



idp



17TH IDP AUSTRALIAN INTERNATIONAL EDUCATION CONFERENCE

*securing the FUTURE for International Education:
Managing growth and Diversity*

Short-term Overseas English Language Immersion –

What have we learned?

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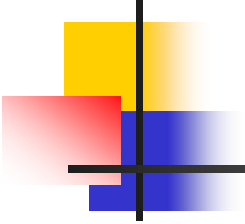
Introduction

STOLIPs overview

Issues:

- Language
- Programme
- Community
- Residence abroad
- Cultural differences and coping strategies
- Orientation and monitoring

Conclusions



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Emphases of HKIEd-commissioned

STOLIPs:

1. Improving oral communication skills, to some extent through classroom lessons e.g. structured language lessons, drama, poetry, literature etc. but **especially through activities in the field** e.g. mini-action research;
2. Developing a more sophisticated understanding of SLA and learning;
3. Reflecting explicitly on the similarities and differences in educational contexts and practices;
4. **Reflecting explicitly on what it means and takes to live away from home in a significantly different cultural environment;**
5. Developing social, academic and professional relationships with native English speakers;
6. Being exposed in small groups, wherever possible, to other teaching experiences in local schools.



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STOLIPs are powerful tools for:

- holistic language gain – the language learning spiral
- seamless integration of content, culture and language
- participant development, *if*
 - all forms of interaction with the community are maximised
 - cultural differences are acknowledged and utilised
 - comprehensive preparation for participants is provided, involving all stakeholders and
 - the importance of communication is made clear as a central strategy for success.



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