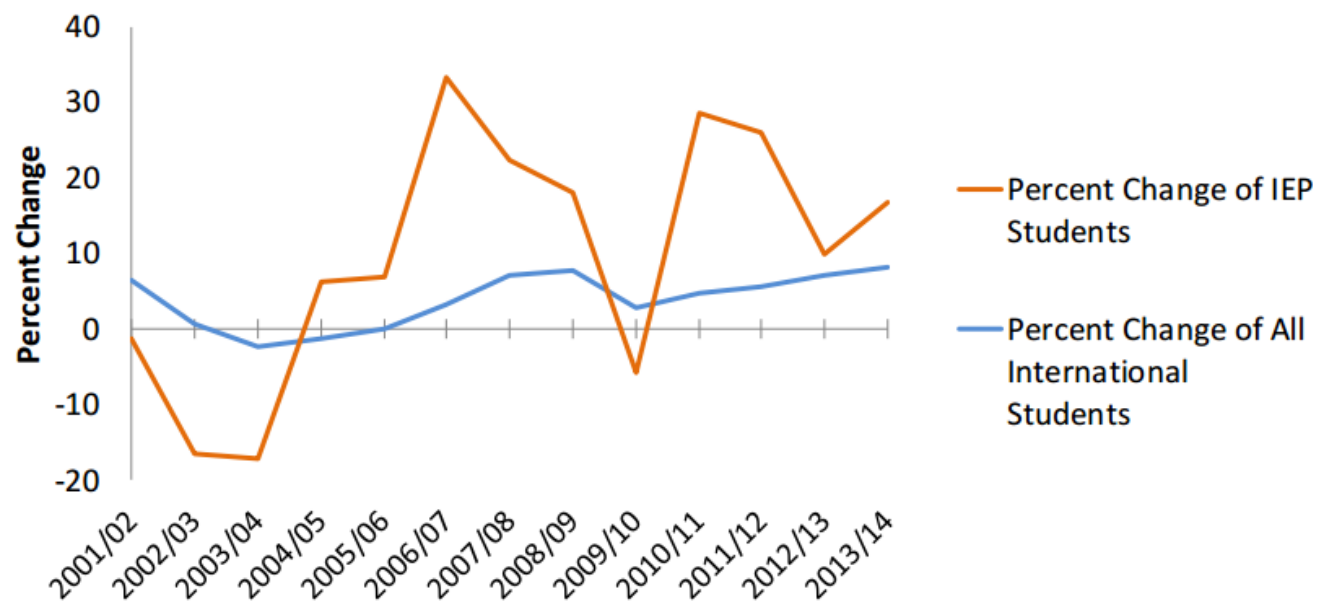


- Visibility on campus / value to university
- Opportunities to collaborate w/ other units / departments
- Additional revenues & diversified funding (boost program during low enrollment periods)
- Diversification of teaching opportunities / administrative duties (prevention of burnout)
- Marketing of program & name recognition
- Diversification of student populations
- Integration of program at university (matriculated students, conditional admission)



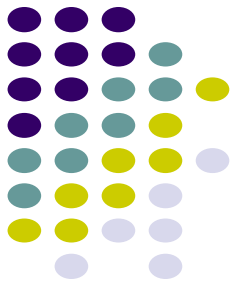


## IEP enrollments fluctuate more than overall international student enrollments



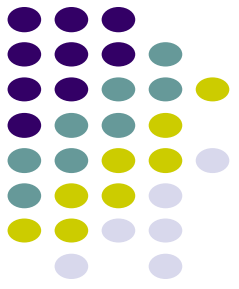
Teachers seeing photos of the Georgia Aquarium in one of the textbooks she uses in her English classroom in Daejeon, South Korea. The place up close when she arrived in Atlanta this summer as part of the Daejeon Extensive English Program (DEEP), a six-month program for K-12 Korean teachers with at least three years' experience in the classroom.

# Increase in Short Programs – Why? For International Partners.....



- Low cost
- All inclusive (housing, meals, activities)
- Time (summer vacation / shorter period)
- Customized content (e.g. health sciences, K-12 teacher training / language)
- Cultural-enrichment opportunity

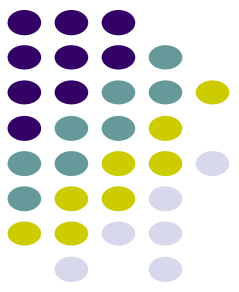
# Research Questions



- 1) What are the benefits of ST study abroad programs?
- 2) What are the challenges of ST programs for IEPs?
- 3) What can we do to improve ST programs?

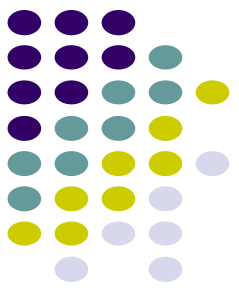


# Data Collection



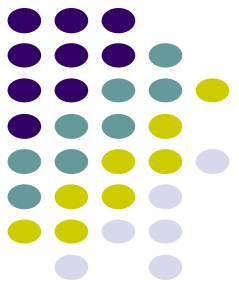
- **Interviews:** 1 Japanese undergraduate student, “Aiko,” and 1 Korean middle school teacher, “Jieun,” who participated in separate short-term programs in GSU’s IEP
- **Facebook Group:** I reviewed activity in the programs’ Facebook groups
- **My Experiences:** I was recently an activities coordinator in a program for visiting Korean teachers. Prior to this, I have volunteered with 4 different special programs at GSU.

# Q1: What are the benefits of short-term programs?



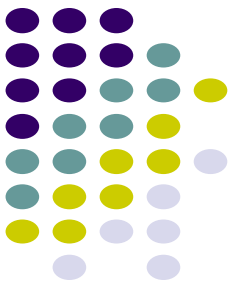
- **New Ss:** People who could not join longer programs are able to do ST programs.
- **Aiko:** Switched focus to American literature; Studying English more in order to do a year-long program in the US; Now wants to work abroad in future career
- **Jieun:** Became more aware of her racial biases through interactions. Inspired by the African-American teacher she observed during practicum. Wants to include social justice and multicultural issues in her English classroom in Korea
- **My Experiences:** First conversation partner returned to get her PhD at Emory. Another returned for MBA at GSU.
- **Uni Benefits:** Globalizes the uni; volunteers pursue study abroad and careers abroad after working with ST programs

# Q2: Challenges of Short-Term Study Abroad Programs for IEPs



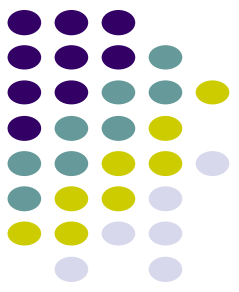
- **Last minute nature:** Organizing without being certain the program will even happen; not sure how many Ss or who they are
- **Administrative issues:** Legal; housing; sometimes lack of support from other departments
- **No access to Ss before/after:** Ss may be unprepared for study abroad; hard to create curriculum for unfamiliar Ss; uncertain what Ss took away from the program (e.g., misperceptions)
- **Limited exposure to host culture:** ST Ss have less incentive to push themselves to overcome barriers of meeting people and engaging with host culture; “Island” or “bubble” effect





**Q3: What can IEPs do to make the most of short-term programs?**

# Guiding Framework

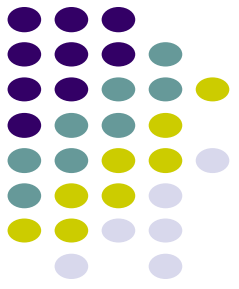


This framework draws from sociology and sociocultural theory

- 1) **Learner Agency:** context-dependent autonomy and initiative of the learner
- 2) **Social Capital:** Access to linguistic, social, and cultural resources
- 3) **Affordance:** Relationship between the capabilities of a student and their environment (e.g., relationship between a host family and student)

(Allen, 2010; Castañeda & Zirger, 2011)

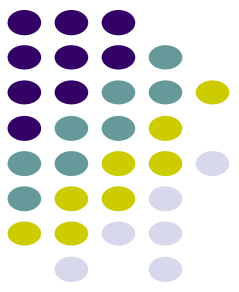
# Components of successful short-term programs



- Pre-departure preparation
- Social Media
- Integration into Social Networks
- Community Engagement and Understanding
- Evaluation

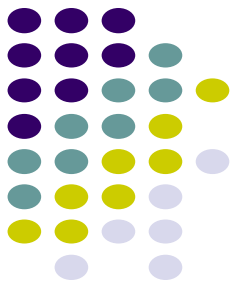


# Pre-Departure Preparation



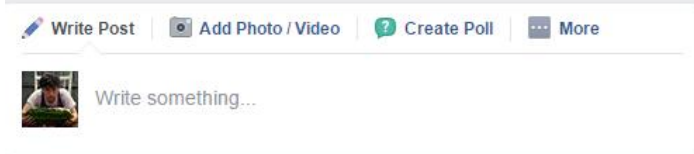
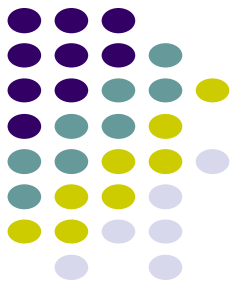
- **Challenges of ST Programs:** difficulty of integrating into host family and of making friends
- **Setting Realistic Goals:** instead of vague goals that are hard for Ss to measure (“improve fluency”), set smaller goals (“initiate small talk with at least 2 strangers per day”)
- **Paige’s 10 Intensity Factors:** factors related to the person and the context that can intensify the experience of living in a culture not one’s own (e.g., Expectations, Cultural Isolation, Visibility/Invisibility)
- **Blog:** guided discussion; possible way for IEPs to engage with Ss before meeting in person

# Social Media (FB, blog, etc.)

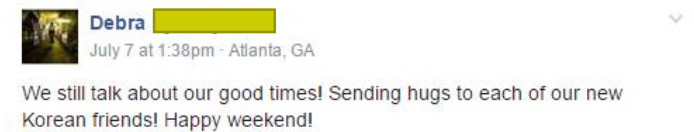


- **Pre-departure:** Post links and discussion topics. Ss can pose questions
- **During Trip:** Expedites relationships between Ss and volunteers/teachers; common place to share pictures and for Ss to create spontaneous outings
- **Post-trip:** Staying in touch with the group; recruiting future Ss; former Ss can write articles about their experience

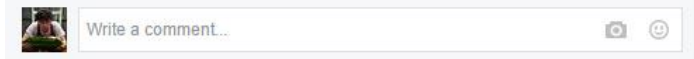
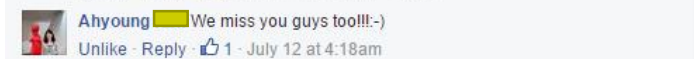
# Facebook Group



## RECENT ACTIVITY



## View 1 more comment



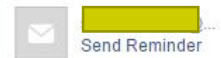
## ADD MEMBERS



## MEMBERS 43 Members



## INVITED See More



## DESCRIPTION Add a Description

Tell people what this group is about.

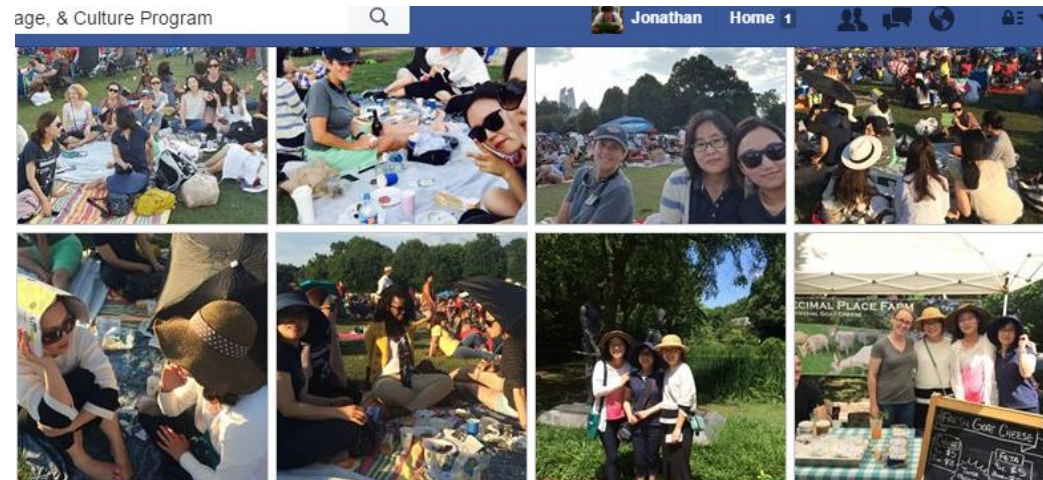
## TAGS Add Tags

Add a few descriptive keywords.

## GROUP CHATS



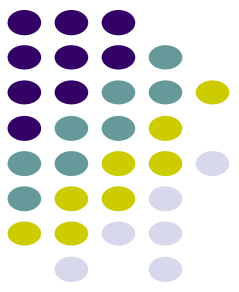
+ Start New Chat



10153386450996486&set=g.565614166946120&type=1



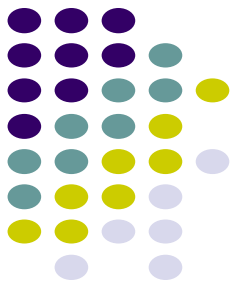
# Social Networks



## Identify existing social networks and integrate Ss into them

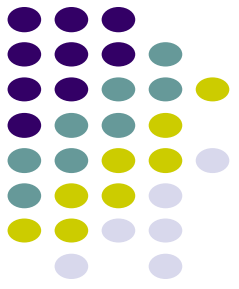
- **Conversation Partners:** Aiko's favorite part of the program; if possible, recruit from specific populations (e.g., Japanese language Ss for Japanese exchange Ss); Needs structure to guarantee volunteer participation
- **Homestays or Dorms (not hotels):** homestays are not necessarily better; try to surround students with opportunities for interaction
- **Tell everyone!** Advertise around the campus and city (Multicultural Center, friends with similar interests, etc.)
- **Slice of Daily Life:** take Ss on small outings to see what daily life is like (having them over for dinner with family or friends)

# Community Engagement and Understanding

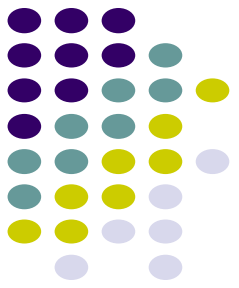


- **Local Service Learning:** one of the best ways to learn about a place is to serve it. Find opportunities in the immediate community to help them meet local people (expand their social network)
- **Excursions:** Go beyond sightseeing. Connect trips to the curriculum; establish and maintain relationships with organizations to provide special opportunities for Ss
- **Structure:** The first part of the program should include more structured excursions and lessons about the local area. This context can help Ss understand the local community and cultures when they explore on their own later. BUT, flexibility is also key to running a great program.

# Repeat Photography Activity



# Repeat Photography Activity

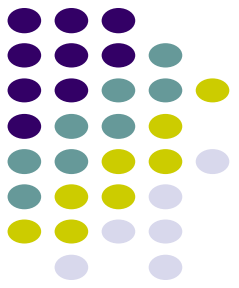


<http://www.atlantatimemachine.com/>





# Repeat Photography Activity



Discuss how Ss feel about the two pictures.

Discuss an article about the effect of the Olympics on homeless people

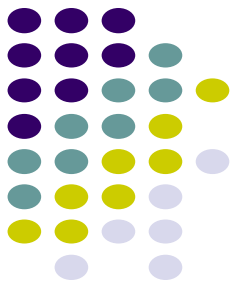
<https://themarginalized.com/2010/02/09/the-olympics-and-the-homeless-2/>



Compare with the “official history” of Centennial Olympic Park



<http://www.centennialpark.com/index.php/about-the-park/park-history>

Ss debate the positives and negatives of the Olympics


# Repeat Photography Activity



 Search Facebook 











Jonathan Home 1  

DETI Teaching, Language, & Culture Program

Add Photos Tag Edit 

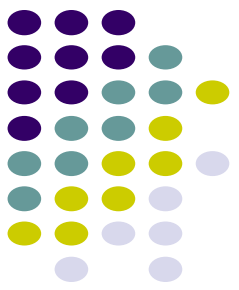
### Atlanta Photo Challenge

Can you find where these old photos were taken? Take a picture and post it in this album! · Updated about 2 months ago



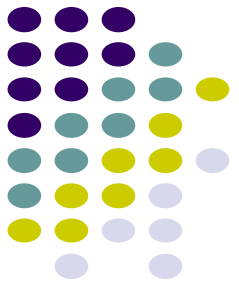
Like · Comment · Turn Off Notifications

# Affordance and Evaluation



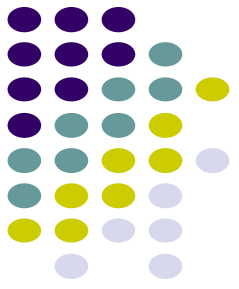
- **Ethnographic approach:** Ss' journals and blog posts, Facebook group activity, interviews with Ss and host families.
- **Benefits:** This approach reveals the complexities of the relationships between learners and their environment that quantitative data might overlook. By exploring these relationships we can answers questions like why a homestay worked for one student but not another or how we can influence learner agency.
- **Limitations:** time consuming, labor-intensive, potentially a need for translator

# Conclusion



- **Learner Agency:** Explicit preparation for the unique challenges of studying abroad on a ST program
- **Social Capital:** Integrate Ss into existing social networks rather than having them establish their own from scratch
- **Affordance and Evaluation:** Reveals the relationship between learners and their environment. This can help us recreate the most special parts of our programs and to adapt those parts that didn't work as well.

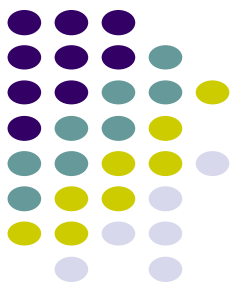
# Future Research



- There is detailed information about US Ss on ST programs, but not ST programs hosted in the US (at least not in English).
- Inter-university research (visiting and hosting institutions)
- Very little research from the perspective of host IEPs
- Long-term benefits of ST programs

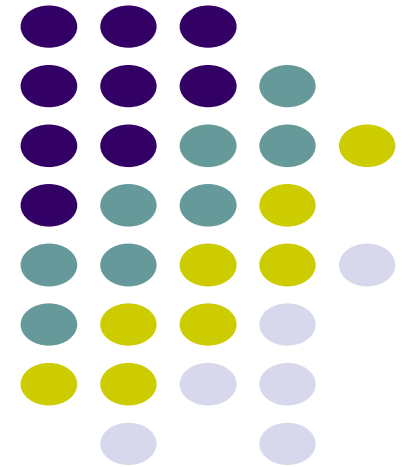


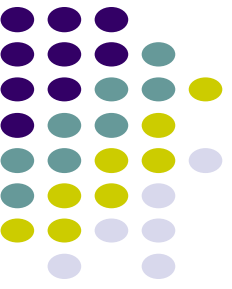
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# Thank you!





**Questions?**  
**Comments?**