Heritage Seekers/Speakers: Studying Abroad at “Home”

NAFSA Region V Conference
Milwaukee, Wisconsin
November 10, 2003

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Asian Students Studying Abroad in Asia: Trends, Contradictions, and Policies at the University of Illinois, Urbana-Champaign

Jerome E. Ng
Coordinator of International Projects (Asia-Pacific)
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“It has come to my attention that we have some international full-time degree students enrolled in [College X] who are pursuing as much as a year of study back in their home countries under the auspices of studying abroad. The case in question are Korean citizens who are going home to Yonsei University. Since this practice is not in keeping with the true spirit of pursuing international study in order to enrich a student’s experiences beyond their own cultural norms, I hope you can shed more light on this matter… (3) Is it your sense that other Colleges have written policies to address this practice? If so, could you let me know? (4) I certainly don’t want to discourage students from going to Yonsei University; however the question becomes whether coursework completed by our Korean international students at Yonsei should be considered/treated as ‘transfer’ credit rather than study abroad registration”

~ May 15, 2003
“One more wrinkle associated with this issue is the definition of ‘international.’ For example, at least three of our Korean students who studied at Yonsei University in the past couple of years came to UIUC after graduating from American high schools — two in Chicago and one from California”

~ May 15, 2003
Discussion

- Context
- Policies
- Future Directions
Heritage Speakers Abroad: IES Madrid as an Example

Rachel Dziallo, Program Associate
Institute for the International Education of Students (IES)
Useful Terminology

- **Heritage seeker**: chooses study abroad location based on cultural heritage with the goal of enhancing knowledge of cultural background.
- **Heritage speaker**: chooses study abroad location based on native speaking skills that s/he learned and speaks at home (interchangeable with native speaker).
- **Bilingual speaker**: Using or able to use two languages, especially with equal or nearly equal fluency; this term is ambiguous when distinguishing between native and near-native speakers.
- **Near-native speaker**: a speaker who exhibits superior fluency, but this person is not native; the language in question is a second language.
Who is IES?

• Non-profit, third party study abroad provider
• Programs in 23 locations, 15 countries
• Students come from a consortium of about 50 member institutions in the U.S., 100 associate members
• All programs have a language component in their curriculum (where applicable)
• IES Madrid Heritage Speakers Program
Research Questions

- What is the population of Heritage Speakers on the IES Madrid program?
- What specific linguistic needs are addressed in the Heritage Speakers class?
- How do near-native speakers interact with the heritage speakers onsite?
- What are the advantages and challenges of implementing a program like this?
Statistics on Hispanics in the U.S. (2002)*

- 66.9% of this group were of Mexican descent, 14.3% were Central and South American, 8.6% Puerto Rican, 3.7% Cuban, 6.5% other
- The highest concentrations of Hispanics were in the South and West of the U.S. (representative of IES feeder schools)
- 34.4% were under 18 years of Age
- Currently 11.1% of the U.S. Hispanic population has completed a Bachelor’s degree

*According to the U.S. Census Bureau
Structure of Heritage Speakers Program

- Placement: predeparture and onsite testing
- Onsite orientation: with language professor to identify linguistic needs of the group
  - Heritage Speaker A: formal education in English, target language learned at home
  - Heritage Speaker B: some formal education in Spanish, target language reinforced by schooling and home/community interactions
- Class syllabus
  - Separation of Heritage Speakers from Near-Natives
  - Vocabulary emphasis
  - Other observations
Challenges and Advantages

Challenges:
• Language requirement
• Reaching all types of heritage speakers
• Integration
• Cultural issues

Advantages:
• No major or minor required
• Targets a growing niche in the market
• Professional development
• Improves upper-level instruction by separation
• Improves intercultural competence
• Can help promote LCTLs
Summary

• What is the population of Heritage Speakers on the IES Madrid program?
  – Heritage speakers are a varied group culturally and linguistically
• What specific linguistic needs are addressed in the Heritage Speakers class?
  – Lexicon, writing, formal register
• How do near-native speakers interact with the bilingual group onsite?
  – Significant interaction in and out of class, although integration with local students is encouraged
• What are the advantages and challenges of implementing a program like this abroad?
  – To reiterate, this program diversifies student population, addresses a growing need and increases intercultural competence in heritage speakers
Heritage Seekers and Study Abroad

An Analysis of Your Campus, Using Mine as an Example

By Lexy Sobel
UIC Study Abroad Office
- Top Chart: Percentages of UIC Student Body (Undergraduates by Ethnicity) Fall 2001

- Bottom Chart: Percentages of UIC Study Abroad Participation (UG (162) and Grad (8)) 2001-02
Evaluating One’s Own Institutional Population:

Assessing the Need and/or Possibility for Increasing the Number of Heritage Seeking Study Abroad Programs on your Campus

Evaluating Your Campus Population

• Define your university by type
• How many students do you have at your university?
• Of that population, based on data analysis, what is the racial and ethnic distribution across campus? Amongst undergraduates only? And, amongst graduate students only?
• What is the distribution of religions across campus? Amongst undergraduates only? And amongst graduate students only?
• In terms of student enrollments, what are the largest minority groups represented on your campus?
Evaluating your Campus Population

- What resources, if any, are available to these minority groups on campus?
- In terms of staff and faculty, is there diversity in regards to race, ethnicity, nationality and religion?
- Does your university have strong alumni support? Are the active alumni from diverse backgrounds?
- Is your campus moving toward internationalization/globalization? How globalized is your institution? Is study abroad incorporated into the mission for internationalization?
Evaluating your Study Abroad Population

• Who typically studies abroad at your institution?
• How many students do you send abroad each year? What percentage is that of your campus total?
• What are the largest minority groups represented in your study abroad programs?
• Do the percentages of minority students studying abroad equal the percentages of minority students on campus? If not, which group(s) has lower representation in study abroad?
• How do you try to reach all students on campus? What types of outreach efforts have you practiced?
• Where do your students typically study?
• Have you sent students on heritage seeking programs? If so, whom have you sent and to where? What were their experiences like? Positive, negative, both?
• Could your students benefit from an increase in heritage seeking opportunities? If so, who could benefit and to where would they want to go?
How to Reach Potential Heritage Seekers: Outreach Strategies

Strategies to reach student groups you have identified as benefiting from an increase in heritage seeking opportunities

- Contact faculty and administrators from these ethnic, racial and/or religious groups to learn more about the different populations of students on campus (ie learn more about different bilingual populations).
- Contact faculty and administrators to help in promoting study abroad; what do they think are barriers for your students? Address these barriers.
- Encourage interested faculty members to implement new faculty led study abroad programs and/or international field study programs of heritage seeking content.
- Use SECUSS-L to learn what strategies other institutions have used?
- Create outreach materials (ie brochures, flyers) that target students from diverse backgrounds. Include diverse student photos showing that study abroad is open to the entire student body.
More Strategies

- Survey students who have shown interest, but who have not actually gone abroad.
- Target specific courses for classroom presentations.
- Research scholarship opportunities; identify minority scholarship opportunities.
- Involve study abroad alumni in outreach and pre-departure/re-entry orientations; strive to involve a diverse alumni population.
- Diversify the staff in your office. Try to hire a diverse student employee body (ie alumni as Peer Advisors, Peer Counselors, etc).
• Address parental concerns, invite parents to pre-departure orientations and/or informational meetings.
• Work with on-campus recruitment and retention initiatives, as well as minority student support service offices
• If your institution lacks in numbers of minority representation (student body, study abroad alumni, faculty and administration) and/or resources team up with another university.
• Help students to know that not all programs are Eurocentric and study abroad is possible all over the globe!
Heritage Seeking Study Abroad Programs

**List based on destination and/or course offerings**

*Not everyone who participates in these programs is heritage seeking*

List is NOT comprehensive.

Africa

- Temple in West Africa, Ghana (summer)
- CIEE Senegal, Dakar (semester, year)
- CIEE Ghana (semester, year)
- CIEE South Africa (semester, year)

Asia

- IES Beijing (semester, yearlong)
- Yonsei University (Seoul, South Korea) International Division (summer, semester, year)
- CIEE China, Beijing (Summer, semester, year)
- CIEE China, Nanjing (semester, year)
- CIEE Japan, Tokyo (semester, year)
- CIEE India, Hyderabad (semester, year)
- CIEE Taiwan, Taipei (semester, year)
- CIEE Thailand, Khon Kaen (summer, semester)
- CIEE Vietnam, Hanoi (semester, year)
## Heritage Seeking Study Abroad Programs

### Eastern Europe
- CIEE Charles University, Prague, Czech Republic (semester)
- CET Jewish Studies in Prague, Czech Republic (summer, semester)
- CIEE Budapest University of Economic Sciences and Public Administration, Hungary (semester, year)
- CIEE Warsaw School of Economics, Poland (semester)
- CIEE Russian Area Studies Program, St. Petersburg State University, Russia (semester)

### Western Europe
- IES Vienna (semester, year)
- Butler IFSA Study in Ireland
- IES Dublin
- Centro di Cultura per Stranieri at the Universita degli Studi di Firenze, Florence, Italy (summer, semester, year (depending on course offerings and credits)
- CIEE Alicante, Spain Liberal Arts Program (summer, semester, year)
- IES Madrid (standard program and specialized curriculum for bilingual students with native fluency)
# Heritage Seeking Study Abroad Programs

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<thead>
<tr>
<th>Middle East</th>
<th>Latin America</th>
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<tr>
<td>American University in Cairo, Egypt (standard program and Arabic Language Institute) (summer, semester, year)</td>
<td>Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM), Mexico (summer, semester, year)</td>
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<tr>
<td>Tel Aviv University, Lowry School for Overseas Students, Israel (semester, year)</td>
<td>University of Kansas Summer Language Institute, Vitoria and Vila Vehla, Brazil (summer)</td>
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<tr>
<td>Hebrew University Rothberg School for Overseas Students, Jerusalem, Israel (Summer, semester, year)</td>
<td>CIIEE Dominican Republic (summer, semester, year)</td>
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<td>CIIEE Jordan, Amman (Semester, year)</td>
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Discussion

• Current research
• On-campus policies toward heritage seekers
• Heritage speakers abroad
• Evaluating your campus