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A Case Study on a College Short-Term English Abroad Program for Holistic Learning

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This study aims to qualitatively explore the holistic nature of a short-term English abroad program for college students during their one-month stay in a foreign country where English was an institutional language. This qualitative research inquiry used a blend of narrative and case study methodologies. It included multiple data sources such as classroom observation, students' journals, follow-up interview, and other related documents. The data collected were scrutinized and analyzed for capturing the whole characteristics of holistic education, particularly focusing on the notions of connection, inclusion and balance which are considered three basic principles of holistic education. Students' experiences of 'interconnectedness' and 'relationships' found on the interviews and journals were categorized, from which interconnecting themes were extracted. The findings indicated that a deep sense of connectedness was felt by the students on all the phases of their experiences including with their peers, teachers, Philippine buddy students, and the people they met through community outreach, which naturally led them to find identity, meaning, and purpose in their lives. In addition, they met a real world where they experienced a sense of joy and happiness surrounding the foreign people, foreign language and foreign situations.

[English abroad program/holistic language learning/community outreach/ character forming education/college English program/short-term study abroad]

I. INTRODUCTION

Second or foreign language learners (L2 learners) are often reluctant to communicate in L2s. They think they cannot demonstrate and express themselves as much as they want, and as a result they reduce or avoid their interactions in an L2 in order to protect their self-

image (Aveni, 2005). L2 learners may feel that they are disadvantaged in constructing their social self when they interact in an L2. In this context, a study abroad program was planned and created for the students to overcome their reducing attitude when interacting in an L2. In addition, the heightened interests of the university in global citizenship, character, or humanistic core abilities building also made it possible to expand the nature of a language program to including holistic educational goals.

I wanted the English abroad program to play an extended role from the previous general English abroad programs for my students to fully focus on their interactions in an L2 without inhibition by their emotional blocking. How we can maximize the occurrence of genuine intercultural communication during the program was considered a key to the success of the program development and implementation. The notion of the genuine intercultural communication may be connected to the notion of holistic engagement in an L2 since it can help the students to enhance their social self and spirit of inclusiveness.

The aim of this study is to gain an in-depth understanding of the process of developing an English abroad program which was planned to be a holistic educational program. How the holistic features were represented in each phase of the curriculum for the one-month English abroad program is investigated with the background theory in this study. Furthermore, students' perceptions during and after the program were sought to be analyzed to understand the program comprehensively.

The research questions that the present study aims to answer are as follows.

1. How was the short-term English abroad program holistically operationalized in its design and process?
2. What evidence exists in the data to suggest that students were genuinely involved in holistic learning?

II. LITERATURE REVIEW

1. Language Learning and Holistic Education

Gallegos Nava (2001) discussed the meaning of the word 'holistic' as follows:

> "The term 'holistic' comes from the Greek *holos*, which in our context means wholeness. It refers to comprehending reality as a function of a whole in the integrated processes. It is used to denote that: reality is an undivided whole; it is not fragmented; the entirety is the fundamental reality. The whole, from such a

> perspective, is not a static structure, but a universal, impermanent flow. The holistic vision is based on an integration of knowledge... Given that it is not possible to comprehend the new reality from isolated disciplines, however, the holistic vision is transdisciplinary by nature." (p. 13).

Traditionally, curriculum has been narrowly defined in terms of what should be learned (skills and content), and how it should be learned (methods), rather than considering students' overall growth and meaningful learning experience. However, as Parkay, Hardcastle-Stanford, and Gougeon (1996) mentioned, the definition of curriculum has been broadened referring to the "experiences, both planned and unplanned, that enhance (and sometimes impede) the education and growth of students" (p. 322). That is, the curriculum is the whole environment of teaching and learning including 'hidden curriculum', which is defined as "an exploration of how students are informed and socialized by pedagogical practices, and the need to take these factors into consideration in educational research" (Kentli, 2009, as cited in Charles, 2012, p. 20).

According to Miller (2000), holistic education is:

> …based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace… This is done, not through an academic curriculum that condenses the world into instructional packages, but through direct engagement with the environment.

So the goal of holistic learning can be achieved through the curriculum on the basis of the principle of interconnectedness and wholeness. The importance of interconnectedness and wholeness in holistic education is also asserted by Cajete (1994): "The old dichotomy of head and heart, science and religion, beauty and function seemed to be about fragmentation and we need to see things in larger wholes" (p. 21) and "our physical and biological survival is intimately interwoven with the communities that we create and that create us" (p. 166).

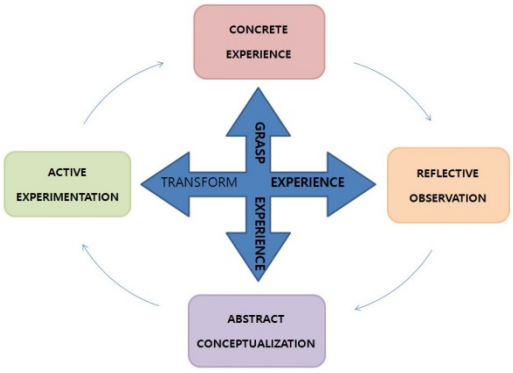
In his sociocultural theory, Vygotsky (1986) argues that social relationship and all the culturally built artifacts play a major role to form human thought patterns. That is, the language ability which is developed by various interactions in the socio-cultural context contributes to the cognitive development of human. In this theory, acquiring a language is not just an innate biological process, but it is achieved through the history of life experience within our communication environment. In this post-structuralism viewpoint, according to Jackson (2013), language and culture learning is influenced by the social, cognitive, and affective factors in the process of controlling the complex world around

them through L2 and recognizing their changed understanding about 'Self' and 'Others'. To further understand L2 learning and self identity, Norton's (2000) theory is useful as well. Norton expands the concept of self identity to a broader concept which is reproduced through social interaction and understood in relation to the unjust social context. Cummins' nested pedagogical orientation is also based its educational philosophy within Vygotsky's sociocultural theory. He proposes the continuum of 'transmission—transaction-- transformation' as helpful tools for curriculum designing in the pursuit of holistic language education (Anderson, 2016; Cummins, 2001, 2009; Miller, 2010). That is, the teaching and learning should involve giving students opportunities for interaction and potential to transform on various levels (cognitive, social, emotional, spiritual, etc.) not just transmitting knowledge.

The discussion about 'transformation' leads us to the concept of whole learning. Developing a "whole student" in our education can be achieved only when the teacher connects with the student and adapts an integrated approach to teaching organizing a caring environment. The ethics of care in education is a particularly important element in today's globalized world, as Noddings (2011) argues that "educators must recognize that caring for students is fundamental in teaching and that developing people with a strong capacity for care is a major objective of responsible education" (p. 143).

Kolb (1984) makes the connection between experiential learning and holistic education by describing the experiential learning cycle as "a holistic integrative perspective on learning that combines experience, cognition, perception and behavior" as shown in Figure 1 (p. 21).

FIGURE 1
Experiential Learning Cycle (Kolb, 1984, p. 21)



Kolb (1984) affirms that learners learn effectively by the integrated process of ①

conceptualising → ② test → ③ experience → ④ reflection, and "learning should not only be restricted to perception or cognition, but should also integrate other essential human functioning, and hence incorporates thinking, feeling, perceiving and behaving" (p. 31).

2. Learning Outcomes in Study Abroad Programs

The students joining study abroad programs involve temporary separation from their homeland social networks and become to have special experiences immersing themselves in a different language and a new form of socio-cultural environment. Many of the studies regarding study abroad reported positive and encouraging findings on the outcome of study abroad. Reviewing a broad range of literature on study abroad, Kinginger (2013) reached the following conclusion: (1) Study abroad has potential strengths in improving all the language skills; (2) Study abroad is especially effective in the development of social interaction ability which is considered a weak point of classroom instruction; (3) We still need to have more research on the socio-cultural aspects to get a clearer view of the cause of students' outcome difference.

As Kinginger (2013) stated in (2) above, we need to ruminate on Coleman's (1998) emphasis on the inclusion of socio-cultural competence when studying the effectiveness of the program not to distort participants' experience but to see the big picture. Recent studies are showing more interests in the overall educational effect of language and cultural study, and that is why we have more and more qualitative researches which are suitable for studying these whole aspects of study abroad programs (Jackson, 2008; Murphy-Lejeune, 2002; Pellegrino, 2005).

In his qualitative study adopting a grounded methodological approach, Andrew (2011) analyzed 70 international students' reflected journals over 3 years who studied English and performed volunteering community service activities in New Zealand. The students wrote ethnographic journals about their 10 hour experience of their community placement at the end of the semester. Andrew asserted that the program showed more than expected outcomes in that the students revealed their cultural and ontological values as well as understood their future self while practicing in the learning community.

Jackson (2013) investigated the transforming process of a college student of Hong Kong who joined a year-long exchange program in Canada. Jackson reported the learner's narratives which provided a window into his L2 learning, evolving sense of self, cross-cultural adjustment, and intercultural communication. A variety of factors including multiple sociocultural factors were found to have been played in influencing his "whole person" development.

The positive effects of study abroad programs by Korean college students have been

reported in various studies in the improvement of self-regulated learning ability, language ability, learning strategy, learning motivation, attitude, etc. (e.g., Chang & Seong, 2011; Cho Jae-Oke, 2005; Jung & Yun, 2011; Yang, 2013, 2015). Recent studies tend to use qualitative approaches to recognize the complexity and variation of study abroad by exploring individual participants' trajectories. In general, they give a focus mainly on social networks and identity in an attempt to capture the whole individual and whole context (Coleman, 2013).

Among qualitative studies on study abroad, Cho (2005) reported that the 16 college students were positively affected by the program in the psychological, language learning, socio-cultural aspects. Park (2010) adopted an ethnographic approach to investigate 13 college students in a short-term study abroad program. Through her in-depth study, she discussed about how the students reconsidered their home country society and culture and how they strengthened their desire of global move in the future and sought their global identities by resourcing their study abroad experience.

Yang (2015) also conducted an in-depth qualitative study in order to gain a whole picture of the study abroad experience of college students. She studied 11 college students who joined an English abroad program for 2 months employing grounded theory approach. A core category about their experience was postulated from the analysis as "building social and cultural capital to be a better-suited global citizen and expanding L2 self identity through motivated investment" (p. 129).

III. RESEARCH DESIGN

1. Case Study and Narrative Inquiry Methods

The case study component is a suitable and effective method in presenting, describing and identifying the program experience in order to better understand the program which took place abroad as a holistic education model. According to Yin (1989), case study is defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (p. 23). Yin (2003) further elaborates on this observation, stating that case studies allow investigators "to retain the holistic and meaningful characteristics of real-life events" (p. 2). Using a case study method to understand the holistic nature of the study abroad program, I designed this study to illuminate the following two key elements: (1) the program procedures conducted in the short-term study abroad context; (2) narrative inquiries into the students' experiences. So the goal of this study is to discover how the students were guided and responded to various educational experiences in the L2 learning environment of the study abroad program.

To describe, identify and understand the students' holistic L2 learning experiences, students' narratives were delved into in relation to various forms of connectedness to the learning processes in the study abroad context through interviews and reflective journals. This supports the notion that connectedness to the processes that encompass the students' learning context including the target community is the key to understanding successful language learning (Gardner, 1985; Norton, 2000). L2 learning is "a highly complex activity in which human cognition and human agency develop and multiple identities are co-constructed through interaction with others, the self, and the cultural artifacts of our environments" (Swain & Deters, 2007, p. 831).

2. Research Sites and Participants

To achieve the goal of this research, a short-term study abroad program designed by K University in South Korea in collaboration with a partner university in the Philippines was the main focus to describe. The language program proceeded mainly in a university in the Philippines for a one-month period in January 2018 during the vacation, and 4 different joint community outreach (JCO) programs were conducted in the communities around the university in the Philippines during the one-month period.

The study abroad program came largely out of my interest and passion for holistic language education that would transform the students' learning process. So, the researcher actively involved in the program as a curriculum designer, facilitator, and coordinator, frequently being in and out of the site and communicating with the English instructor, community outreach program teachers and the participating students.

Twelve students from K University joined this Global English & Community Outreach Program at first, but 1 student dropped in the middle due to illness. The 11 students' general characteristics are described in Table 1. Twelve senior students from the partner Philippine university joined as buddies of Korean students, and they worked with Korean students for various programs including Joint Community Outreach (JOC).

TABLE 1

General Characteristics of the Participants

No.	Name	Major	Year	Gender
1	CJS	Social welfare	3	M
2	JSY	Nursing	1	F
3	SMS	Social welfare	2	M
4	KMJ	Nursing	1	F
5	NGH	Social Welfare	2	F
6	LSE	Nursing	1	F

7	YHR	Nursing	1	F
8	KYE	Social Welfare	3	F
9	KHM	Social welfare	1	F
10	JYJ	Social welfare	3	F
11	KHJ	Social welfare	1	F

3. Data Collection and Analysis Procedures

The data used in this study includes the following: (1) pre-sojourn plans of the students written before they left for the Philippines; (2) students' reflective journals which they wrote about twice a week during the month-long program; (3) interviews conducted 2~3 months after they returned to Korea. The data collection was pre-planned by the program coordinator, and students' prior consent was obtained in advance on the use of data for this study. The data collected and scrutinized from the various sources were analyzed for capturing the whole characteristics of holistic education, particularly focusing on the notions of connection, inclusion and balance. The analysis was carried out through the thematic exploration of the data. The researcher practiced repeated reflection on the students' words, expressions and actions by reading and re-reading the transcribed data and coded them on Microsoft Excel files and tables.

4. Enhancement of Rigor

Lincoln and Guba's (1985 as cited in Pandey & Patnaik, 2014) four key criteria were used for establishing trustworthiness of the qualitative inquiry. The four criteria, including credibility, transferability, dependability, and conformability were achieved through careful and deliberate efforts from data generation, coding analysis to presentation of findings. To establish credibility I used prolonged engagement and persistent observation, comprehensive field notes, repeated reflection on students' journals and interviews. I also used thick description with sufficient contextual information for establishing transferability, peer researcher checking for dependability, and theory triangulation for conformability.

IV. RESULTS AND DISCUSSION

1. How was the Short-term English Abroad Program Holistically Operationalized in its Design and Process?

K University has been supporting students for their global education using study abroad programs during the vacation. The language program which has been developed into the current form has a two years history. Since its beginning, which included just a community outreach program conducted in 2016, has been evolved into the language classes plus joint community outreach (JCO) program in 2017 based on the students' needs analysis and the effectiveness judgement.

Connecting both levels of classroom and beyond-classroom activities to provide students with diverse real-life intercultural communication experiences including community outreach work was the key in the curriculum design. So, the range of the activities in the curriculum designed by the program coordinator and the instructor to facilitate holistic learning is described focusing on 'connectedness' encouraging various interactions and relationships. In the planning of curriculum, I tried to systematically arrange the activities in a cycle of "Abstract Conceptualization" – "Active Experimentation" and "Concrete Experience" – "Reflective Observation" on the basis of Kolb's experiential learning theory (Kolb & Kolb, 2005, p. 198).

When designing this program, other than the Kolb's assumption about holistic education in relation to experiential learning, Cummins' nested pedagogical orientation was definitely useful. Cummins' three major orientations of 'transmission—transaction--transformation' were also integrated in the curriculum in pursuit of developing a holistic language program (Anderson, 2016; Cummins, 2001, 2009; Miller, 2010).

The overall program activities following Kolb's experiential learning cycle are described as follows:

1) Classroom instruction for "Abstract Conceptualization"

(1) Formal ESL Classes

The formal ESL classes solely for 12 Korean students proceeded from 8:30 a.m. to 5:00 p.m. every Monday, Tuesday, Thursday and Friday. The classes were designed for developing four skills of English, and the language activities included communicative-experiential learning activities, games, integrating drama (role-play), integrating arts (dancing, singing, reciting poetry), and speech festival. The small class size contributed to sustaining the spirit of connectedness, balance and inclusion which is essential to build meaningful learning environment as well.

(2) College English Course

The students joined the Filipino English credit class 2:30 p.m. to 3:30 p.m. every Wednesday and Friday. Classroom activities were composed of mainly student group presentations and games. The students could feel the sense of immersion and belonging

when studying in the pre-existing English course for Filipino students.

2) Beyond the classroom activities (experiential and community-based learning) for "Active Experimentation" and "Concrete Experience"

(1) Interaction with student buddies: The 12 Korean students pairing up with 12 Filipino students had interactions continuously in preparing and carrying out community outreach activities and built personal relationships.

(2) Campus connections: The students joined various campus events together with the student buddies in their free time.

(3) Community connections: The students prepared and joined 4 different joint community outreach (JCO) programs. They had a session of briefing and orientation before starting the JCO programs, and had a debriefing and reviewing session after finishing all the 4 programs as follows:

① Jan. 10: JCO briefing and orientation,
② Jan. 15: 1st JCO. Kiddie party and immersion for abandoned children
③ Jan. 17: 2nd JCO. Thanksgiving celebration with children in need of special protection and with women in especially difficult circumstances
④ Jan. 20: 3rd JCO. Parenting talk and immersion in an indigenous Aeta village
⑤ Jan. 22: 4th JCO. Kuwentuhan (storytelling) with the elderly
⑥ Feb. 1: Debriefing and reviewing JCO activities and experience

(4) Interactions among learners and other people in the community: The students stayed in a dormitory hostel together with a supervisor, and they were involved in various kinds of interactions among peers and Filipino buddies, and hostel managers during their 1-month stay. They also visited local cultural / historical sites with peers and buddies during the weekends. Through the weekend excursions around the community, they showed reverence for the natural environment.

3) Engaging in revised interpretations of the meaning of one's experience for "Reflective Observation"

I tried to provide the students with opportunities of reflection in the curriculum according to our belief that reflection is an important means and process of learning. So the students were required to write reflective journals twice a week and they had to submit

them after finishing the whole program. In addition, there was a three-hour in-class session for them to reflect on the four JCO program activities and experiences on February 1. Finally, they could proceed to reflect on the whole study abroad program at the closing ceremony on the final day of February 2.

2. What Evidence Exists in the Data to Suggest that Students Were Genuinely Involved in Holistic Learning?

To gain a deeper understanding of the students' holistic L2 learning experiences, students' journals and interviews were delved into in relation to various forms of connectedness to the learning processes in the study abroad context. This supports Charles' (2012), Gardner's (1985) and Norton's (2000) notion that connectedness to the various processes that surround the students' learning context including the target community is the essential element to understanding successful language learning as well. Analyzing with the viewpoint of 'connectedness', which is a critical element in holistic education, the themes emerged from students' journals and interviews were categorized as the four different forms of connectedness: connectedness to students' own emotions, teacher, peers and Filipino buddies, joint community outreach contexts and other immersion contexts.

1) Students' Voices Manifesting Holistic Learning

The students talked and wrote about their perceptions of the experiences, and the four forms of 'connectedness' were extracted as major categories. They are 'connectedness' 'to their own emotions', 'to teacher', 'with peers and Filipino buddies', and 'to the people in the JCO and immersion contexts'.

(1) Connectedness to their own emotions: *"Confident, More Matured, Thankful, Hope, Contentment, Happy, Valuable"*

Students' transformational experiences were evidently confirmed from their voices. They show their good feeling and confidence about the direction in which their life is headed and thankfulness for all that has happened to as seen in the following quotes.

"I learned a lot by experiencing successes and failures as a team leader…. I learned clearly what I can do and what I cannot do in the future and could have confidence that I can do better if I become a leader in any community…It was an opportunity that I could become more matured. I feel so thankful to everybody like the English teacher, Filipino buddies, JCO teachers, and my peers" says SMS.

Their feeling of confidence about themselves and transformed resolutions are also

evident as in the following quotes of KHM.

"*I found that reflective journal writing was very helpful for me with having time to reflect on and write about a day. I will keep trying hard to be a good global worker not losing confidence and hope just like who I am here now*." (KHM)

"*While I was making an audio-visual presentation material which shows photos of all our activities for our closing ceremony, I thought the one month period was a short period. We cried and laughed together for one month and all the difficult problems seemed to be compensated by receiving the certificate of completion. The one-month experience was full of happy and valuable memories. I made a resolution to better serve the community on the basis of the experiences I had here.*" (KHM)

(2) Connectedness to teacher: *"Pleasant, Understanding, Active, Considerate, Respectful, Fun, Interesting, Caring, Friendly, Happy, Grateful, Positive"*

The students felt that the teacher was very well organized and active using a variety of activities such as games, interviews, speech festival, etc. They were very much motivated in learning English by the activities like 'on-campus interview' and the teacher's active and considerate personality as seen in the following quote of KYE.

"The teacher was very pleasant and understanding. She managed the class very actively using lots of games. I liked the interview activity very much. We went out to the campus and met Filipino students. It was not easy at first for a person like me who is kind of shy, but the Filipino student interviewees were very cooperative and active in talking with me. I would like to talk with them freely with a better English fluency. I am thankful for the teacher's consideration for me my low English ability."(KYE)

The speech festival was a kind of a synthetic art which could be completed by the collaborative effort of the students in small groups. It is an effective method to connect mind and body as seen in YHR and KYE's comments.

"The speech festival was a very interesting experience. We could test our English ability by performing an English play and reciting poems. It was more meaningful because we prepared everything from making all the props and costumes to setting stages by ourselves before the festival. I was really happy and thankful to all my team members and audience when my team won the first place and I was chosen as a best actress". (YHR, KYE)

The teacher was very careful in conducting every activity until the last day. LSE expressed her impressions as follows:

"On the closing ceremony of the last day, I was appointed as a valedictorian to give a farewell speech. I was very grateful and felt honored. I really thankful for many people and I think this whole experience will remain an unforgettable memory for me." (LSE)

(3) Connectedness with peers and Filipino buddies: *"Trustworthy, Thoughtful, Passionate, Helpful, Warm-minded, and Comforting"*

The student buddy program was developed and included in the curriculum in an effort to give students more chances to interact in English in authentic situations. They could maximize the chances for not only building their language skills and motivation in learning English but also forming friendship and discovering trustworthiness in humans as shown in the following quotes by KYE and KHM.

"My buddy was one year younger than me, but she seems more matured than me with such a thoughtful mind. And she helped me to have passion in learning English because I wanted to talk with her better… It was more meaningful that I worked with my buddy during the JCO programs. She was always helpful and warm-minded." (KYE)

"It was physically very difficult during the 2nd and 3rd weeks since we had to join both the English classes and JCO programs. But there were buddies who helped us to mentally compensate the physical hardness. It might have been impossible for me to endure if it had not been for my Korean friends, Filipino buddy, and the people in JCO sites…. I could find my strengths and confidence about myself thanks to my friends and buddies." (KHM)

(4) Connectedness to the people in the JCO and immersion contexts: *"Feeling of Caring, Compassion, Happy, Love, Thankful, and Touching Moment"*

The students developed a sense of caring and compassion for others through the Joint Community Outreach (JCO) activities by interacting with the people in the JCO contexts as shown in the quotes from CJS, JSY, and KMJ.

"*When we went to the Youth Detention Center for our 1st JCO activity, the boys in the Detention Center showed a lot of interest and active participation. They are in such a difficult situation but they tried to help us. It was a touching moment.*" (CJS)

"*When I met the unwed single moms with kids for our 2nd JCO activity at Tarlac Home for Women, I was happy and felt proud of myself because I could give them some free time chance from their burden of caring for their kids. I was moved by their dance performance which they practiced solely for us…. They were people who got hurt by other people, but they were so kind and open-minded to us. I felt really grateful for them.*" (JSY, KMJ)

YHR and KHM also expressed a feeling of deep compassion and gratitude for the people in difficult situations and wish for becoming a more loving person.

"*We visited an Aeta village where indigenous people live for our 3rd JCO activity. When we visited their home, we could meet and talk with the families, and found they were in a miserable situation. I thought about my current life while I was doing activities and meeting families who were smiling continuously in such a miserable environment. I will*

never forget their beautiful smiles. I was thankful to the children in the Aeta village who gave me this opportunity to grow up, and I hope to become a person who feels gratitude and happiness even for a small thing." (YHR, KHM)

The students felt a strong connection to all humanity realizing that Filipinos are just like Koreans. This led them to have ecumenical and global worldview that transcends ethnocentrism or egocentrism by understanding other countries and cultures as in the quotes from NGH and YHR below.

"*We had a storytelling time with the elderly who visited San Pedro Elementary School for our 4th JCO activity. The elderly people reminded me of my grandmother I love. They treated us just like their own granddaughters. I felt love and wisdom from them. I was touched by them when they said I was the best present for them that day. Philippines was just the same as Korea*." (NGH, YHR)

2) Summary of the Keywords in Relation to 'Connectedness'

Recurring keywords in the data are summarized in relation to the four different forms of connectedness as in Table 2.

TABLE 2

Summary of Students' Experiences of Interconnectedness

Connectedness to		Recurring Keywords
their own emotions	intra - personal	Felt comfortable; not fearful; acknowledged; treated like "real person": felt happiness, enjoyment, self-confidence, self-reflection, became matured, transformative experience, made new resolution
	inter-personal	Established rapport; built positive relationships with instructor and peers : Felt gratitude, concerned and pitiful for the underserved,
teacher & classroom	teacher's personality	Qualities: patient, enthusiastic, caring, imaginative, friendly, empathic, understanding, considerate, enthusiastic, Communication: Accessible (office hours), approachable, organized, prepared one-to-one communication,
	teacher's teaching method & learning environment	Showed great ways of "transforming" information; balanced integration of variety of activities; simultaneous development of skills; "not just grammar"; encouraged resource sharing; lots of group work and interaction and facilitated high level of engagement ("never boring") variety of activities(poem reciting, play, presentation, games, songs); encouraging team work, development of language skills through real life activities (interview, jco)
		Small class size of 12 students (compared to other university courses) Spirit of inclusiveness and togetherness ("like a family"); fun; inducement of interest; use of humor; great appreciation of culture Physical configuration of classroom, natural environment

peers and buddies	Filipino buddy	Amazed by their integrity, devotedness, thoughtfulness; more-matured than me; listened to me and comforted me Helped me to find out my strengths and confidence; helped me to have expectation and enthusiasm on English Felt gratitude, sorry, full heart; sharing memories; sad when departed
	Korean Peer	Friends both inside and outside of classroom Helping, learning cooperative spirituality, sharing difficulties, adjusting and filling each other, feeling happy, gratitude, amazed and respected, enjoyed getting acquainted,
community residents in Joint Community Outreach (JCO) sites		Amazed by their constant smiling, opening up their minds, consideration for others despite their difficult conditions, understanding each other with heart without common language Appreciated that they actively participated, my small help contributes to their joy Felt happy to give them pleasure Self-reflection on my previous behavior (spending, grandparents, prejudice) Made resolution on helping the underserved in the future; learn and think about the role of community activity Empathized their sadness learning about their history Impressed by their warm welcome everywhere

V. SUMMARY AND CONCLUSION

The short-term English abroad program was designed and operationalized following the holistic educational principles with three major orientations of transmission, transaction, and transformation on Vygotsky's socio-cultural theory and Cummins' nested pedagogical orientation. In regard to the first level of 'transmission', the students received English instruction with various methods, which can be considered the "Abstract Conceptualization" step in the experiential learning cycle by Kolb. The instructions and JCO programs were sometimes provided as separated parts, but mostly interconnected in the methods and themes.

Regarding the second level of 'transaction', the students were given affluent meaningful interaction opportunities in proceeding with all the program activities. By integrating English classes and JCO programs in the curriculum, the students were to be engaged in more vivid and meaningful interactions. They went through the "Active Experimentation" and "Concrete Experience" steps as the 2nd and 3rd steps of experiential learning cycle in the transaction orientation. The interactions proceeded deepening the sense of connectedness among Korean peers, with Filipino buddies, teachers of English and JCO programs, community residents of JCO sites, etc. The program, especially the 'buddy

system', provided Vygotsky's "zone of proximal development" (Vygotsky, 1978) where meaning construction and various levels of whole learning takes place. Through the positive interactions and collaborations with their buddies, the students received necessary help to accelerate their learning. The logical consistency existing in the whole program is students' holistic development conveying ideas about global citizenship.

Regarding the third level of 'transformation', we could confirm the students' transformed identities in their reflective journals and interviews, which were attained through constant interactions not only via different classroom activities and instructions with logical consistency but also via out of class activities with peers, buddies, teachers, and community residents. The transformative experience was even more strengthened when they were going through the "Reflective Observation" step as the last step of the experiential learning cycle, which was provided by reflective journal writing or JCO program follow-up activities.

The students showed growth and transformation in the extent and depth during the whole period of their study abroad program. The fundamental transformation in the perspective of the world and human being should be a required aim of any kind of education in this globalized world. It comes out from the deep realization in oneness of human body, mind, and spirit, and everything and everybody in this world is connected. That is, the students became to be clearly aware of the fact that they are learning English so that they can advance themselves to a global citizen. Furthermore, they went through transformational experiences via their day-to-day activities not only in the classroom and campus but also in the wider community abroad.

The study is meaningful as it showed how a short-term study abroad program can holistically proceed and helped to understand its educational outcome through the in-depth analysis of students' voices. The outcome of this study could be of use for curriculum developers and teachers who are eager to provide students with holistic learning opportunities, while the components of a study abroad program need to be continually developed and more studies should be carried on to assess their effectiveness and the program outcome.

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Examples in: English
Applicable Language: English
Applicable Level: College

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